



Seven Hills West Public School

Respectful, Safe, Responsible Learners

Term 1, Support Unit – Welcome Letter

K-2 Purple

Dear Parents/Caregivers,

Welcome to 2024! We are very happy to see our students settling into school life so well. All students are continuing to make a smooth transition into school routines. We are looking forward to a busy and exciting term, full of fun, learning, and making 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 newsletter; Sentral Parent Portal; Facebook for school updates and information.

This term, your child will be taught by a team of professional, motivated and passionate teachers who are committed to providing your child with an equal opportunity to learn. The support teachers and co-educators are equipped with the knowledge, attitudes, behaviours, and skills they require to perform their tasks effectively in the classroom, school, and wider community. We are rolling over the children's 2023 goals and will co-construct new goals with families in weeks 8 and 9 of this term. The Support Unit team is as follows:

Mrs Alainya Zollinger- Assistant Principal



My name is Alainya Zollinger and I am the relieving Assistant Principal of the Support Unit. I am excited to see your child shine and develop their skills and knowledge over the course of the year. Your child will have the opportunity to grow socially, emotionally and academically at their own pace. Please feel free to reach out to me if you have any questions or concerns throughout the school year. I am here to support your child's education, and I am always happy to hear from you.



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Miss Ailbhe Greaney and Mrs Jo Cini K-2 Purple



My name is Miss Ailbhe Greaney and I am teaching K-2 Purple this year. I am eager to embark on this journey with your child, and I know that it will be a year filled with new experiences and opportunities for growth. I am from the West coast of Ireland where I taught for three years. I have been living in Australia for the past year and a half teaching. I love living here and travelling all around the beautiful parts of the country. My goal for my time in Australia is to travel as much as I can. I enjoy keeping fit, I am part of a running club and play camogie. I am very excited for the year ahead in Seven Hills West.

Miss Marie Pipikios, Assistant Principal, Curriculum and Instruction



Hi, my name is Marie Pipikios and I look forward to working with the students of Seven Hills West again 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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Mrs Shalini Gupta - Library and Technology



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 Headteacher (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 where students can not only enjoy reading but also openly share their thoughts.

Our co-educators will rotate each term to a different support class.

Curriculum Units for Term 1

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

This term, the students are set for an exciting journey as they explore The 7 Habits, and the world of coding through toys and robotics. They'll be fostering ICT proficiency, critical thinking, and creative skills along the way. Engaging in STEAM-themed activities will enhance their problem-solving abilities, a crucial component of information literacy. Simultaneously, the students will embark on an Early Stage 1 inquiry into the Physical World strand, where they'll focus on understanding the effects of physical characteristics on object movement, introducing concepts of force and motion. In the library lessons, the aim is to elevate information literacy by incorporating diverse media and technologies. The students will also develop foundational technology skills for math and reading proficiency while emphasising proper hardware use.

Geography – Geographical Inquiry Skills

This term, students will be introduced to posing questions, documenting geographical information, representing data in graphs, drawing conclusions from discussions, and reflecting on their learning. These are key



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geographical skills, fostered by our transdisciplinary curriculum. Specifically, we will explore the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in. This will occur through school mapping.

Personal Development and Health – Communicate and Care

Throughout Term 1, Early Stage 1 explores emotions, emotional responses to experiences and appropriate strategies to communicate feelings. Students 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.

Creative and Performing Arts (CAPA) - Visual Arts, Drama and Music

In Visual Arts, students will develop their knowledge, skills and understanding in making artworks informed by their investigations of the world as subject matter, use of expressive forms, and consideration of the audience for their works. They also develop their knowledge, skills and understanding in appreciating their own artworks and those of others, recognising some relationships between artists, artworks, audiences and how the world is interpreted.

In Music, students develop knowledge, skills and understanding in performing music of different styles and from different times and cultures by singing, playing and moving, and in organising sound into musical compositions using musical concepts. They also develop their knowledge, skills and understanding in listening to and discussing their own music and that of others.

In Drama, students develop knowledge, skills and understanding in making drama collaboratively by taking on roles and creating imagined situations shaped by the elements of drama, and in performing drama by actively engaging in drama forms. They also develop their knowledge, skills and understanding in appreciating their own dramatic works and those of others.

Sport

Children will be participating in Planned Physical Activity (PPA). 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 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



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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.

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 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 K-2 Support students in Term 1 is Tuesday and for 3-6 is Tuesday and Friday.

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 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.



