



# Seven Hills West Public School

Respectful, Safe, Responsible Learners

## Term 1, Stage 2 – Welcome Letter

### Stage 2: 3M, 3/4R, 4C

Dear Parents and Caregivers,

Welcome back to school after a relaxing summer holiday break! A warm welcome to our Year 3 students, parents and caregivers joining Stage 2, and any new students becoming a part of our Seven Hills West Community. In Term 1, we focus on establishing new routines and adapting to all the changes that come at the beginning of a fresh school year. We are eager to share the engaging content planned for this term and provide friendly reminders about homework expectations, administrative procedures, and key events that should be marked on your calendars.

In Years 3 and 4, your child is in a special phase that connects the early years of primary school with more advanced stages. During this time, they'll encounter new and interesting topics that are important for their learning journey. Not only are they gaining academic skills, but these years are also significant for making friends, learning how to handle different social situations, and discovering more about themselves. In Years 3 and 4, there's a focus on becoming more independent too, with your child taking on more responsibility for their schoolwork. This prepares them for the challenges they'll face in the later years of primary school.

We are very enthusiastic about the opportunities and experiences that lie ahead for our Stage 2 students!

I would like to introduce the Stage 2 team for 2024:

#### Miss Alysha McLennan 3M



I am thrilled to introduce myself as your Year 3 teacher for the upcoming school year. My name is Alysha McLennan, and I am delighted to be a part of this vibrant and dynamic learning community.

As I embark on my second year of teaching, I am especially eager to engage with the wonderful students in my Year 3 class. Their curiosity and enthusiasm for learning are truly inspiring, and I am excited to foster a positive and engaging learning environment.

I have a deep passion for STEM (Science, Technology, Engineering, and Mathematics) learning, and I believe in the power of hands-on and experiential learning. My goal is to create a classroom where students not only absorb knowledge but also actively participate in the learning process through exciting experiments and interactive activities.



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## **Mrs Anshu Radhakrishnan 3/4R**



My name is Anshu Radhakrishnan and this year I will be teaching Year 3 and Year 4 composite – Stage 2 class. Let me begin by providing some information about myself. I have been teaching for the past 29 years out of which 19 years have been in New South Wales schools. I began my teaching career as a High School Science and Mathematics teacher and have also fulfilled the roles as a classroom teacher, ICAS and Tell Them From Me Survey coordinator, Middle Leader and Relieving Assistant Principal.

My teaching philosophy is to provide a stimulating and caring environment in which students can develop their skills and talent thus become productive, confident and self-disciplined members of our society. I believe that every child should be known, valued and cared for, and focus on the holistic development of the student. I am a strong advocate of constructivism, especially inquiry-based learning. My lessons are centered around discovery, cooperative, experiential and play-based pedagogies. Please feel free to contact me if you have any questions regarding your child. I am very much looking forward to working with you to support your child's learning journey and growth in Year 3 and Year 4.

## **Miss Ann Chung 4C**



My name is Ann Chung, and I have had the pleasure of working in the support unit at Seven Hills West Public for the past two years. This year, I am thrilled to take on the role of teaching Year 4 and getting to know all the students.

As an educator, I firmly believe in nurturing a lifelong passion for learning. I tailor my teaching methods to suit the individual needs of each student, ensuring they not only excel academically but also develop essential life skills such as confidence and resilience.

Creating a captivating classroom atmosphere is of utmost importance to me. Through a blend of interactive activities, meaningful discussions, and a sprinkle of humour, my goal is to ignite curiosity and inspire creativity in my students.



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I am looking forward to working alongside you to provide your child with a positive and enriching educational experience.

## **Mrs Shalini Gupta Library/RFF**



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.

## **Miss Marie Pipikios APC&I**



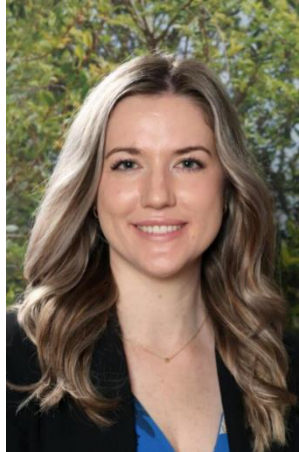
My name is Marie Pipikios and I am very excited to continue being a part of the Seven Hills West Public School community this year! As the Assistant Principal, Curriculum and Instruction, I will be working with all staff and students to improve educational outcomes in Literacy and Numeracy across the school. I have worked for the Department of Education for 9 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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**Ms Morgan Griffiths AP 3-6**



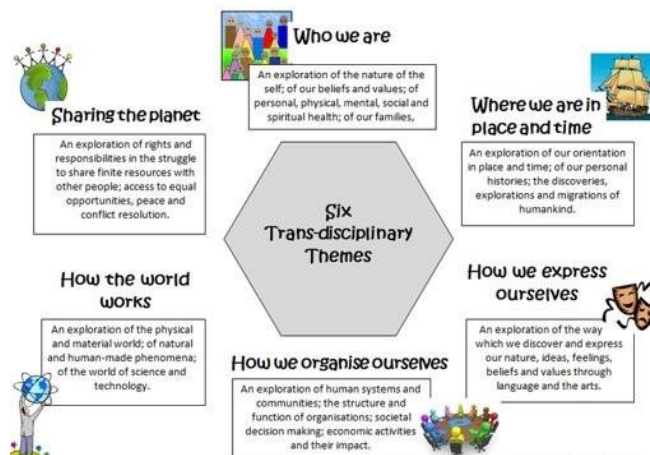
I'm Morgan Griffiths, and I'm thrilled to be taking on the role of teaching 5/6G and continuing my role as Assistant Principal 3-6 at Seven Hills West Public School this year. With a decade of experience in New South Wales Public Education, I've had excellent success with improving student learning. My teaching philosophy is rooted in dedication, fostering a genuine love for learning that I strive to impart to all my students.

