



# Seven Hills West Public School

Respectful, Safe, Responsible Learners

## Term 3, Stage 1- Welcome Letter

### Stage 1: 1A, 1B, 2A and 2B

Dear Parents/Caregivers,

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.

### Topics for Term 3

#### Transdisciplinary Curriculum

In 2023, SHWPS will implement a 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. I - We - Us (Who we are).
2. People, Places and Time – how we live with others in this world.
3. Culture and Creativity – how we connect and communicate.
4. Nature, Innovation and Change – how things function.
5. Systems and Enterprise – how we manage ourselves.
6. Responsibility and Sustainability – how we care for and share our 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 5 – Systems and Enterprise – how we manage ourselves**

This series of HSIE and Creative Arts lessons are a part of the transdisciplinary unit that provides students with the opportunity to learn about the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.

They will develop skills of Leadership, managing and organising. Students make artworks representing healthy habits and our seasons through real and imagined situations exploring a range of techniques and media. They investigate how weather has an impact on our lives and environment. Students will organise and assemble materials in a variety of ways to produce culminative artwork as part of their assessment task.

### **Library and Technology**

Welcome to another term of innovative and fun learning in the Seven Hills Public School library.

This term is about design and production and learning to code through 'Makey Makey' kits. Unit Title: "Electrifying Creations: Real-World Problem Solving with 'Makey Makey' kits. Students will learn about the importance of sharing finite resources with others. This unit includes the 7 Habits and The Leader in Me and will encourage students to explore their relationships with other living things, communities, and access to equal opportunities. They will gain an understanding of the limited availability of resources and their crucial role in sustaining life. In addition, students will learn strategies for conserving resources and reducing waste. As part of their design and thinking inquiry project, they will evaluate the effectiveness of sustainable practices in ensuring resource availability for future generations using 'Makey-Makey' kits.

### **Science and Technology**

Through the unit 'Living World', children will discuss the varying needs of plants and animals and how this determines where they live. We 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.

### **History – Learning About the Past & Preserving the Past**

In the unit 'Learning About the Past' students discover how they can use artefacts and sources to learn about the past. They have the opportunity to explore significant people, buildings, sites and natural environments in their local area and think about what stories their own community can tell from the past.

In the unit 'Preserving the Past', lessons lead students to think about why historical places are important and why they should be preserved. Starting with a lesson about the history of Port Arthur, the students investigate the different historical stages of one of Australia's most famous historical sites and reflect on why it's an important place. Students then consider the importance of Aboriginal and Torres Strait Islander history and look at Kakadu and Indigenous stories from their local area.

The unit finishes with an opportunity to bring the learning from these lessons and the first unit together, where students reflect and consider why historical sites are important and why they should be preserved.



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## **Personal Development and Health – Child protection: Staying Safe**

Through this unit, students will practise a range of protective strategies for responding to various situations. They will build their understanding of connection and belonging by identifying groups they belong to and recognising behaviours which include and exclude others. Students will develop and apply interpersonal and self-management skills to build relationships, demonstrate cooperation and communicate respectfully in the class and small groups.

## **Physical Education – Athletics Skill Building**

Through this unit, students will practise a range of protective strategies for responding to various situations. They will build their understanding of connection and belonging by identifying groups they belong to and recognising behaviours which include and exclude others. Students will develop and apply interpersonal and self-management skills to build relationships, demonstrate cooperation and communicate respectfully in the class and small groups. Students will be required to wear full sports uniform, which includes a school hat and joggers. PE for Stage 1 will be on **MONDAY** of every week. Please be mindful that during wet weather students will participate in indoor activities.

## **Creative Arts – Drama: Improvisation and Mime**

In Term 3, students will participate in weekly drama lessons. This program addresses outcomes from the NSW K-6 Creative Arts Syllabus. Students in this unit have opportunities to recognise and value the ways in which body language, facial expression and nonverbal vocalisation can be used to create their own improvisations. The use of symbol and tension as elements of drama are also incorporated to help students understand why action is shaped in a particular way to create meaning.

## **Planned Physical Activity - Sports**

Children will be participating in Planned Physical Activity on **FRIDAY** of each week and are to wear full sports uniform. This term students will be playing 'Movement Exploration Games'. Movement exploration games provide students with the opportunity to discover the body's potential for movement by experimenting with different ways of moving. Please ensure that your child is wearing their school sports uniform and suitable footwear. We advise students to apply sunscreen before school and to make sure they bring a water bottle and their school hat. Please be mindful that during wet or extreme weather conditions students will participate in indoor physical activities.

## **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.



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## 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.

## 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. Medical certificates are required for 3 or more sick days. 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

For Term 3, students will be picked up from under the COLA at 3:00pm. We request that parents complete the 'Duty of Care and Supervision' form which indicates who children will be dismissed to of an afternoon. If you are going to be late 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 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 borrowing

Stage 1 students will be allocated time each week to attend the library. All students must have a library bag and return borrowed books to be able to borrow new books. Library borrowing day for Stage 1 is on **TUESDAY** of every week.



