

Respectful, Safe, Responsible Learners

Term 3, Support Unit – 3-6 Purple Newsletter

Dear Parents/Caregivers,

Welcome back to Seven Hills West for Term 3 2023. We hope that you had an enjoyable break.

We trust that your child is ready for an exciting and busy term, full of engaging learning activities and opportunities at Seven Hills West Public School! This term we have the Athletics Carnival, Education Week and The Book Parade to look forward to.

It was great to have the opportunity to meet with all our families at the review meetings this term. Please do not hesitate to reach out to our team if you have any questions or concerns.

The following overview will outline the wide variety of activities to be covered across the key curriculum areas to further develop our students' skills and interests.

SUPPORT UNIT CLASSES and TEAM

K-2 Aqua	Mrs Arora, Mrs Vasalla & Miss Greer
K-6 Pink	Mrs Dalton-Keep & Mrs Jacob
3-6 Purple	Miss Chung & Mrs Cini
3-6 Rainbow	Mrs Moon, Ms Morri & Ms Wilson
3-6 Orange	Mrs Lewis & Mrs Ramos
Library	Mrs Gupta
Science / STEM	Miss Bola, Miss Hatava
Assistant Principal	Mrs Zollinger
Assistant Principal - Curriculum Instruction	Miss Pipikios

Term 3 Curriculum Focus

Transdisciplinary - How we organise ourselves

In Term 3 we will be working on our Transdisciplinary Curriculum theme, 'How we organise ourselves.

This series of HSIE, PDH & Creative Arts- drama lessons are a part of the Transdisciplinary unit that provides students the opportunity to explore the rules and routines to help us establish a sense of community. Students will delve into how they can be a good citizen within our school community. They will make videos of how to be safe in our community.

Creative and Performing Arts (CAPA) - Drama

Students will be developing knowledge skills and understanding in creating, performing, and appreciating drama. They will explore the elements of drama, movement, and voice skills, and takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations.

Personal Development and Health: Child Protection

Through this unit, students will describe their unique qualities and strengths and consider how these can be used to help themselves and others stay safe when responding to situations. They will understand that everyone has the right to be safe and to tell others not to touch their body when they do not want to be touched. Students will practise a range of protective strategies for responding to various situations.



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Students will build their understanding of connection and belonging by identifying groups they belong to and recognising behaviours which include and exclude others. They will develop and apply interpersonal and self-management skills to build relationships, demonstrate cooperation and communicate effectively and respectfully in the class and small groups. This unit provides teaching and learning activities around child protection education.

K-6 Orange will engage in the unit: My Right to be Safe

Through this unit, students will identify and support the rights of themselves and others and use this knowledge to question any behaviours or actions that impact on their right to be safe. They will recognise the importance of trust in relationships and identify sources of support to manage the changes associated with puberty. Students will build health literacy through identifying people and sources of information to learn about change and to seek help and advice. Students will build their understanding of emotional and behavioural warning signs associated with unsafe situations. They will consider the impact abuse and bullying can have on someone and explore positive ways to respond when abuse has occurred. Students will apply interpersonal and selfmanagement skills to practise responses and strategies that promote personal health, safety and wellbeing. This unit provides teaching and learning activities around child protection education. Students will investigate the essential question: How can I support my right to be safe?

All classes will be engaged in athletic skill building in our practical sessions.

Library and Future Focused Learning Program:

K-6 Pink, K-6 Rainbow, K-6 Aqua

Welcome to another term of innovative and fun learning in the Seven Hills Public School library. This term is all about sharing the planet with living things.

Unit Title: "Sharing is Caring: Protecting our Earth"

This unit delves into understanding the concept of finite resources and the importance of sharing them with people, living things, and nature. Through the "7 Habits and Leader in Me" program, students will recognise the basic rights and responsibilities related to resource sharing in daily life and environmental conservation. Additionally, students will foster a love for reading and explore themes related to sharing, caring for the environment, and music. As they work towards solving real-world problems, they will explore how digital systems, including Makey Makey, can be used to turn nature into musical instruments, promoting creativity and sustainable practices.

K-6 Orange, 3-6 Purple:

Welcome to another term of innovative and fun learning in the Seven Hills Public School library. This term is all about learning about Earth's finite resources and the importance of sharing them responsibly and understanding design processes.

Unit Title: "Using Robotics for an Environmentally Sustainable Future".

