



# Seven Hills West Public School

Respectful, Safe, Responsible Learners

## Term 1, Stage 1 – Welcome Letter

### Stage 1: 1D, 1S, 2A, 2C

Dear Parents/Caregivers,

Welcome back to school! And let's welcome more opportunities for growth, learning and making unforgettable memories! This term we will be focusing on establishing new routines and expectations for our Year 1 and Year 2 students. This newsletter will outline homework expectations, administration procedures and important dates and events to remember this term. Please follow our SHWPS 'Spotlight' newsletter, Sentral parent portal, Schoolbytes and Facebook for ongoing information and communication. Get ready for an incredible adventure, filled with knowledge, friendships, and achievements!

Introducing the Stage 1 team for 2024:

### Stage 1 Team for 2024:

**Ms Sonia O'Donoghue – Classroom Teacher 1D**



My name is Sonia O'Donoghue and I am teaching Year 1, Class 1D this year.

I am a primary school teacher from Ireland. I took a career break from my permanent primary school teaching post in Dublin to move to Australia to experience teaching in a different country, develop my skills and knowledge of teaching and share my passion for teaching with others.

I have loved my time teaching in Australia and learning about the cultures, values and traditions here. I am so excited to join the amazing team here at Seven Hills West Public School and to share my knowledge and skills with the pupils here. I strive to make my classroom a place where children feel safe, valued and respected and one where learning is cherished, child centered and fun!



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## **Mrs Sarah Sloan – Classroom Teacher 1S**



My name is Mrs Sloan and I am teaching Year 1, Class 1S this year.

I have a passion for teaching and believe each individual student can reach their full potential and excel at their best in every area of school life. I believe in providing a safe and supportive environment that fosters an atmosphere of positivity and engagement that leads to learning and understanding. An environment that supports students holistically, and truly cares about their wellbeing and sense of self. I look forward to working with parents and families, and supportively driving learning and understanding throughout the year.

## **Mrs Tanya Ali – Classroom Teacher 2A**



My name is Ms Ali and I am super excited to join SHWPS on 2A this year. This year will be my first year of teaching with my own class and I am super excited for the journey ahead. Prior to this, I have been working as a casual teacher across various schools in the Blacktown area. My goal is to build meaningful relationships with my students and provide them with a positive learning environment. I am looking forward to working with staff and students at SHWPS and watching my students' growth in achieving their goals throughout the year.



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**Mrs Therese Capizzi - K-2 Relieving Assistant Principal & Classroom Teacher 2C**



My name is Therese Capizzi, and I will be teaching Year 2 this year. This will be my sixth-year teaching in NSW Public Education, working across various roles such as RFF teacher, Classroom teacher and now Relieving Assistant Principal for Stage 1 2024.

I believe that every student deserves many a-ha! moments in their time at Seven Hills West, and I set myself the task of getting them there. I am passionate about teaching and am committed to being a lifelong learner as a teacher. My goal is to foster a positive and engaging environment for my students without limitations. I enjoy incorporating modern technologies in my classroom to maximise engagement and learning. I love to instil a love for learning in my students and get them excited about becoming the best version of themselves.

**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.



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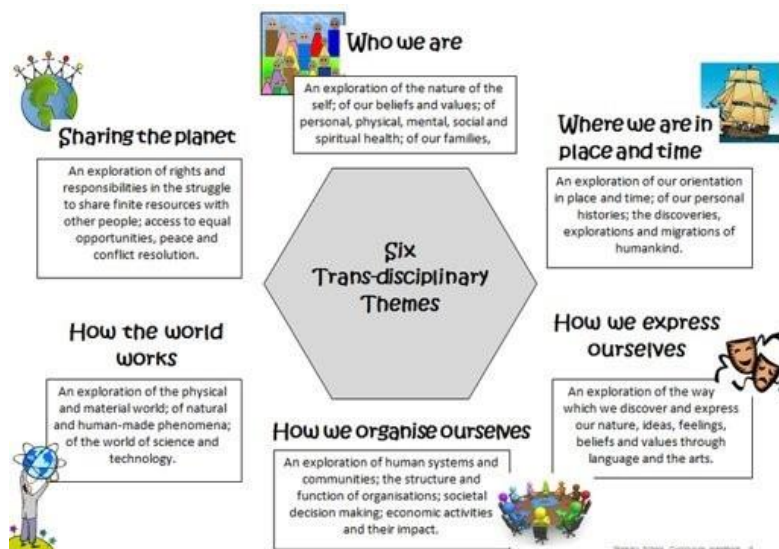
Miss Marie Pipikios - Assistant Principal, Curriculum and Instruction



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.

## Transdisciplinary Themes for 2024 & 2025

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 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.



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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.

## Curriculum Units for Term 1

### **Science – Material World: ‘Combining & Changing’**

In this topic, students will investigate how materials can be combined and changed. For example, what happens to materials when they bent, twisted and stretched? What kinds of changes occur? Students will also explore what and how different materials can be combined. Students use various materials, tools and equipment to investigate.

