



Seven Hills West Public School

Respectful, Safe, Responsible Learners

Term 1 - Early Stage 1- Newsletter

Kindergarten: KS, KL and KC

Dear Parents/Caregivers,

We are very excited to welcome each and every one of you to our Seven Hills West Public School community. This newsletter provides you with a comprehensive overview of the term ahead in Early Stage One. The Kindergarten Team continue to settle your children into school life and build trusting and caring relationships with each of our students. Please check the SHWPS "Spotlight" newsletter, SENTRAL Parent Portal email updates, school website and the Seven Hills West Public School Facebook page for real time school updates and information.

Early Stage 1 Team for 2024

Mrs Ashleigh Soriente - Assistant Principal Kindergarten and Preschool. Classroom Teacher KS.



With an extensive Early Childhood Education (ECE) background, I am enthusiastic to step back into the classroom this year on my very own Kindergarten class. Previously I have taught in ECE settings for a little under 10 years. I then retrained and extended my early childhood teaching qualifications to include Primary School education. Before embarking on an extended Maternity leave of absence (where I was transferred to the wonderful Seven Hills West Public School while on leave) I taught fulltime on Early Stage One for 4 years. While working here at SHWPS for the past 3 years, I have overseen the Learning, Wellbeing and Support team here at the school. Differentiation of learning is a strong passion of mine as I feel every child has their own unique learning style and needs. I currently still access 1 day of Maternity leave and co-teach with the fabulous Ms Linder on Fridays. As a mum of 2 beautiful little girls, I am a firm advocate for building emotional intelligence within my students. I truly believe that if children feel seen, heard, valued and understood, then their education journey will be as strong as possible. I endeavour to build a lifelong love of learning in the students I teach.



Seven Hills West Public School

Respectful, Safe, Responsible Learners

Ms Nicole Chuang – Classroom Teacher KC



Hello everyone, my name is Nicole Chuang but the kids may know me as Miss Chuang or Miss C. I will be teaching Kindergarten, class KC, this year. I am looking forward to getting to know you and your little ones as we journey through their first year of school together! This is my third year of teaching at Seven Hills West Public School and on kindergarten, but I have previously worked as a Stage 1 teacher in the Blacktown area before joining the Kindergarten team here. In my classroom, every child is valued and cared for, and each child is supported and given the space to grow. I hope we can have a fantastic year as we start your child's learning journey together.

Ms Sarah Luc – Classroom Teacher KL



I am Ms Luc and I am excited to be teaching Kindergarten this year. This will be my fourth full year of teaching, having previously taught Kindergarten and Stage 3. As a teacher, I believe that it is important to create a variety of learning opportunities that spark students' curiosity and engagement. I pride myself on being approachable as a teacher and I hope to build meaningful relationships with each student for them to feel safe and have a love for learning in and outside of the classroom.

Ms Madeline Linder – Classroom Teacher KS (Friday)



I am excited to share KS with Ms Soriente this year. I studied a Bachelor of Education (Birth-12 years) and have spent most of my teaching career thus far in Early Childhood settings. After starting my family, I decided to explore Primary Education and have been part-time at Seven Hills West since, last year working with the Preschool children



Seven Hills West Public School

Respectful, Safe, Responsible Learners

on Wednesdays. I am passionate about supporting children to feel safe and secure, developing their confidence as they learn and grow. I also understand that, while teachers can be influential in a child's life, we are only a small part of the support network around them, and that we can offer the best support to children only when actively working with families. I look forward to working with you and your children this year!

Mrs Shalini Gupta - Library and Technology (Mondays)



Hello fabulous Seven Hills West students and families! I'm Shalini Gupta, your teacher for ICT capabilities and 21st-century skills in the library for the upcoming year of 2024. In the past four years, I've had the pleasure of teaching science and library as special programs at SHWPS. With 22 years of teaching experience, including roles such as Head teacher (Mathematics), Assistant Principal, Classroom teacher, instructional leader for the Gifted and Talented, and STEM coordinator, I've worked with students across various stages locally in Sydney and internationally. My research degree focused on strategies for differentiating learning activities for gifted and talented students. As a teacher librarian, my aim is to incorporate literature and STEM into the classroom, supporting students' learning outcomes and fostering a love for lifelong learning. I believe in creating a positive learning environment.

Ms Marie Pipikios - Assistant Principal, Curriculum and Instruction



My name is Marie Pipikios and I am very excited to continue my Curriculum and Instruction Leadership journey with the Seven Hills West Public School community this year! As the Assistant Principal, Curriculum and Instruction, I will be working with all staff and students to improve educational outcomes in Literacy and Numeracy across the school. I have worked for the Department of Education for 10 years as a classroom teacher, Mathematics Leader and Assistant Principal. I am passionate about teaching and in particular, building teacher capacity to drive student growth and create engaging and supportive environments for our students to thrive. I look forward to meeting you all and building a great partnership of success.



