



Seven Hills West Public School

Respectful, Safe, Responsible Learners

Term 3, Stage 2 – Newsletter

Dear Parents and Carers,

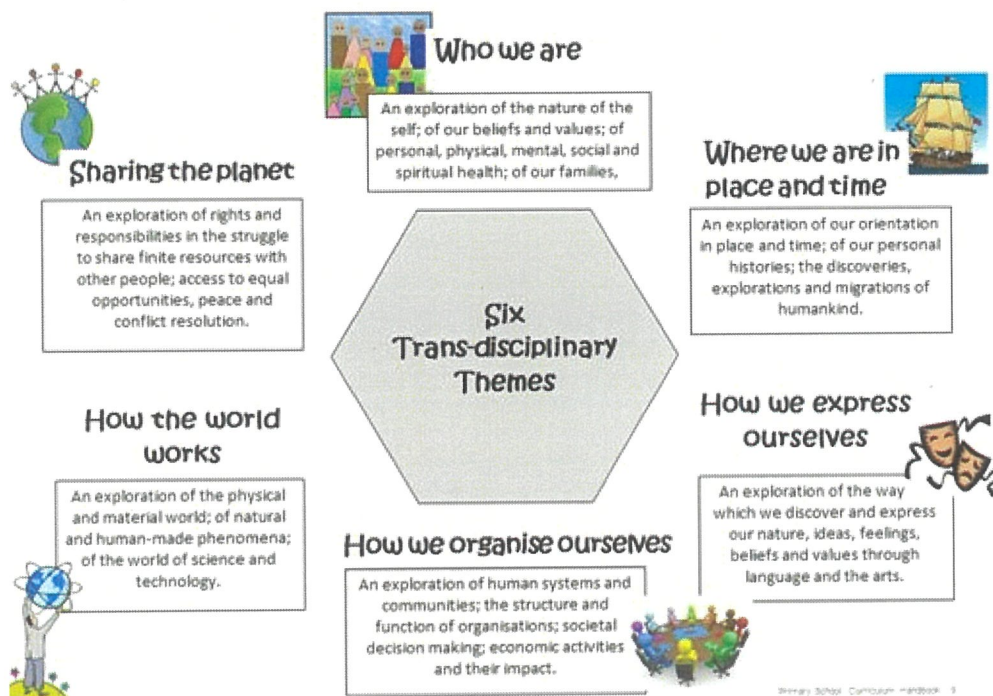
We are thrilled to kick off a bustling Term 3! Our students are in for a treat with many fantastic events that lie ahead, including the Athletics Carnival, Education Week and the Book Parade.

We sincerely hope you had the opportunity to engage in our recent parent-teacher conferences, where we shared valuable insights into your child's progress and achievements. Rest assured, we are always here to support you and your child's educational journey. Should you wish to discuss anything further or have questions, feel free to schedule a meeting with your child's dedicated teacher through the school office.

Thank you for your continuous support, and let's make this term a truly remarkable and rewarding experience for everyone involved!

Term 3 Curriculum Focus

At Seven Hills West Public School we promote holistic and comprehensive learning experiences for our students by implementing transdisciplinary curriculum across grades K-6. By integrating multiple disciplines and breaking down the traditional barriers between subjects, our students are able to acquire a deeper understanding of complex real-world issues. We encourage students to think critically, make connections across different fields of knowledge, and develop a well-rounded skill set that promotes problem-solving abilities, as students learn to apply knowledge and skills from different domains to find effective solutions. Furthermore, our transdisciplinary learning encourages collaboration and teamwork, as students engage in interdisciplinary projects that require cooperation and communication. The program of inquiry is organised and framed by six transdisciplinary themes:





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Transdisciplinary Program – ‘How We Organise Ourselves’ - Visions from Within: A Cultural Expedition in Our Community.

In this series of lessons spanning History, Geography, English (with a focus on visual literacy), and Visual Arts, students will embark on a learning journey to explore their local area's rich heritage and the diverse historical features of their community.

This topic will delve deep into the realm of identity and diversity, examining both local and broader contexts, providing students with a profound understanding of each community's unique values and distinctive relationships. From church congregations to school circles, they will uncover the nuanced differences that set these communities apart. The Geography component will take students on an exploration of the physical locations, tracing the evolution of their own community, Seven Hills West, over time while incorporating essential Aboriginal perspectives.

Students will reflect on their evolving perceptions of their cultural heritage, learning to foster and maintain respectful relationships within their chosen communities, drawing from their understanding of safe and unsafe interactions. To reinforce their learning and actively engage with the local community, students will propose innovative ideas, such as fundraising events and inviting community members into their classrooms, forging a deeper connection between academic pursuits and real-world interactions.

Their learning experience will culminate in a creative and collaboratively crafted final project. Leveraging the visual literacy techniques explored in English, students will master the art of engaging audiences using clever lines, vectors, and colours, designing posters, newsletters, and brochures. They will further apply their expertise in Visual Arts, employing techniques like collage and dioramas to vividly present their newfound knowledge.

By the conclusion of this learning quest, students will have expanded their academic horizons while developing a profound appreciation for the multifaceted tapestry of their community's past and present.

Library ICT Capabilities lessons: Using Robotics for an Environmentally Sustainable Future

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. 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: Living World

In the Living World unit, students will embark on an exciting journey to explore the concept of "Paddock to Plate" and its significance in the production of essential resources like food, clothing, and shelter.

