



# Seven Hills West Public School

Respectful, Safe, Responsible Learners

## Term 3, Early Stage 1- Welcome Letter

### Kindergarten: KA and KB

Dear Parents/Caregivers,

Welcome to Term 3 of 2023. Welcome to Term 3 2023. We are very happy to see our students settling into Term 3 so well. All students are continuing to follow school routines, our values of Positive Behaviour for Learning and principles of the 7 Habits.

We are looking forward to a busy and exciting term, with Book Week and the Athletics Carnival to look forward to.

We hope you had the opportunity to celebrate your child's growth and progress during your parent teacher interviews. If you would like to discuss your child further, please do not hesitate to contact the office to arrange an appointment.

We hope Term 3 brings lots of fun, learning, happiness and the making of new friends. This newsletter is to inform you of school and class routines and to help you prepare your child for the term ahead.

Please check the SHWPS 'Spotlight' newsletter, Facebook and our school website for school updates and information.

### Term 3 Curriculum Focus

#### Transdisciplinary Curriculum

In Term 3, SHWPS continues to implement Transdisciplinary Curriculum throughout the school. A transdisciplinary curriculum encourages students to learn to appreciate knowledge, conceptual understandings, skills and personal attributes as a connected whole. Our school collaboratively develops a program of inquiry to reflect the unique aspects of that school's community. The program of inquiry is organised and framed by six transdisciplinary themes:

1. Who we are.
2. Where we are in place and time.
3. How we express ourselves.
4. How the world works.
5. How we organize ourselves.
6. Sharing the planet.

These transdisciplinary themes together provide children with authentic learning experiences that are not confined to the boundaries of traditional subjects. Although subjects play an important role in learning, learners explore real-world problems by going beyond subject boundaries. Students have opportunities to reflect on the significance of their learning to take meaningful action in their community and the wider world. Students will showcase and assess their understanding through an exhibition where the school community is invited to view and assess products created by students.



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## **Transdisciplinary Theme 2 & 5 – “Where we are in place and time & How we organise ourselves”.**

This series of HSIE, Science and Technology and Creative Arts lessons are a part of the Transdisciplinary unit, “Where we are in place and time”. Students will engage in a learning quest that provides an orientation in place and time.

We will explore:

- personal histories
- homes and journeys
- the discoveries, explorations of places in Australia
- the relationship between and the interconnectedness of individuals and civilizations, from local perspectives

We will explore the key questions of ‘What makes Australia home?’, as well as deep critical and creative thinking about landmarks to create a culminating project that will be displayed to you all at our Term 3 Transdisciplinary Showcase.

## **Science and Technology- ‘Living World’**

Early Stage 1 of 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 for the production of food and fibre. Early Stage 1 of this strand introduces students to the biological sciences and how food and fibre are used and are essential to society and its needs.

## **Library and Technology – ‘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.

## **Geography - People Live in Places**

In this unit, students will explore the places they live in and belong to. They will develop an understanding of what makes a place special and how this may differ for different people. Students learn about the importance of looking after places and explore how the location of places can be represented.

They will:

- Investigate the places important to Aboriginal or Torres Strait Islander People.
- Investigate how the location of places can be represented.
- Students will also communicate geographical information and use geographical tools.

## **Personal Development and Health – Keeping Myself Safe**

This unit explores different parts of the body, including those which are private, rights and responsibilities, appropriate touch, and how to respond to inappropriate touch. Students will recognise reactions and body signals to safe and unsafe situations and develop their help seeking and interpersonal skills, including how to express ways to show respect to others, and use No-Go-Tell.



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## Physical Education – Athletics Building Skills

The strand *Movement Skill and Performance* focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. Students learn and develop movement to achieve specific purposes and performance goals. Through movement experiences, students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.

## Creative Arts (CA) - Music

In Early Stage 1 students learn to move and perform with beat and tempo and to listen as performers and as audience.

In Music, students sing, play and move to music, demonstrating an awareness of their own capability in using voice and other sound sources. They organise sounds into simple structures and begin representing creative ideas symbolically. Students listen to, and identify, simple features of music and make judgements about musical effectiveness and preference. The Early Stage 1 music syllabus, outcomes are organised into three main categories:

- Performing (Singing, Playing, Moving)
- Organising Sound
- Listening

## Important Information

### 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. If your child happens to arrive late, please go to the office to get a late note.

### Attendance

The Importance of arriving on time at school and class ensures that students do not miss out on important learning activities scheduled early in the day. This helps students learn the importance of punctuality and routine. It gives students time to greet their friends before class and reduces classroom disruptions. Lateness is recorded as a partial absence and must be explained by parents.



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## Days missed = years lost

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



### Absences

If your child has been away, please send a note to the office detailing the reason for their absence so we can update our records. If you do not send a note, the office will ask you to fill in an absence form. If you are going on holiday during school term time, please complete a 'Application for Leave' form available from the office.