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## Homework

Homework this term will be provided at the **beginning of Week 3**. Stage 1 homework has changed slightly this term. Students will receive a Homework pack. This homework pack includes a Home Reader & Reading Log, Magic Words, Spelling table and Homework book. Students will be required to complete the following homework tasks:

- Reading Home Reader
- Writing Response
- Spelling words
- Magic Words
- Athletics activities

'Wushka' is still available via the online platform. Please return your homework pack every **Friday** with their **Home Reader & Reading Log, Magic Words & homework book** to be checked by your child's teacher. Homework will be sent out every **Monday**.

## 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 <http://www.sevenhillw-p.schools.nsw.edu.au>.

## 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
- 2 x tissue boxes
- 2 x hand pump soap
- 2 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.

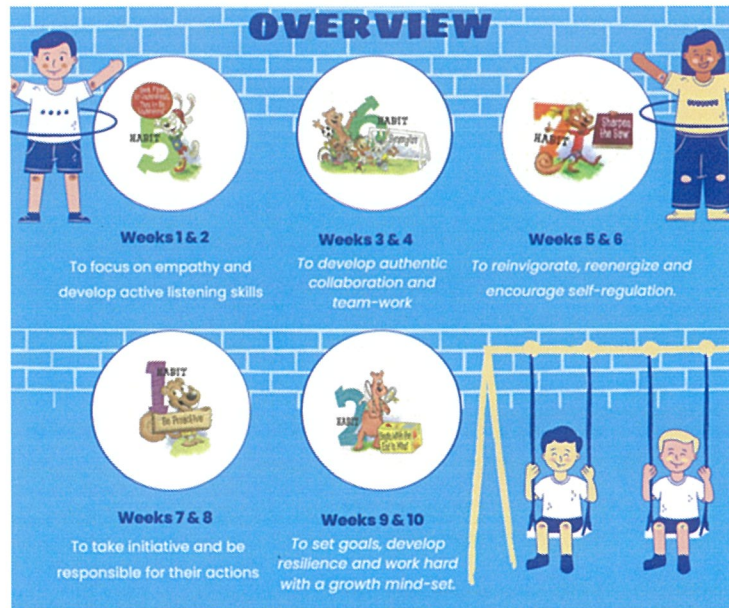
At Seven Hills West Public School, we use Positive Behaviour for Learning (PB4L) and the 7 Habits to set personal and academic learning goals. Our school commenced the program in 2021 and we are in the consolidation phase of the program. During Term 3, we will continue to support our students in using 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:



## School Policies

School policies are in place to support staff and students in the day to day running of the school. The following

- 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
- Cyber-Bullying Guide
- 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

school policies can be accessed from the school website. The implementation of our policies follows NSW Department of Education guidelines:

Thank you for your support,

Ms S Clements  
Principal

Ms L Gatt, Mrs S Sloan, Miss A McLennan and Mrs A Zaghet  
Classroom Teachers



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## Stage 1 Curriculum Overview - Term 3, 2023

Subject	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	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	Assessments
	p, pp, r, rr, wr	ar, a	s, ss, se, ce, x, c	ir, ur, or, er	t, tt	or, ore, a, aw, au	v, ve	w, wh, u	
E N G L I S H	Nn	Mm	Rr	Hh	Kk	Pp	Bb	Ss	Assessments
	Literacy Block - Phonics, Guided Reading, Reading comprehension, Shared Reading, Spelling, Handwriting, CARS and STARS (Year 2)								
S H	EN1-PHOKW-01 Uses initial and extended phonics, including vowel digraphs, trigraphs to extend and encode words when reading and creating texts								
	EN1-SPELL-01 applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of contexts								
M A T	EN1-HANDW-01 uses a legible, fluent and automatic handwriting style, and digital technology, including word processing applications, when creating texts								
	EN1-REFLU-01 Sustains reading unseen texts with automaticity and prosody and self-corrects errors								
M A T	EN1-RECOM-01 Comprehends independently read texts that require sustained reading by activating background knowledge and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning								
	Component B								
S H	Unit 11 – Perspective and argument	Unit 12 – Representation	Unit 13 – Context	Unit 14 – Narrative					
	Unit 31 - Perspective and argument	Unit 32 - Representation	Unit 33 - Context	Unit 34 – Narrative					
M A T	EN1-OLC-01 communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions.								
	EN1-VOCAB-01 understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas.								
M A T	EN1-CWT-01 plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure.								
	EN1-UARL-01 understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose.								
M A T	EN1-RECOM-01 Comprehends independently read texts that require sustained reading by activating background knowledge and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning								
	Unit 11 – Collections of ten are really useful	Unit 12 – Pattens 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					
M A T	Unit 31 – Collections of ten are really useful	Unit 32 – Pattens have something that repeats over and over again	Unit 33 – Making and using equal groups	Unit 34 – What needs to be measured determines the unit of measure					