In this unit, students will learn about finite resources and the importance of sharing them responsibly with others, including people, animals, and communities. Through their inquiry project, they will gain an understanding of basic rights and responsibilities regarding resource sharing and how it affects the environment and communities. By participating in the "7 Habits and Leader in Me" program, students will explore the relationship between communities and the environment in the context of resource management. They will also have the opportunity to apply the steps of the design process to create scientific diagrams such as germination and blueprints for things like playgrounds, using Lego Spike Robotics. This will help them develop visual programming skills while also learning about the living world strand.

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Science: The Living World

K-6 Rainbow, K-6 Aqua and K-6 Pink are investigating the Living World strand focuses on living things, their characteristics, needs, behaviours, and the environment in which they live. Students explore how plants and animals satisfy our needs by providing us with the resources to produce food and fibre. This strand introduces students to the biological sciences and how food and fibre are used and are essential to society and its needs.

K-6 Orange and 3-6 Purple are engaging in the unit 'Living World. 'Children will discuss the varying needs of plants and animals and how this determines where they live. They will explore some of the ways in which humans used plant and animals for food and fibres, and how we manipulate environments, using science and technology, to encourage the growth of plants and animals in increasingly sustainable ways. The children will have the opportunity to attempt to create a simple greenhouse or hydroponics setup to promote the growth of alfalfa sprouts. Students will then consolidate their learning by examining the food they eat and identifying how this food is produced.

School Hours

Our school hours are between 8.30am and 3.00pm. Recess is from 11.00am to 11.30am. Lunch is from 1.30pm to 2:00pm.

For duty of care reasons, please note that students cannot arrive at school before 8.30am. If you need to drop your child to school earlier than this, please make a Before School booking with our onsite Wesley OOSH. School starts promptly at 9.00am.

Please ensure your child is at school by this time so we can start our learning straight away! If your child happens to arrive late, please go to the office to get a late note.

Absences

If your child has been away, please provide a note detailing the reason for their absence so we can update our records. If we do not receive a note, the office will ask you to fill in an absence form. If you are going on holiday during term time, please inform both the teacher and the office. For absences over ten days, please send a letter to the principal requesting a leave of absence.

The Department of Education has now set an attendance goals for all children at 95% which is one day off a term.

Days missed = years lost

A day here and there doesn't seem like much, but...





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Drop off /Pick up Arrangements

We request that parents meet their child under the COLA at 3:00pm sharp. If you are going to be late to pick -up, after 3 pm, you will need to contact the office 9622 2136, prior to the bell. If you need to make alternative arrangements, contact our onsite Wesley OOSH.

*Please note that students receiving Assisted Transport will continue their normal drop-off and pick-up routines.

If your child attends the Out of Hours School Care, please notify their classroom teacher to ensure there is no confusion. Parents and community members are asked to arrange an appointment with the front office if they wish to visit the school for any purpose.

Crunch & Sip

Every day the children will be having a short fruit/vegetable break. This food must be cut into small pieces and put in a small, labelled container. They are also able to drink water from their water bottle.

Recess and Lunch

Please put your child's lunch and morning tea into separate, labelled containers. Encourage your child to unpack his/her own bag by putting these items into the appropriate baskets. Please only pack enough food that your child can eat within a 10-minute eating break. Your help in this area is vital in developing their independence.

Library and Sports Day

Students will be allocated time each week to attend the library. All students must have a library bag to be able to borrow books. Library borrowing days for all of our support unit students this term is: **THURSDAY**.

Students are asked to wear their sports uniform, which includes a school hat and joggers for their sports day. The sport day for support students in Term is: **TUESDAY/FRIDAY**.

Homework

Homework this term will include spelling activities, Magic words, and links to access the websites 'Wushka' and 'Mathletics' to complete online reading and mathematics activities.

Important Information

- -It is important that parents/caregivers read the notes that are sent home thoroughly as payments for school excursions or functions need to be paid by the due date. The front office cannot accept late payments.
- -Parents/caregivers are encouraged to check the school's website http://www.sevenhillw-p.schools.nsw.edu.au
 SHWPS 'Spotlight' newsletter and Facebook page for reminders and upcoming events.
- -If you would like to speak with your child's class teacher about any concerns you might have, please make an appointment by contacting the front office before 3pm.

Items Required for This Term

All students need the following items:

- -Headphones
- -Old shirt for painting
- -2 tissue boxes
- -Hand soap
- -Wet wipes
- -Please label all belongings, including clothing and containers.