### **Library and Technology**

In Term 1, Stage 1 library lessons aim to enhance information literacy through engaging stories reflecting personal experiences. This unit integrates the societal impact of ICT, fostering the safe use of purposefully selected tools and the application of the 7 habits. The introduction of Makey-Makey kits presents an interactive inquiry challenge, introducing coding concepts and encouraging the application of ICT, critical thinking, and creativity in diverse learning approaches. Concurrently, Stage 1 Digital Technologies explores digital systems, emphasising the understanding of components, data display, and algorithm usage for effective problem-solving. The curriculum establishes an authentic connection to the 'Material World' strand through carefully designed library reading and robotics activities.

### **Personal Development and Health – Being Resilient is Brilliant**

In this unit, students will learn how to become stronger and more positive when facing tough situations. They'll explore what resilience is, why it's important, and how they can develop it. By setting goals, solving problems, and learning to manage their feelings, they can become better at handling challenges. This unit also focuses on the idea that everyone faces difficulties, but by using their strengths and making good choices, they can overcome them. Students will get to try different activities that help them feel better emotionally and physically. They'll also learn about staying healthy and safe. Through this unit, students will gain important skills to face life's ups and downs with confidence and positivity.

### **Physical Education – Sports in Schools Australia (SISA)**

SHWPS will be implementing the Sports in Schools Australia program. SISA delivers a specialised PE program which is run by trained PE teachers and specialist coaches using an extensive range of highly engaging equipment. SISA is one of the largest outsourcing providers within the Australian education system and is focused on primary school education only. SISA programs aim to enhance education and expand learning opportunities for every student. The curriculum integrates modern teaching methods and takes a comprehensive approach to primary school education, staying in line with the latest advancements in early learning.

### **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 on-site 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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## 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 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 on-site 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 and Sports Day

Stage 1 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 **Year 1** is on **Wednesday** of every week, with **Year 2** on **Tuesday**.

Students are asked to wear their sports uniform, which includes a school hat and joggers for their sports day. Sports day for Stage 1 will be on **Tuesday of every even week**. Please be mindful that during wet weather students will participate in indoor sport.

## 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 will also include a spelling task, a home reader and a worksheet from the online platform 'Mathletics'. 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 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



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<b>Meet our P&amp;C First P&amp;C Meeting</b>	19 <sup>th</sup> February	Meet our P&C (Coffee and Cake): 9am – 10am First P&C Meeting 2024: 10am – 11am
<b>School Information Evening Sessions</b>	21 <sup>st</sup> February	Introduction: 3:15 – 3:45pm in the Hall K-2 Session: 3:45pm – 4:30pm
<b>Spotlight Newsletter</b>	28 <sup>th</sup> February	
<b>Clean up Australia Day</b>	1 <sup>st</sup> March	
<b>Harmony Day</b>	21 <sup>st</sup> March	
<b>Holi</b>	25 <sup>th</sup> March	
<b>Dentist P-6</b>	25 <sup>th</sup> – 28 <sup>th</sup> March	
<b>Good Friday</b>	29 <sup>th</sup> March	Public Holiday
<b>Easter Monday</b>	1 <sup>st</sup> April	Public Holiday
<b>Eid</b>	10 <sup>th</sup> April	
<b>Spotlight Newsletter</b>	10 <sup>th</sup> April	
<b>ANZAC Day Ceremony &amp; Last Day Term 1</b>	12 <sup>th</sup> April	Assembly

## 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.

## 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.



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An overview of our 7 Habits focus for Term 1 is outlined below:

## TERM 1 SEVEN HABITS

### OVERVIEW

- Weeks 2 & 3**  
Students will focus on using **Habit 1 – Be Proactive** – to establish learning goals.
- Weeks 4 & 5**  
Students will focus on using **Habit 2 – Begin with the end in mind** – to establish learning goals to support class mission statements.
- Weeks 6 & 7**  
Students will focus on using **Habit 3 – Put first things first** – to incorporate habits into learning goals in Term 1 and link to class mission statements.
- Weeks 8 & 9**  
Students will focus on using **Habit 4 – Think Win/Win** – to incorporate habits into learning goals in Term 1 and link to class mission statements.
- Weeks 10 & 11**  
Students will focus on using **Habit 1 – Be Proactive** – to establish learning goals.

**WE ARE ALL LEADERS!**

## Parent Permission Notes

Important parent permission notes to sign are being sent out 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

Attached to this class newsletter are important parent permission notes to sign and return as soon as possible:

1. Duty of Care and Supervision Plan (After School Pick-Up Details)
2. Internet Policy Rationale and Contract





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## 3. Media Permission note

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: <https://sevenhillw-p.schools.nsw.gov.au/>

