



Seven Hills West Public School

Respectful, Safe, Responsible Learners

Stage 3, Term 3, 2023 – 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.

However, the real excitement lies with the upcoming Stage 3 Great Aussie Bush Camp—a fantastic experience that we know has our students eagerly counting down the days!

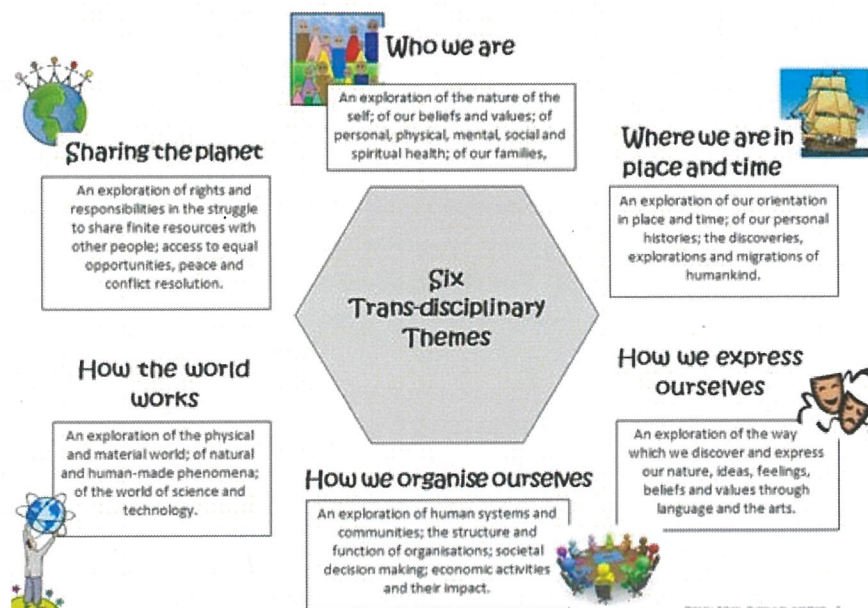
We sincerely hope you had the opportunity to engage in our recent parent-teacher conferences, where we shared valuable insights into your child's progress and achievements. Rest assured, we are always here to support you and your child's educational journey. Should you wish to discuss anything further 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’ Melodies of the Past: A Cinematic Journey Through Culture”

Throughout this series of History, Geography, English and Music lessons students are tasked with producing a documentary film that explores the historical and cultural importance of a traditional music genre from a particular geographic region. The objective is to shed light on the genre's evolution over time, its influence on the local community and its connection to the region's history. Students will need to delve into the subject from multiple perspectives. They will analyse the musical elements of the genre, its instruments, rhythm, and unique features. They will understand the role of music in the community and how it reflects historical events and cultural traditions.

Students will learn about the art of documentary filmmaking, including research techniques, interviewing skills, storytelling, and effective visual presentation. They will examine successful documentary films for inspiration and guidance. Students will investigate the geographic context of the region, its climate, landscape, and how these factors might have influenced the development and spread of the music genre. They will explore the connection between the music and the geographic features of the area. Students will conduct in-depth research on the historical events, social changes, and cultural practices that have shaped the music genre. Uncover the contributions of key musicians and their impact on the genre's evolution.

Students will showcase and assess their understanding through an exhibition where the school community is invited to view and assess products created by students. More information will be provided throughout Term 3.

Library ICT Capabilities lessons: Energy Transformation and Representing Images Using the Binary Code

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

This term is all about energy transformation and the binary code. Students will consider image representation using binary code in the context of the “Leader in Me” program. The Digital Technologies strand focuses on understanding the role of individual components in processing and representing data within digital systems. Students design, modify and follow algorithms involving branching and iteration. Students will appreciate the central role of the binary number system in storing information on computers.

They will explore an authentic link to the ‘Physical World: Circuits and Switches’ strand through library reading and Lego prime robotics activities. Students will explore different codes and learn how to interpret patterns and develop skills in visual programming through Lego Prime robotic kits. By using these robotics kits, they will design an instrument that can be used for rehabilitation after injuries for athletes and elderly people.