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Important Dates for the Diary in Term 3

Please check the SHPWS 'Spotlight' newsletter, which is issued twice a term (in Weeks 5 and 10).

The Leader in Me

The Leader in Me program provides schools with a leadership model and process that supports every child's physical, mental, social, and emotional well-being, all of which are factors that can contribute to or hinder academic success.

At SHWPS, we use the 7 Habits to set personal and academic learning goals. Our school commenced the program earlier this year and we are in the beginning phases of implementation. During Term 2, we have supported our students in using the 7 Habits to promote healthy learning and habits.



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An overview of our 7 Habits focus for Term 3 is outlined below:



Thank you for your support,

Ms Clements Principal Mrs Zollinger Rel Assistant Principal Mrs Dalton-Keep, Mrs Arora, Mrs Moon, Mrs Lewis & Miss Chung Classroom Teachers



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Support Unit Curriculum Overview - Term 3, 2023

Subject	Week 2	Week 3	Week 4	Week 5	Veek 5 Week 6	Week 7	Week 8	Week 9	Week 10
knowledge, Spelling,	/oa/ & /ar/	/ir/ & /or/	/00/	/on/ & /ov/	/eer/ & /air/	/er/ & /m/	/a/ & /t/	15/8/11	Assessments
Handwriting,			Literacy Block - Phonics, Guided Reading, Reading comprehension, Shared Reading, Spelling, Handwriting.	ided Reading, Reading c	omprehension, Shared R	eading, Spelling, Handwrii	ing.		
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comprehension, Creating written texts, Vocabulary	Unit 11 – Perspec	Unit 11 – Perspective and argument	Unit 12 - Representation	esentation	Unit 13 - Context	Context	Unit 14 - Narrative	Varrative	:
ತ	Unit 31 - Perspec	Unit 31 - Perspective and argument	Unit 32 - Representation	esentation	Unit 33 - Context	Context	Unit 34 – Narrative	Narrative	
Understanding and responding to literature	EN1-OLC-01 commu EN1-VOCAB-01 under EN1-CWT-01 plans, of EN1-UARL-01 unders ENI-RECOM-01 Com	EN1-OLC-01 communicates effectively by usin EN1-OLC-01 communicates and effectively EN1-VOCAB-01 understands and revises texts EN1-UARL-01 understands and responds to len-RECOM-01 Comprehends independently and whole text. and monitoring for meaning	ng interpeuses Tier 1, written fo iterature b	tions and language to e. and Tier 3 vocabulary t poses, including paragr. ts using similar structure sustained reading by act	ktend and elaborate idea o extend and elaborate ic aphs, using knowledge of ess, intentional language civating background know	s for social and learning ir deas. Yocabulary, text features choices and features appre Viedge and word knowled	iteractions. and sentence structure ppriate to audience and ge, connecting and unde	urpose. erstanding sentences	
Representing whole numbers, Combining and	Unit 11 – Collectic	Unit 11 – Collections of ten are really useful	Unit 12 – Pattens have something that repeats over and over again	ve something that Id over again	Unit 13 – Making and using equal groups	d using equal groups	Unit 14 – What needs to be measured determines the unit of measure	ds to be measured unit of measure	
separating quantities,	Unit 31 – Collectic	Unit 31 – Collections of ten are really useful	Unit 32 – Pattens have something that repeats over and over again	ve something that nd over again	Unit 33 – Making and using equal groups	d using equal groups	Unit 34 – What needs to be measured determines the unit of measure	ds to be measured unit of measure	