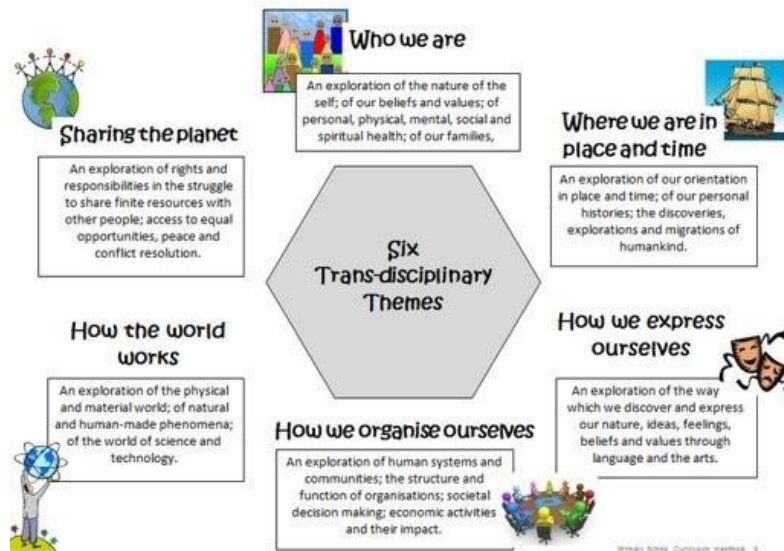
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Curriculum Units for Term 1

Transdisciplinary Curriculum

In 2024, Seven Hills West Public School will continue to implement a Transdisciplinary Curriculum. The transdisciplinary curriculum involves students learning about different things, like facts, ideas, skills, and personal qualities, and connecting them all together. In our school, we worked together to create a plan for learning that fits our community. This plan is based on six big themes that cover different areas of knowledge.



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 organise ourselves.
6. Sharing the planet.

The Transdisciplinary curriculum integrates the Key Learning Areas of Creative Arts, History, Geography and Science which have their content organised across the themes above. These themes help kids learn in a way that's not just about one subject. Even though subjects are important, in a transdisciplinary curriculum we also enable students to look at real-life problems without confining them to singular topics. They also get a chance to think about how their learning can make a difference in their community and the world. On completion of the theme, students share their work and what they've learned in a culminative task where everyone in the school community is invited to examine what they've made.



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Transdisciplinary Theme 1 – I-We-Us (Who We Are) – ‘My Family, My Community and Me’

This series of HSIE, PDH, Science and Technology and Creative and Performing Arts lessons are a part of the transdisciplinary unit, I-We-Us (Who we are) that provides students with the opportunity to learn about their own history and that of their family. As participants in their own history, students build on their knowledge and understanding of how the past is different from the present. Students describe the different emotions people experience and practise interpersonal skills to interact positively with others. This theme allows students to identify personal characteristics and strengths, recognise how they are growing and changing and identify different parts of the body. They recognise that living things have different features and basic needs which can be met. Students learn how to investigate their world through devising plays, role-plays and imagined situations. Students make artworks representing both real and imagined situations exploring a range of techniques and media. Students will organise and assemble materials in a variety of ways to produce a culminating artwork as part their ‘My Family, My Community and Me’ project and assessment task.

Library and Technology - How the world works : An inquiry into staying safe online and while using computers

Students learn about 7 habits and the Leader In Me. They investigate differences, similarities, changes and continuities by comparing and contrasting their regular toys with robotics. They participate in an inquiry challenge to explore how block coding can be used to code various robots. Students also draw on their ICT and critical and creative thinking skills in a variety of ways. “How the world works” theme will be infused with STEAM activities which further develops students’ ability to problem-solve and think-critically ... two skills which are at the core of the information literacy. An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; and the impact of scientific and technological advances on society and on the environment.

History – Personal and Family Histories

Personal and Family Histories provides students with the opportunity to learn about their own history and that of their family; this may include stories from a range of cultures and other parts of the world. As participants in their own history, students build on their knowledge and understanding of how the past is different from the present.

Personal Development and Health – Communicate and Care

This unit explores emotions, emotional responses to experiences and appropriate strategies to communicate feelings. Students explore different families and identify people who care for them. They learn about the interpersonal skills required to communicate and interact in a caring and respectful way with others and the importance of showing kindness. Students practise using these skills with a variety of people in a range of contexts.