Science: Living World

In this engaging unit, titled "Living World," students will explore sustainable food and fibre production in managed environments, emphasising the critical link between agriculture, health, and nutrition. Through scientific investigations, they will trace the journey of both food and fibre from the paddock to the plate, gaining insights into responsible sourcing, waste reduction, and methods that promote long-term environmental health. By connecting the dots between agricultural practices, health, and nutrition, students will develop a holistic appreciation for the significance of sustainable practices in the entire food system. Students' understanding of this unit will empower them to make informed choices about their food consumption, fostering a sense of responsibility and sustainability in their daily lives.



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Respectful, Safe, Responsible Learners

PDH/PE: Year 6 Interrelate

Moving Into the Teen Years is an adolescent health program that is offered in accordance with Stage 3 syllabus content and is run by a professional outside agency. The content delivered is relevant to the students' age group and oncoming personal health issues.

Program Focus

- Revisit development at puberty
- Outline the process of human reproduction, including conception, foetal development and birth
- Explore respectful relationships with self, friends and family
- Enhance students' self-esteem, communication and decision-making skills in relation to taking responsibility, taking care of themselves and respecting others
- Assist students to become aware of the influences on their personal choices and the potential consequences of those choices
- Raise awareness of technology and its influence on teens, including strategies for cyber safety
- Discuss expectations in high school

PDH/PE: Safe and Unsafe Relationships

Students will investigate the diversity of relationships and explore reasons why relationships change. They will develop skills to recognise characteristics of respectful relationships and identify safe and unsafe online behaviour, types of violence, coercion and how power might be abused.

Students will consider the effects of emotions on relationships and positive ways to respond to emotions. They will assess the importance of their own support networks as they identify ways to seek help when their rights are not being respected. Students will develop and apply interpersonal and self-management skills to plan for safety online and offline, protect themselves and promote supportive upstander behaviour.

This unit provides teaching and learning activities around child protection education. Students will investigate the essential question: What behaviours and actions make a relationship safe or unsafe?

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.

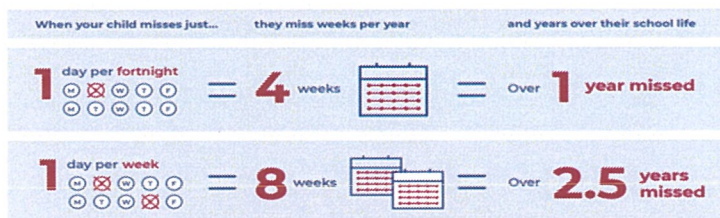


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Days missed = years lost

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> 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.