### Drop off /Pick up Arrangements

During Term 3, students will continue to be dropped off to and picked up from the COLA. We request that parents complete a new 'Duty of Care and Supervision' form if their pickup person or situation has changed since completing the form in Term 1. If you are going to be late (after 3:00pm) to pick-up your child, can you please contact the office on 9622 2136, prior to the bell. If you need to make alternative arrangements, contact our onsite Wesley OOSH.

If your child attends the Out of Hours School Care and their days of attendance have changed, 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.

### 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.

### Library and Sports Day

Kindergarten 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 day for kindergarten is on **MONDAY** of every week.

Students are asked to wear their sports uniform, which includes a school hat and joggers for their sports day. Sports day for kindergarten will be on **THURSDAY** of every week. Please be mindful that during wet weather students will participate in indoor physical activities. Throughout the week, students will participate in an additional 1 hour of Planned Physical Activity.



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## Homework

Homework this term will be slightly different from last Term. It now consists of:

- Magic Words (tested on Fridays)
- Athletics (online)
- Home Readers (brought back every Monday with the library books)
- Wushka (is still available for online reading)

It is encouraged that parents assist their children in completing their homework every night. This will assist your child in learning to read and write.

## Important Dates for the Diary in Term 3

Please check the SHWPS 'Spotlight' newsletter, which is issued twice a term (in Weeks 5 and 10), Facebook and our school website.

## 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 SHWPS 'Spotlight' newsletter, the school's website <http://www.sevenhillw-p.schools.nsw.edu.au> 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 Term 3

- 2 x glue sticks
- 1 x tissue boxes
- 1 x hand pump soap
- 1 x wet wipes

Your contributions of these necessary supplies are very much appreciated. Please label all your child's belongings such as spare clothing, uniforms, and containers.

## 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 Seven Hills West Public School, we use the 7 Habits of highly effective people to set personal and academic learning goals. Our school commenced the program in 2021 and we are in the consolidation phase of the program. During Term 3, we will continue to promote our students to know and use the 7 habits in their learning and daily life.



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

## OVERVIEW

 		 
<b>Weeks 1 &amp; 2</b> To focus on empathy and develop active listening skills	<b>Weeks 3 &amp; 4</b> To develop authentic collaboration and team-work	<b>Weeks 5 &amp; 6</b> To reinvigorate, reenergize and encourage self-regulation.
		
<b>Weeks 7 &amp; 8</b> To take initiative and be responsible for their actions	<b>Weeks 9 &amp; 10</b> To set goals, develop resilience and work hard with a growth mind-set.	



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## School Policies

School policies are in place to support staff and students in the day-to-day running of the school. The following school policies can be accessed from the school website. The implementation of our policies follows NSW Department of Education guidelines:

- Aboriginal Education Policy
- Acceptable Use of Email and Internet Policy
- Allergy Policy and Permission Note
- Anti-Bullying Plan
- Anti-Racism and Discrimination Policy
- Anti-Racism Plan
- Attendance Policy
- Attendance Procedures
- Care and Supervision Plan
- Child Protection Permission Note
- Class Structure Policy
- Code of Ethics and Conduct
- Community Communication Guide
- Community Complaint Procedures
- Critical Incidences Policy
- Discipline Level System and Flowchart
- Drug Education Policy
- Emergency Management Plan
- Excursion Policy
- Gifted and Talented Policy
- Homework Policy
- Internet Policy Rationale
- Learning and Wellbeing Support Policy (including parent referral note)
- Professional Learning Policy
- Programming, Assessment and Reporting Policy
- Student Leadership Policy and Procedures
- Sun Protection Policy
- Uniform Policy
- Cyber-Bullying Guide

Thank you for your support,

Ms S Clements  
Principal

Miss L Gatt  
Relieving K-2 Assistant Principal

Miss N Chuang and Miss S Luc  
Classroom Teachers



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## Early Stage 1 Curriculum Overview - Term 3, 2023