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	Subject	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
H	Forming groups,									
E	Geometric Measure:	MA1-RWN-01 applies an understanding of place value and the role of zero to read, write and order two- and three-digit numbers.	MA1-RWN-02 reasons about representations of whole numbers to 1000. Partitioning numbers to use and record quantity values.	MA1-CSQ-01 Uses number bonds and the relationship between addition and subtraction to solve problems involving partitioning.	MA1-FG-01 Uses the structure of equal groups to solve multiplication problems, and shares or groups to solve division problems.	MA1-GM-01 Represents and describes the positions of objects in familiar locations.	MA1-GM-02 Measures, records, compares and estimates lengths and distances using uniform informal units, as well as metres and centimetres.	MA1-GM-03 Creates and recognises halves, quarters and eighths as part measures of a whole length.	MA1-NSM-01 Measures, records, compares and estimates the masses of objects using uniform informal units.	MA1-NSM-02 Describes, compares and orders durations of events and reads half and quarter hour time.
M	Length, Two-dimensional spatial structure & Data Working Mathematically	MA1-2DS-02 Measures and compares areas using uniform informal units in rows or columns.	MA1-DATA-01 Gathers and organises data, displays data in lists, tables and picture graphs.	MA1-DATA-02 Reasons about representations of data to describe and interpret the results.	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					
A										
T										
I										
C										
S										
T	Transdisciplinary Curriculum	Artefacts and the Past	Significant People, Buildings and local sites	Local Legends What is Mime	Telling the story Forms of Drama	The history of Port Arthur Presenting to an audience	Local Indigenous History Role play and characterisation	Understanding Why History is Important Freeze Frames	Learning about the past & Preserving the past Assessments	Re-enactment
D										
C	Drama & HSE	Elements of Drama	Body Language							
		DRAS1.1 Takes on roles in drama to explore familiar and imagined situations.	DRAS1.2 Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice.	DRAS1.3 Interacts collaboratively to communicate the action of the drama with others.	DRAS1.4 Appreciates dramatic work during the making of their own drama and the drama of others.	HT1-4 demonstrates skills of historical inquiry and communication	HT1-1 communicates an understanding of change and continuity in family life using appropriate historical terms.	HT1-2 identifies and describes significant people, events, places, and sites in the local community over time.	HT1-4 demonstrates skills of historical inquiry and communication	
P	Personal Development and Health	Respecting Others & Groups I belong to	My Strengths Emotions	Safe or Unsafe	Standing Strong Persistence	No-Go-Tell	Permission & My strategies			
D										
H										
PE	Physical Education	Running, jumping & Throwing	Refining skills of running, jumping and throwing	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.				
		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	PD1-4 Performs movement skills in a variety of sequences and situations.					





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Subject	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Science & Technology	PD1-11 Incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences	Useful Plants	Useful Animals	Growing Technology	Bush Tucker	Design a Greenhouse	Making a Greenhouse	Healthy Eating	
	ST1-1WS-S observes, questions and collects data to communicate and compare ideas . ST1-2DP-T uses materials, tools and equipment to develop solutions for a need or opportunity. ST1-4LW-S describes observable features of living things and their environments. ST1-5LW-T identifies how plants and animals are used for food and fibre products.								
LIBRARY and ICT	Reflecting on Term 3 and learning to code Dash robots using Blockly.			Reviewing Google Classroom and makerspace project where students are exploring various Materials and Tools to understand living world science outcome and Design Challenge – Building a Stable Structure.					Engage students in a design challenge using Makey-Makey kits to explore and understand the needs of living things, develop a prototype and continue coding on Bee bot app.
The Leader In Me	ST1-2DP- T - Uses materials tools and equipment to develop solutions to a need or opportunity.								
Positive Behaviour for Learning	Weeks 1 & 2 - Habit 5, Weeks 3 & 4 - Habit 6, Weeks 5 & 6 – Habit 7, Weeks 7 & 8 – Habit 1, Weeks 9 & 10 – Habit 2								
	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 Interviews	Kindy 100 Days	Whole School Assembly	ICAS Assessments	ICAS Assessments	ICAS Assessments	Whole School Assembly	PSSA	Superhero Assembly
	BLC Public Speaking Finals	Debating	PSSA	Year 2 Swim School	BFoPA Choir and Dance groups Dress Rehearsal and Performance Night	Zone Athletics	PSSA	Scholastic Book Fair	PSSA
	Whole School Assembly	Athletics Carnival	ICAS Assessments	Spelling Bee Regional Finals	Superhero Assembly	Yr 6 Interrelate	Scholastic Book Fair	Healthy Harold	
	PSSA	Education Week performance	Choir Rehearsal @Hambledon Rd Public School	Back up Athletics Carnival	PSSA	Book Week & Book Week Parade	Stage 3 Camp		