



Term 3, Support Unit – K-6 Orange 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- Music 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 learn about the interconnectedness of human made systems and communities; the structure and functions of organisations and develop an understanding of empathy, kindness and care.

Students will develop musical skills and knowledge and utilise songs and rhymes to represent concepts within the themes of time, change and connectedness.

Creative and Performing Arts (CAPA) - Dance

Students will be developing knowledge skills and understanding in composing their own dances using the elements and contexts of dance as well as appreciating developing an appreciation of their own dance and that of others. They will be participating in dance activities and demonstrates an awareness of body parts, control over movement and expressive qualities.

K-6 Orange will be participating in drama.



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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.

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 self-management 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



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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.

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...



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.



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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.

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.

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

OVERVIEW

Habit 1: Be Proactive
 To take Initiative and be responsible for their actions
Weeks 7 & 8

Habit 2: Set Goals
 To set goals, develop resilience and work hard with a growth mind-set.
Weeks 9 & 10

Habit 3: Take the Initiative
 To focus on empathy and develop active listening skills
Weeks 1 & 2

Habit 4: Collaborate
 To develop authentic collaboration and team-work
Weeks 3 & 4

Habit 5: Sharpen the Saw
 To reinvigorate, reenergize and encourage self-regulation.
Weeks 5 & 6

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 TERM 3 2023 - Curriculum Overview

Subject	Week 1-2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9-10
Reading and Viewing EN3-3A	Comprehension Reading Program (finding the main idea, drawing conclusions, and making inferences, identifying author's purpose, interpreting figurative language & summarising); Literacy Groups (word work, guided reading, vocabulary).							
Writing/Speaking & Listening EN2-1A, EN2-3A, EN2-4A, EN2-8B, EN2-9B, EN2-10C; EN2-2A, EN2-5A, EN2-7B	<u>Visual Literacy and Multimodal Texts:</u> Through a variety of shared reading, writing, speaking and listening activities, students will develop their understanding of how information can be communicated using still and moving images. Through an in-depth study of a wide range of visual texts, students will learn that these texts convey meaning through vectors, offer, demand, etc. They analyse visual texts and experiment with digital tools and processes to compose their own multimodal texts using their growing knowledge of visual literacy techniques.							
Spelling & Grammar EN2-5A,	p, pp, r, rr	ar, a	s, ss, x, se	ir, ur, er	t, tt	or, ore, a, aw, au	v, ve	w, wh, u
	Editing skills	Descriptive Language	Nominalisation	Complex sentences	Topic sentences	Active and passive voice	Literary Devices	Technical language
Number & Algebra	Whole Number MA2-4NA	Addition and Subtraction MA2-5NA		Multiplication and Division MA2-6NA		Fractions and Decimals MA2-7NA		Patterns & Algebra MA2-8NA
Measurement & Geometry	2D Space MA2-15MG Angles MA2-16MG	3D Space MA2-14MG		Time MA2-13MG		Mass MA2-12MG		



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Statistics & Probability								Chance MA2-19SP
HSIE HT2-1, HT2-2, HT2-5 (Trans)	My Country	Country, Place and Language	Connections	Telling Stories	Same & Different	Investigating Communities	Who Lives Here?	Community Builders + Assessment
Library/ICT ST2-2DP- T, ST2-11DI-T	Introduction to sharing finite resources and impact of individual actions on communities and the environment.			Learning about Design process to solve real-world challenges by creating Blueprints and Robotics with Lego Spike.			Completing the makerspace project by using Interactive Design Process with Lego Spike Robotics	
Science and Technology ST2-5LW-T, ST2-1WS-S, ST2-2DP-T	Exploring the Journey of Food and Fibre: From Farm to Table	Traditional v Advanced Farming Method	Harvesting Methods	Food Preparation	Making a Mini-Greenhouse	Designing a Chicken Coop	Designing a Watering System	Assessment
Creative Arts Drama DRAS2.1, DRAS2.2, DRAS2.3, DRAS2.4	Setting the Scene	Developing the Tension	Use of Symbols and Time	Use of Dialogue and Space	Acting the Part	Use of Volume and Tone to set the Mood	Improvisation in Acting	Writing the Script
Sport & PE PD3-4, PD3-7, PD3-8, PD3-10	PSSA & 3-6 School Sport				PE – Unit Title: How Can I Solve Problems While Moving?			
PDH PD23-1, PD3-3, PD3-9, PD3-10	Unit Title: My Right to Be Safe							
Transdisciplinary Program	Theme: 'How We Organise Ourselves' KLAs: English, History, Geography, Visual Arts & PDH							



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Special Events	Parent Teacher Interviews	Athletics Carnival Education Week/Story Quest Incursion			Book Week/Book Parade			
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