Physical Education – Play with Purpose

Students participate in structured and unstructured physical activities to engage with outdoor settings and the natural environment. They develop knowledge and understanding of sportsmanship by collaborating on group tasks while being active. This term, our school is implementing the SISA Australia program, a leading provider in outsourcing services for primary school education in Australia. Specifically focused on the PDHPE component of the K-6 syllabus, SISA programs aim to enrich education and broaden learning experiences for each child. The curriculum incorporates contemporary teaching strategies and a holistic approach to primary school education, aligning with the latest sciences in early learning. Supported by Australia's largest range of innovative resources, these programs target the development of skills, links, progressions, and knowledge for K-6 students, preparing them for secondary school PDHPE.



Seven Hills West Public School

Respectful, Safe, Responsible Learners

Creative and Performing Arts (CAPA) - Visual Arts

Students will develop knowledge and understanding, skills, values and attitudes by engaging with the concepts of artists, artworks, the audience and the world. They learn how they can investigate the world through selected subject matter (such as people, objects, places and spaces) and work with the forms (e.g., painting, drawing and digital works) in expressive ways. These investigations are further developed in their appreciation of artists, designers, crafts people, architects and their works.

Sport

Children will be participating in Planned Physical Activity (PPA) through the Sports in Schools program. For Term 1, the day for PPA is Tuesday. 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.

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 before proceeding to class.

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

For Term 1, students will be picked up from outside their classroom anytime from 2:50pm to 3:00pm. We request that parents complete the 'Duty of Care and Supervision' form (digitally) 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 as to who is collecting your child. 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 be responsible for their own belongings by carrying their own bags into the classroom and placing them in the appropriate area. 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 **TUESDAY** of every week. Please be mindful that during wet weather students will participate in indoor sport.



Seven Hills West Public School

Respectful, Safe, Responsible Learners

Homework

Homework this term will be provided at the **beginning of Week 5**. This will include Magic Words which is a list of commonly used words and sight words. Homework also includes home reading. Further information on homework will be provided at the Meet the Teacher Information evening. It is encouraged that parents assist their children in completing their homework for 30 minutes a night. This will assist your child in learning to read and write.

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>

Sentral Parent Portal and Facebook page regularly, for reminders and upcoming events.

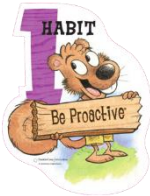
If you would like to speak with your child's class teacher about any concerns you might have, please make an appointment by contacting the front office before 3pm.

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 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 1, 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 1 is outlined below:



Weeks 2 and 3: Habit 1 - Be Proactive

Students will focus on using Habit 1 - Be Proactive - to establish learning goals.

Weeks 4 and 5: Habit 2 - Begin with the end in Mind

Students will establish learning goals to support class mission statements.

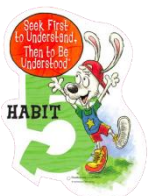


Weeks 6 and 7: Habit 3 - Put First Things First

Students will incorporate habits into learning goals in Term 1 and link to class mission statements.

Weeks 8 and 9: Habit 4 - Think Win/Win

Students will incorporate habits into learning goals in Term 1 and link to class mission statements.



Weeks 10 and 11: Habit 5 - Seek first to understand then to be understood.

Students will incorporate habits into learning goals in Term 1 and link to class mission statements.



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Respectful, Safe, Responsible Learners

Important Dates for the Diary in Term 1

Please check the Seven Hills West Public School newsletter, which is issued twice a term (in Weeks 5 and 10).

Some important upcoming dates include:

- **Monday 19th February:** Meet our P&C coffee and cake morning tea
- **Wednesday 21st February:** School Information Evening Sessions
- **Monday 25th March to Thursday 28th March:** School Dental Program
- **Friday 29th March:** Good Friday Public Holiday
- **Monday 1st April:** Easter Monday Public Holiday
- **Friday 12th April:** Last day of Term 1

Items Required for Term 1

Thank you to the families who have already provided the below items for their child to their classroom teacher. In case you need a reminder of what to pack, please provide:

- Headphones
- Old shirt for painting
- 4 x glue sticks
- 1 x packet of whiteboard markers and an eraser
- Library bag

Some parents have requested to provide additional items as a donation to the classroom. If this is something you would like to do (please do not feel obliged to do so) then some items we could use include:

- hand pump soap
- Wet wipes
- Boxes of tissues

Your contributions of these necessary supplies is very much appreciated. Please label all belongings, including clothing, uniforms and containers.