The emphasis of the unit will be on understanding the entire process involved in bringing agricultural products from their origin in the paddock to their final destination on our plates. Students will explore agricultural practices involved in plant cultivation and animal husbandry.

Additionally, students engage in designing and creating a product or system that aids in the growth and well-being of plants and/or animals, fostering a practical and hands-on learning experience in this area of study.

PDH/PE: 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?

School Hours

Our school hours are between 8.30am to 3.00pm. Recess is between 11.00am to 11.30am. Lunch is between 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 you do happen 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 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.

Sports and Homework

Students are asked to wear their sports uniform, which includes a school hat and joggers for Sport on **FRIDAY**. PSSA will commence in Week 4 for students in sporting teams. Additional fitness activities will be completed based on class timetables.

Homework will be **weekly spelling words**, Literacy activities on **StudyLadder** and Mathematics tasks on **Mathletics**. Students will be required to bring in a labelled A4 workbook from home. Homework will be handed out on a Monday and will be due on Friday.

Important Information

- It is important that parents/caregivers read the notes sent home thoroughly as late payments cannot be accepted from the front office.
- 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.
- An appointment needs to be made if you would like to discuss any concerns with your child's class teacher. Please contact the front office to make an appointment with your child's teacher.



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The Leader in Me

At SHWPS, we use the 7 Habits to set personal and academic learning goals. Our school commenced the program earlier this year and we continue with the implementation. During Term 3, we are supporting our students in using the 7 Habits to promote healthy learning and habits. An overview of our 7 Habits focus for Term 3 is found below.

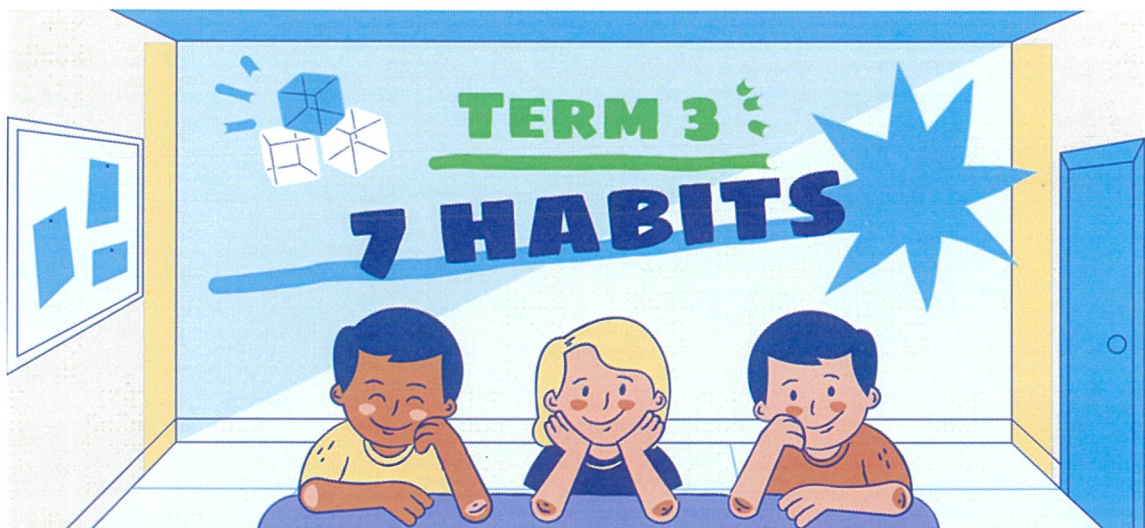
Please refer to the term overview below which outlines what students will be learning about in each of the key learning areas.

We are all looking forward to a busy term of learning challenges and adventures.

Ms S Clements
Principal

Ms M Griffiths
Assistant Principal

Mrs A Radhakrishnan, Mr T Gibbs & Miss B Bedford
Stage 2 Classroom Teachers



OVERVIEW

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



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STAGE TWO 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	CARS & STARS 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	Visual Literacy and Multimodal Texts: 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,	'o, oa, o_e, ow' Homophones Suffix s, es Editing skills	'p, pp & r, rr, wr' Suffix ship Prefix pre, re Descriptive Language	'a, ar' Suffix en Nominalisation	's, ss, x, c, se, ce' Suffix ous Prefix sub Complex sentences	'r, ur, or, er' Suffix y, er, est Topic sentences	't, tt' Prefix inter Contractions Active and passive voice	'or ore a aw au' Irregular Past Tense Literary Devices	'v ve & w whu' Contractions Suffix wards 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 & Geo	2D Space MA2-15MG Angles MA2-16MG	3D Space MA2-14MG	Time MA2-13MG	Mass MA2-12MG				Chance MA2-19SP
Stats & Probability								
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		



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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 Visual Arts VAS2.3, VAS2.4, VAS2.1, VAS2.2	Johannes Stoetter Animal conservation	Von Wong Ocean Conservation	Eddie Blitner Mimi Spirits Indigenous Art	Jeannie Baker Author Focus Collage- Natural / Built environment	Jeannie Baker Collage making/Reflecting	Richard Shilling Gradient & sculpture natural art.	Andy Goldsworthy Natural Sculpture combining elements studied.	Andy Goldsworthy Appreciation Review Reflection.
Sport & PE PD3-4, PD3-7, PD3-8, PD3-10	PSSA & 3-6 School Sport							
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							
Special Events	Parent Teacher Interviews	Athletics Carnival Education Week/Story Quest Incursion			Book Week/Book Parade			