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

- 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

Thank you for your support,

Ms S Clements  
Principal

Mrs T Capizzi  
Relieving Assistant Principal

Mrs S Sloan, Ms S O'Donoghue & Mrs T Ali  
Classroom Teachers



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	Subject	Week 1	Weeks 2 & 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
ENGLISH	Phonic knowledge, Spelling, Handwriting, Reading fluency & Reading comprehension		TLIM First 8 Days & Assessment  Phonological Awareness assessment  Magic 100/200/300  Soundwaves Spelling Test  Waddington (Year 2) SENA 1 & SENA 2  Transdisciplinary Curriculum Pre-assessment  Cars and Stars	<b>Component A</b>							Assessment  Reading Benchmark  Magic 100 & Magic 200 words  Phonological Awareness  Schedule for Early Numeracy Assessment 1 & 2  Transdisciplinary Curriculum Pre-assessment
				b, bb	a	k, c, q, ck, x	e, ea	d, dd	i	f, ff	
				b, bb	a	k, c, q, ck, x, ch	e, ea	d, dd	i	f, ff	
				Literacy Block - Phonics, Guided Reading, Reading comprehension, Shared Reading, Spelling, Handwriting, CARS and STARS (Year 2)							
				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 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 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							
	Reading comprehension, Creating written texts, Vocabulary & Understanding and responding to literature				<b>Component B</b>						
					Unit 2 - Narrative	Unit 3 - Representation		Unit 4 - Character; Imagery, symbol and connotation		Unit 5 - Perspective and argument	
					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 EN1-CWT-01 Plans creates, and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure EN1-VOCAB-01 Understands and effectively uses Tier 1, taught Tier2 and Tier 3 vocabulary to extend and elaborate ideas EN1-UARL-01 Understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose EN1-OLC-01 Communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social learning and interaction						
					Unit 2 - Patterns have something that repeats 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		Unit 5 - New Shapes can be made by joining (combining) or partitioning (breaking apart) existing shapes		
					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 MA1-2DS-01 Recognises, describes and represents shapes including quadrilaterals and other common polygons 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						
MATHEMATICS	Representing whole numbers,			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							
	Combining and separating quantities,										
MATHEMATICS	Forming groups,										
	Geometric Measure: Length,										
MATHEMATICS	Two-dimensional spatial structure										
	&										
MATHEMATICS	Data										
	Working Mathematically										



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<b>T D C</b>	<b>Transdisciplinary Curriculum</b>			Class Mission Statement	Circle of Control/Circle of No Control	Saying No to Less Important Things	Emotional Bank Accounts	Listen with Ears, Eyes and Heart	Celebrate Differences	Find Your Voice and Inspire Others to Find Theirs
<b>P D H</b>	<b>Physical Development and Health</b>			How can my identity contribute to developing resilience?	What is important to you?	How can I think differently?	How can we use our strengths?	How can our emotions change?	How can we manage emotions?	What strategies work for me?
				<b>PD1-1</b> Describes the qualities and characteristics that make them similar and different to others <b>PD1-2</b> Recognises and describes strategies people can use to feel comfortable, resilient and safe in situations <b>PD1-3</b> Recognises and describes the qualities that enhance inclusive and respectful relationships <b>PD1-9</b> Demonstrates self-management skills in taking responsibility for their own actions						
<b>P E</b>	<b>Physical Education (Sports in Schools)</b>			Sports in Schools	Class Sport	Sports in Schools	Class Sport	Sports in Schools	Class Sport	Sports in Schools
				<b>PD 1-4</b> Performs movement skills in a variety of sequences and situations <b>PD 1-5</b> Proposes a range of alternatives to solve movement challenges through participation in a range of activities <b>PD1-8</b> Participates in a range of opportunities that promote physical activity <b>PD1-10</b> Describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong <b>PD1-11</b> Incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences						
	<b>Science &amp; Technology</b>			How do Materials Change?	Changing Things Up!	What Changes Occur when Materials are Combined?	Let's Get Physical	Can you Bend it, Stretch it, Twist it?	Heating and Cooling	Materials and Changes
				<b>ST1-7MW-S:</b> Describes how the properties of materials determine their use <b>ST1-1WS-S:</b> Observes, questions and collects data to communicate and compare ideas <b>ST1-2DP-T:</b> Uses materials, tools and equipment to develop solutions for a need or opportunity						
	<b>Library &amp; Technology</b>			Introduction to Material World through reading. Introduction to Kodable / Beebot through Kodable / Beebot app.			Exploring Makey-Makey and Google Classroom: Understanding Conductive Materials and Coding with Kodable/Beebot.		Showcasing Creativity: Presenting the Makey-Makey Keyboard Piano Project	
				<b>Unit Title: Coding Wonders: Navigating Magical Machines and the World Wide Web</b> <b>ST 1-11DI-T</b> identifies the components of digital systems and explores how data is represented.						
	<b>The Leader in Me</b>	Habit 1: Be Proactive		Habit 2: Begin with the End in Mind		Habit 3: Put First Things First		Habit 4: Think Win-Win		Habit 1: Be Proactive
	<b>Positive Behaviour for Learning</b>	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
	<b>Special Events</b>		Combined Swimming Carnival	Meet our P&C School Information Evening	K-2 Spotlight Newsletter		Clean Up Australia Day	Harmony Day	Holi Good Friday	Easter Monday Dentist Visit
										ANZAC Day Ceremony Last Day Term 1 Eid