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		&	DRAS1.2 Conveys st	tory, depicts events and	d expresses feelings by us	ing the elements of	drama and tl	he expressive ski.	ils of movement and v	oice.			
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PAK53.1 Develops a range of in-depth and sustained roles. BAK53.2 Interprets and conveys charactic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms. BAK51.3 Powalsa and conveys charactic members and objects. BAK51.3 Develoal experiences using movement, space and objects. BAK51.3 Develoal experiences using movement, space and objects. BAK51.3 Develoas, atta and rehearses drama for performance to an audience. BAK51.4 Appreciates the action of the drama to reset meaning for an audience. BAK51.4 Appreciates of annatic experiences. BAK51.4 Appreciates of annatic work during the making of their own drama and the drama of others. BAK51.4 Responds to, and interprets drama experiences and performance styles. BAK51.4 Responds critically to a range of drama works and performance styles. BAK51.4 Responds critically to a range of drama works and performance styles. BD1.3 recognises and describes tragelise people can use to tele comfortable, realient, and safe in situations and uses strategies to develop resilience and to make them freel comfortable and safe and respect for an espectation respective strategies to develop resilience and to make them freel comfortable and safe and respect and respect can positively influence relationships pD2.4 demonstrates self-management skills to respond to their own and others' actions pD2.4 demonstrates self-management skills to respond to their own and others and others and others and portective strategies to demonstrate resilience and to make them the spect on themselves and others and others and portective strategies to themselves and others proposes and implements actions and protective strategies to themselves and others proposes and implements actions and protective strategies the propose and implements actions and protective strategies the appreciate proposes and implements actions and protective strategies that promote health, safety, wellbeing, and others appears and protective strategies to the post of the po			DRAS2.2 Builds the	action of the drama by	using the elements of dr		d voice skills						
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PD3-7 proposes and implements actions and protective strategies that promote health, safety, wellbeing, and physically active spaces			PD3-3 evaluates the	e impact of empathy, in	iclusion and respect on the	emselves and other	Ş.						
			PD3-7 proposes and	d implements actions ar	nd protective strategies t	hat promote health,	safety, wellk	neing, and physic	ally active spaces				



Seven Hills West Public School Respectful, Safe, Responsible Learners

Per Devel and		Meen 2	Week 3	Week 4		Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Per Devel and		GEE-1 identifies plac GEE-2 communicate GE1-1 describes feat GE1-3 communicate GE2-1 examines feat GE2-2 describes the GE2-3 examines diffic GE2-4 acquires and c GE3-1 describes the GE3-2 explains interin GE3-2 explains interin GE3-4 acquires, proc GE3-4 acquires, proc	GEE-1 identifies places and develops an understanding of the importance of places to people GEE-2 communicates geographical information and uses geographical tools GE1-1 describes features of places and the connections people have with places GE1-3 communicates geographical information and uses geographical tools for inquiry GE2-1 examines features and characteristics of places and environments GE2-2 describes the ways people, places and environments interact GE2-3 examines differing perceptions about the management of places and environments GE2-4 acquires and communicates geographical information using geographical tools for inquiry GE3-1 describes the diverse features and characteristics of places and environments GE3-2 explains interactions and connections between people, places and environments GE3-3 compares and contrasts influences on the management of places and environments GE3-4 acquires, processes and communicates geographical information using geographical tools for inquiry	rderstanding of the ration and uses gector action and uses gector of places and end environments in the management phical information in the managements between people on the managements and the managements of the managements and the managements and the managements geographical in the managements.	e importance of graphical tool ole have with p. graphical tool vironments of places and using geograp, laces and envi at of places and romation using formation usi	of places to people places of places of places of the inquiry of the inquiry phical tools for inquironments environments and environments sing geographical to	guiry quiry tools for inquiry				
	Personal Development and Health	Respecting Others & Groups I belong to	My Strengths	Emotions	Safe or Unsafe	5	Standing Strong	Persistence	No-Go-Tell	Permission & My strategies	
		PD1-1 describes the PD1-2 recognises an PD1-3 recognises am PD1-9 demonstrates	PD1-1 describes the qualities and characteristics that make them similar and different to others. PD1-2 recognises and describes strategies people can use to feel comfortable, resilient and safe in situations. PD1-3 recognises and describes the qualities that enhance inclusive and respectful relationships. PD1-3 demonstrates self-management skills in taking responsibility for their own actions	ristics that make to people can use to es that enhance in Is in taking respon	hem similar ar feel comforta clusive and re sibility for the	nd different to on ble, resilient and spectful relation ir own actions	thers. I safe in situations. ships.				
Phi	Physical Education	Fi Consolidating skill Consolidating ru	Running, jumping & Throwing Fundamental skills of running, jumping and throwing Consolidating skills of running, one and two foot jumping and throwing for accuracy. Consolidating running, jumping from moving and stationary start and two-handed throwing skills	Running, jumping & Throwing al skills of running, jumping an ng, one and two foot jumping aping from moving and station:	d throwing and throwing ary start and t	for accuracy. two-handed	Refining skills of	Refining skills of running, jumping and throwing overarm and underarm. Refining skills of running, jumping in different directions and throwing for distance. Repeated activities Running, Throwing & jumping.	d throwing overarm and ent directions and throv ng, Throwing & jumping	underarm. ring for distance.	
		PD1-4 Performs mov PD1-11 Incorporates	PD1-4 Performs movement skills in a variety of sequences and situations. PD1-11 Incorporates elements of space, time, objects, effort and people i	ty of sequences ar me, objects, effort	nd situations. and people in	creating and pe	PD1-4 Performs movement skills in a variety of sequences and situations. PD1-11 Incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences	ent sequences			
Science & Technology	ce & ology	Exploring the Journey of Food and Fibre: From Farm to Table	Traditional v Advanced Farming Method	Harvesting Methods	Ψ.	ood Preparation	Making a Mini- Greenhouse	Designing a Chicken Coop	Designing a Watering System	Assessment	
		ST2-5LW-T describe: ST2-1WS-S question ST2-2DP-T selects an	ST2-5LW-T describes how agricultural processes are used to grow plants and raise animals for food, clothir ST2-1WS-S questions, plans and conducts scientific investigations, collects and summarises data and comn ST2-2DP-T selects and uses materials, tools and equipment to develop solutions for a need or opportunity	cesses are used to scientific investiga s and equipment t	grow plants an tions, collects o develop solu	nd raise animals and summarises ttions for a need	and raise animals for food, clothing and shelter is and summarises data and communicates usin, lutions for a need or opportunity	ST2-5LW-T describes how agricultural processes are used to grow plants and raise animals for food, clothing and shelter ST2-1WS-S questions, plans and conducts scientific representations collects and summarises data and communicates using scientific representations ST2-2DP-T selects and uses materials, tools and equipment to develop solutions for a need or opportunity	ıtions		
3RARY a	LIBRARY and ICT	Introduction to sha actions on	Introduction to sharing finite resources and impact of individual actions on communities and the environment.	nd impact of indivenvironment.	idual	earning about De creating Bl	Learning about Design process to solve real-world challenges by creating Blueprints and Robotics with Lego Spike.	al-world challenges by ith Lego Spike.	Completing the make Interactive Design Pr Rob	Completing the makerspace project by using Interactive Design Process with Lego Spike Robotics	
		ST2-2DP- T selects a ST2-11DI-T describe	ST2-2DP- T selects and uses materials, tools and equipment to develop solutions for a need or opportunity ST2-11DI-T describes how digital systems represent and transmit data	ols and equipment represent and tran	to develop sol smit data	utions for a neec	1 or opportunity				
The L	The Leader In		Week	Weeks 1 & 2 - Habit 5, Weeks 3 & 4 -	4-	labit 6, Weeks 5	& 6 – Habit 7, Weeks 7 &	Habit 6, Weeks 5 & 6 – Habit 7, Weeks 7 & 8 – Habit 1, Weeks 9 & 10 – Habit 2) – Habit 2		