	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Subject</b>	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Phonic knowledge, Spelling, Handwriting, Reading fluency & Reading comprehension	Y, V & W Z, & ck ng, ff & ss	Z, & ck ng, ff & ss	ng, ff & ss	Ff, ll & zz	x, qu & ch	ch, sh & th	th, th & s	ai, & i_e, ee	Assessments
	Component A – Phonics, Spelling & Handwriting								
	Literacy Block – Phonics, Guided Reading, Reading comprehension, Shared Reading, Spelling & Handwriting								
	ENE-PHOAW-01 identifies, blends, segments and manipulates phonological units in spoken words as a strategy for reading and creating texts. ENE-PRINT-01 tracks written text from left to right and from top to bottom of the page and identifies visual and spatial features of print. ENE-PHOKW-01 uses single-letter grapheme-phoneme correspondences and common digraphs to decode and encode words when reading and creating texts. ENE-REFLU-01 reads decodable texts aloud with automaticity. ENE-RECOM-01 comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect. ENE-SPELL-01 applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high-frequency words when creating texts. ENE-HANDW-01 produces all lower-case and upper-case letters to create texts								
	<b>Component B</b>								
Oral Language and communication	Unit 11 – Context	Unit 12 - Narrative	Unit 13 - Character	Unit 14 – Imagery, symbol & Connotation					
Creating written texts, Vocabulary & Understanding and responding to literature	ENE-OLC-01 communicates effectively by using interpersonal conventions and language with familiar peers and adults. ENE-VOCAB-01 understands and effectively uses Tier 1 words and Tier 2 words in familiar contexts. ENE-CWT-01 creates written texts that include at least 2 related ideas and correct simple sentences. ENE-UARL-01 understands and responds to literature read to them								
Representing whole numbers, Combining and separating quantities, Forming groups, Geometric Measure: Length, Two-dimensional spatial structure & Working Mathematically	Unit 11 – Collections of ten are really useful.	Unit 12 – Patterns have something that repeats over and over again	Unit 13 – Making and using equal groups	Unit 14 – What needs to be measured determines the unit of measure					
	MAO-WM-01 develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly. MAE-RWN-01 demonstrates an understanding of how whole numbers indicate quantity. MAE-RWN-02 reads numerals and represents whole numbers to at least 20. MAE-CSQ-01 reasons about number relations to model addition and subtraction by combining and separating and comparing collections. MAE-CSQ-02 represents the relations between the parts that form the whole, with numbers up to 10. MAE-FG-01 recognises, describes and continues repeating patterns. MAE-FG-02 forms equal groups by sharing and counting collections of objects. MAE-GM-01 describes position and gives and follows simple directions. MAE-GM-02 describes and compares lengths. MAE-GM-03 identifies half the length and the halfway point. MAE-2DS-01 sorts, describes, names and makes two-dimensional shapes, including triangles, circles, squares and rectangles. MAE-2DS-02 describes and compares areas of similar shapes. MAE-3DS-01 manipulates, describes and sorts three-dimensional objects. MAE-3DS-02 describes and compares volumes. MAE-NSM-01 describes and compares the masses of objects.								



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	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<p><b>MAE-NSM-02 sequences events and reads hour time on clocks</b></p>								
<b>TDC</b>	Looking at the wider community	Sydney CBD	Sydney CBD	Bondi Beach	Blue Mountains	Uluru Aboriginal Culture	Daintree Rainforest	Group project diorama	
	<p><b>MUES1.1 Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts.</b>  <b>MUES1.2 Creates own rhymes, games, songs and simple compositions.</b>  <b>MUES1.4 Listens to and responds to music.</b></p>								
<b>PDH</b>	Being Respectful & I have people who keep me safe	Who do I trust	Body Parts	Yes and No feelings	Body signals and warning signs	Safe or Unsafe	Wanted and Unwanted	No-Go-Tell & Strategies for Staying Safe	
	<p><b>PDe-1</b> identifies who they are and how people grow and change.  <b>PDe-2</b> identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe.  <b>PDe-3</b> communicates ways to be caring, inclusive and respectful of others.  <b>PDe-7</b> identifies actions that promote health, safety, wellbeing and physically active spaces.  <b>PDe-9</b> practises self-management skills in familiar and unfamiliar scenarios.  <b>PDe-10</b> uses interpersonal skills to effectively interact with others</p>								
<b>PE</b>	Introduction to 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		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.		
	<p><b>PDe-4</b> practises and demonstrates movement skills and sequences using different body parts.  <b>PDe-11</b> incorporates elements of space, time, objects, effort and demonstrates how the body moves in relation to space, time, objects, effort and people.</p>								
<b>Science &amp; Technology</b>	What are living and non-living things?	Basic Needs of Living Things	Characteristics, needs and uses of living things	products that can be designed and produced from plants and animals	identify how and where plants and animals are grown	Foods obtained by plants and animals use for food & basic needs of living things			
<b>LIBRARY and ICT</b>	<p><b>STe-3LW-ST:</b> Explores the characteristics, needs and uses of living things.  <b>STe-1WS-S:</b> Observes, questions and collects data to communicate ideas.  <b>STe-2DP-T:</b> Develops solutions to an identified need</p>		<p>Introduction to Finite Resources and Nature through library reading</p>		<p>An inquiry into using simple scenarios to introduce the concept of rights and responsibilities related to resource sharing and environmental conservation through digital technologies and Google Classroom.</p>		<p>Students will learn the basics of using the Makey Makey kits and how they can turn everyday objects into interactive devices, including musical instruments.</p>		
<b>The Leader In Me</b>	<p>Weeks 1 &amp; 2 - Habit 5, Weeks 3 &amp; 4 - Habit 6, Weeks 5 &amp; 6 - Habit 7, Weeks 7 &amp; 8 - Habit 1, Weeks 9 &amp; 10 - Habit 2</p>								