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

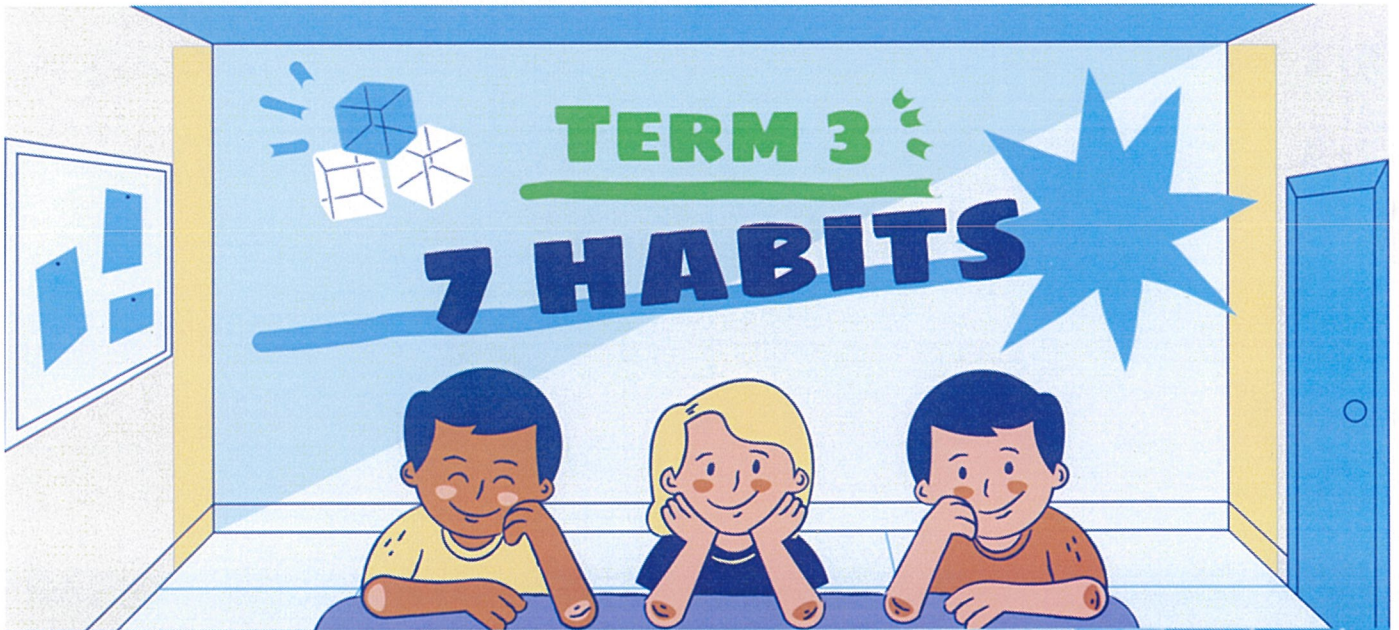
Ms M Griffiths
Assistant Principal

Mrs N Rosario & Mrs P Thomson
Stage 3 Classroom Teachers



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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 THREE 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 EN3-2A, EN3-3A, EN3-5B, EN3-6B, EN3-7C, EN3-8D, EN3-9E	<p><u>Informative Texts:</u> Through this unit of work students will think imaginatively, creatively, interpretively, and critically about a film text. Students will learn about the language of a film study, the elements of film, such as colour, sound, special effects, camera angles, camera distance and editing. They will also learn how visual narratives are constructed and develop an understanding of setting, events, characters and themes expressed in texts. Students will compose oral presentations, film reviews and newspaper articles.</p>							
Spelling & Grammar EN3-4A, EN3-6B	'pp, p' & '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'	'oo, u'
Number & Algebra	Whole Number MA3-4NA	Descriptive Language	Nominalisation	Complex sentences	Topic sentences	Active and passive voice	Literary Devices	Patterns & Algebra MA3-8NA
Measurement & Geo	2D Space MA3-15MG Angles (Years 3-6) MA3-16MG	3D Space MA3-14MG	Time MA3-13MG	Mass MA3-12MG				
					One World	Australia, North America & Europe	Choose your Biome	Aboriginal Connection to Land
Stats & Probability	Chance MA3-19SP							
HSIE GE2-1, GE3-2, GE3-3, GE3-4, HT3-1, HT3-5 (Trans)	Completing the makerspace project by using LEGO SPIKE models that teaches concepts of project management including planning, execution, and evaluation.							
Library/ICT ST3-2DP-T, ST3-11DI-T	Introduction to Interconnected Systems and Communities and sustainable practices through robotics.		LEGO SPIKE Robotics and its capabilities for problem-solving and learning about algorithms involving branching and iteration.			Completing the makerspace project by using LEGO SPIKE models that teaches concepts of project management including planning, execution, and evaluation.		



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Science and Technology ST3-5LW-T, ST3-1WS-S, ST3-2DP-T	From Paddock to Plate: Exploring Agriculture, Food, and Fiber Production	Tracing the Journey of Farm Products	Farm to Shelf: Unveiling the Journey of Farm Products to Retail Sale	Making Fruit Salad	Healthy Eating: Nourishing with the Australian Food Guidelines"	Towards a Greener Future: Exploring Sustainable eating	Sustainable Solutions: Designing for a Greener Future	Assessment
Creative Arts MUSIC MUS3.1, MUS3.2, MUS3.4	The History of Modern Music	Musical Time Travelers	DAW in music, foley and sound effects	Instrumental mood and setting techniques	Musical elements that reflect the mood or setting in a film clip	Percussion instruments	Leitmotifs that reflect changes in a character's mood or situation	Composing soundtracks
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	Safe & Unsafe Relationships Yr 6 (Interrelate)							
Transdisciplinary Program	Theme: How We Organise Ourselves KLAs: Music, English, History, Geography							
Special Events	Parent Teacher Interviews	Athletics Carnival Education Week/Story Week/Inursion			Book Week/Book Parade Stage 3 Camp			