Seven Hills West Public School Respectful, Safe, Responsible Learners

Subject	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Me			A PARTICION DE LA CONTRACTION	primitive and action of the second se	THE R. LEWIS CO., LANSING BOTH AND REST. TO A SECURIOR SE				
Positive Behaviour for Learning	Be a Safe Citizen	Be a Respectful Peer	Be a Quality Learner	Be a Responsible Leader	Be a Safe Citizen	Be a Respectful Peer	Be a Quality Learner	Be a Responsible Leader	Be a Safe Citizen
Special Events	Parent Teacher	Kindy 100 Days	Whole School	ICAS Assessments	ICAS Assessments	ICAS Assessments	Whole School	PSSA	Superhero
	interviews		Assembly				Assembly		Assembly
		Debating		Year 2 Swim School	BFoPA Choir and	Zone Athletics		Scholastic Book Fair	
	BLC Public		PSSA		Dance groups Dress		PSSA		PSSA
	Speaking Finals	Athletics Carnival		Spelling Bee	Rehearsal and	Yr 6 Interrelate		Healthy Harold	
			ICAS Assessments	Regional Finals	Performance Night		Scholastic Book Fair		
	Whole School	Education Week				Scholastic Book Fair			
	Assembly	performance	Choir Rehearsal @Hambledon Rd		Superhero Assembly				
	PSSA	Story Quest Incursion	Public School		PSSA	•			,
			Back up Athletics Carnival		Book Week & Book Week Parade				
					Stage 3 Camp				