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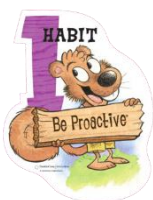
Important Dates for the Diary in Term 1

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

| Item | Date | Time and Related Information |
|--------------------------------------|---|---|
| Uniform Shop | Every Friday | 8:30am – 9:30am |
| Scripture | Every Thursday | 2pm – 2:30pm |
| Meet our P&C First P&C Meeting | 19 th February | Meet our P&C (Coffee and Cake): 9am – 10am First P&C Meeting 2024: 10am – 11am |
| Spotlight Newsletter | 28 th February | |
| Harmony Day | 21 st March | |
| Holi | 25 th March | |
| Dentist P-6 | 25 th – 28 th March | |
| Good Friday | 29 th March | Public Holiday |
| Easter Monday | 1 st April | Public Holiday |
| Eid | 10 th April | |
| Spotlight Newsletter | 10 th April | |
| ANZAC Day Ceremony & Last Day Term 1 | 12 th April | Assembly |

The Leader in Me

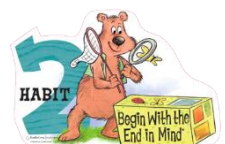
The Leader in Me program provides schools with a leadership model and process that supports every child’s physical, mental, social, and emotional well-being, all of which are factors that can contribute to or hinder academic success. At SHWPS, we use the 7 Habits to set personal and academic learning goals. Our school commenced the program earlier this year and we are in the beginning phases of implementation. During Term 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.





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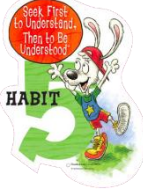


Weeks 6 and 7: Habit 3 - Put First Things First

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.

POLICIES

Important parent permission notes are being sent out via email 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 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. [Home - Seven Hills West Public School \(nsw.gov.au\)](http://www.sevenhills.wed.nsw.gov.au)

The implementation of our policies follows NSW Department of Education guidelines:

| | |
|---|--|
| <ul style="list-style-type: none"> ● 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 | <ul style="list-style-type: none"> ● 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 |
|---|--|

Thank you for your support,

Mrs S Clements
Principal

Mrs A Zollinger
Rel Assistant Principal

Miss A Greaney
Classroom Teachers



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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 | | | | | | | | | | | |
| M A T H E M | Oral language and communication Vocabulary Reading comprehension Creating written texts & Understanding and responding to literature | Component B | | | | | | | | | | |
| | | Unit 1 - Context | Unit 2 - Narrative | | Unit 3 - Character | | Unit 4 - Imagery, symbol and connotation | | | | | |
| | Representing whole numbers Combining and separating quantities Geometric measure | 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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|--|---|---|-------------------------------------|--|------------------------|---|-------------------------|------------|--------------------|---------------------|------------------------|-------------|----------------------------|--|--|---|
| A T I C S | <p>Two-dimensional spatial structure: 2D shapes, Area</p> <p>Three-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, Creative Arts & Geography)</p> | | | School Life | School Expectations | Interacting with others | Friendship | Culminating Task | | | | | | | |
| PE | Physical Education | | | <p>GEe-1 identifies places and develops an understanding of the importance of places to people. GEe-2 communicates geographical information and uses geographical tools. VAES1.1 Makes simple pictures and other kinds of artworks about things and experiences. VAES1.2 Experiments with a range of media in selected forms. VAES1.4 Communicates their ideas about pictures and other kinds of artworks. MUES1.1 Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts MUES1.4 Listens to and responds to music. DRAES1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations. DRAES1.3 Dramatises personal experiences using movement, space and objects. DRAES1.4 Responds to dramatic experiences. PDe-2 identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe PDe-3 communicates ways to be caring, inclusive and respectful of others PDe-9 practises selfmanagement skills in familiar and unfamiliar scenarios PDe-10 uses interpersonal skills to effectively interact with others</p> | | | | | | | | | | | | |
| | Science & Technology | | | <p>Gymnastics</p> <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> <table border="1"> <tr> <td>I like to move it!</td> <td>Pushing or pulling?</td> <td>Objects changing shape</td> <td>On the move</td> <td>Designing and making a toy</td> </tr> </table> <p>STe-5PW-ST: observes the way objects move and relates changes in motion to push and pull forces. STe-1WS-S: observes, questions and collects data to communicate ideas. STe-2DP-T: develops solutions to an identified need</p> <table border="1"> <tr> <td>Introduction to Hardware and software through reading. Introduction to Kodable through kodable app.</td> <td>Introduce Google classroom and login. Coding on Kodable and Beebot app and building a computer device with recycling materials.</td> <td>Introduce block coding on Dash/sphero and continue coding on Kodable.</td> </tr> </table> <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> | | | | | I like to move it! | Pushing or pulling? | Objects changing shape | On the move | Designing and making a toy | 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. |
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| 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 | | | | | | | | | |



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| 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 Morning Tea School Info Evening | | | | | Good Friday Public Holiday | Easter Monday Public Holiday | |