Parent Permission Notes

Important parent permission notes to sign are being sent via email for you to complete and return as soon as possible:

1. Child Protection note
2. Duty of Care and Supervision Plan (After School Pick-Up Details)
3. Internet Policy Rationale and Contract
4. Media Permission note
5. Parent Volunteer – Working With Children Check (Appendix 5) – annual form

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:



Seven Hills West Public School

Respectful, Safe, Responsible Learners

- 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

Mrs A Soriente
Assistant Principal

Ms N Chuang, Ms M Linder and Ms S Luc
Classroom Teachers



Seven Hills West Public School

Respectful, Safe, Responsible Learners

Early Stage 1 Curriculum Overview - Term 1, 2024

| | Subject | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | |
|---|---|--------|------------|---|---|--|--|---|---------------------------------|--|---------|---------|--|
| E N G L I S H | Phonological Awareness Print conventions Phonic knowledge Reading fluency Reading comprehension Spelling & Handwriting | | Best Start | TLIM First 8 Days & Assessment Phonological Awareness assessment Magic 100/200 Transdisciplinary Curriculum Pre-assessment | Component A | | | | | | | | |
| | | | | | b, k, d, f, g, h, j, l, m, n, ng, p, r, s, t | | v, w, y, z, s, ch, sh, th, a, e, i, o, u, ai | | ee, e_i, oa, or, ir, or, oo, ou | | | | |
| | | | | | 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 | | | | | | | | |
| | | | | | Component B | | | | | | | | |
| | | | | | Unit 1 - Context | Unit 2 - Narrative | | Unit 3 - Character | | Unit 4 - Imagery, symbol and connotation | | | |
| | | | | | 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-RECOM-01 comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect 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 | | | | | | | | |
| M A T H E M A T I C S | Representing whole numbers Combining and separating quantities Geometric measure Two-dimensional spatial structure: 2D shapes, Area Three- | | | | Unit 1 – Attributes can be used to sort objects | Unit 2 – Patterns have something that repeats over and over and over again | | Unit 3 - What needs to be measured determines the unit of measurement | | Unit 4 - Smaller numbers can be found hiding in bigger numbers | | | |
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Seven Hills West Public School

Respectful, Safe, Responsible Learners

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|--------------|--|-----------------------|-------------------------|-------------------------------------|--|--|------------------------------|------------------------|---|---|------------------------------|--------------------|
| | <p>dimensional spatial structure: 3D objects, Volume</p> <p>Non-spatial measure: Mass</p> <p>Working Mathematically</p> | | | | <p>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-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-02 describes and compares volumes MAE-NSM-01 describes and compares the masses of objects 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</p> | | | | | | | |
| T D C | <p>Transdisciplinary Curriculum</p> <p>(Personal Development and Health, Science, Creative Arts & History)</p> | | | | Living Things | Family History | Differences and Similarities | Multiculturalism | Culminating Task | | | |
| | | | | | <p>STe3LWST explores the characteristics, needs and uses of living things PDe-1 identifies who they are and how people grow and change PDe-3 communicates ways to be caring, inclusive and respectful of others PDe-10 uses interpersonal skills to effectively interact with others CAVAES1.1 makes simple pictures and other kinds of artworks about things and experiences HTe1 communicates stories of their own family heritage and the heritage of others HTe-2 demonstrates developing skills of historical inquiry and communication</p> | | | | | | | |
| PE | Physical Education | | | | Gymnastics | | | | | | | |
| | | | | | <p>PDe-4 practises and demonstrates movement skills and sequences using different body parts PDe-8 explores how regular physical activity keeps individuals healthy PDe-11 demonstrates how the body moves in relation to space, time, objects, effort, and people</p> | | | | | | | |
| | Science & Technology | | | | Living Things | | | | | | | |
| | | | | | <p>STe3LWST: explores the characteristics, needs and uses of living things STe-1WS-S: observes, questions and collects data to communicate ideas.</p> | | | | | | | |
| | Library and Technology | | | | Introduction to Hardware and software through reading. Introduction to Kodable through kodable app. | Introduce Google classroom and login. Coding on Kodable and Beebot app and building a computer device with recycling materials. | | | Introduce block coding on Dash/sphero and continue coding on Kodable. | | | |
| | | | | | <p>STe-2DP-T : develops solutions to an identified need STe-7DI-T: identifies digital systems and explores how instructions are used to control digital devices.</p> | | | | | | | |
| TLIM | The Leader In Me | Habit 1: Be Proactive | | Habit 2: Begin with the End in Mind | | Habit 3: Put First Things First | | Habit 4: Think Win-Win | | Habit 5: Seek First to Understand Then to Be Understood | | Habit 6: Synergise |
| PB4L | Positive Behaviour for Learning | | Be a Responsible Leader | 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 | | | My first day photos | P&C Welcome School Info Evening | | | | | Good Friday Public Holiday | Easter Monday Public Holiday | |