Approaching school life with passion and energy, I find immense joy in witnessing my students eagerly embracing each day with a smile. My teaching style revolves around dynamic and stimulating activities, placing a strong emphasis on 21st-century learning skills and engaging students in STEM initiatives, leveraging Science, Technology, Engineering, the Arts, and Mathematics to cultivate their problem-solving and critical thinking abilities.

Central to my approach is prioritizing student well-being. As an educator, I consider it a privilege to create safe, supportive, and nurturing learning environments where students can thrive and achieve their learning goals. I am incredibly excited to continue being a part of this beautiful community and look forward to witnessing the wonderful growth of our students throughout 2024!

## Curriculum Units for Term 1

At SHWPS, we use a special way of teaching called Transdisciplinary Curriculum. This means we help students see how everything they learn is connected, including knowledge, skills, and personal traits. Our school works together to create a plan for learning that fits our community. This plan is called a program of inquiry, and it's based on six big themes.





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These themes make learning exciting because it's not just about regular subjects. Instead, students get to solve real-life problems that go beyond what they learn in each subject. Students also think about how their learning can make a difference in their community and the world. To show what they've learned, students have a special showcase in Terms 2-4 where they share their work with the whole school community. It's a chance for everyone to see and appreciate what the students have created!

## **Science- Material World: 'Changes of State'**

Students will delve into the fascinating world of states of matter. They will learn to identify solids, liquids, and gases, understanding the unique characteristics that define each state. Exploring the concept of heat, students will recognise how adding or removing heat can cause a change of state in materials. Real-life applications will come to life as students describe examples of these changes happening in their everyday surroundings. Through hands-on experiments, they will predict and observe the effects of adding or removing heat on a variety of solids and liquids, gaining a deeper understanding of the dynamic nature of matter and the role temperature plays in transforming substances.

## **Personal Development and Health (PDH)- 'How do our Decisions keep People Safe?'**

In this unit students demonstrate self-management skills to recognise and practise strategies that promote health, safety and wellbeing. They describe and apply safety strategies in online, road and water environments. Students describe how contextual factors influence the health, safety and wellbeing of themselves and others, including the influence of connection to country for Aboriginal and Torres Strait Islander Peoples.

## **Physical Education (PE)- Sports in Schools Australia (SISA)**

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.

## **Creative Arts- 'How can we Move to Music?'**

Students explore rhythmic and expressive movement skills while creating and modifying movement sequences. They further develop an understanding of concepts related to movement by experimenting and evaluating the transition, flow and levels of movement. Students recognise how participating in physical activity and movement can promote positive outcomes for all participants. They compose their own dances using the elements and contexts of dance and perform their own dances and the dances of others from different times and cultures. Students also develop knowledge, skills and understanding in appreciating their own dances and those of others.



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## **HSIE (History) – The First Contact**

This term, students will be studying the first two units of The First Contacts topic; Before Contact and Great Journeys. Within these units, students will learn about Aboriginal and Torres Strait Islander Peoples long connection to country and what life was like for them prior to European contact. Students will study and sequence chronologically the early years of European settlement, identifying and explaining the cause and effects of European settlement. A key focus is developing student's skills in source analysis and determining accuracy and reliability of information by understanding perspectives. Students will develop an understanding of the impact of British colonisation on Aboriginal and Torres Strait Islander Peoples when researching and evaluating information.

## **Library ICT Capabilities lessons - Stage 2: Secure Coding in Dynamic Tech: Digital Safety & Literacy**

In Term 1, Stage 2 library lessons focus on enhancing information literacy through stories related to the 'Material World' and Changes of State in Matter. The curriculum integrates ICT skills, where students create projects by using Micro-bits and demonstrate an understanding of the 7 Habits. Digital Technologies in Stage 2 further advance computational thinking, focusing on digital systems, data transmission, diverse data types, pattern interpretation, and visual programming. Incorporating Micro-bits and 'Make-code' introduces an inquiry challenge, connecting coding languages and sensor types to laptops, fostering ICT, creativity, and critical thinking. This interdisciplinary approach establishes an authentic link to the 'Material World' strand through library reading and coding activities, ensuring students apply their knowledge in both theoretical and practical contexts.

## **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.

## **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.



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## Sports and Homework

Students are asked to wear their sports uniform on some days throughout the year, which includes a school hat and joggers. Physical Education (PE) will be completed every fortnight on **Tuesday** for Years 3-6 as part of the Sports in School Program and 3-6 Sport/PSSA will occur on **FRIDAY**. Throughout the year students will also be required to attend events such as the Athletics Carnival, the Cross Country, and some students will attend the Swimming Carnival. Sports uniform is compulsory for these events.

Homework activities will be **assigned on Monday**, via the online platforms STUDYLADDER and MATHLETICS. Homework will be **due on Monday** the following week. Weekly spelling words will be posted on Google Classroom for students to practise at home, in preparation for their class spelling test each 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>, Sentral Parent Portal 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

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:



# 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!**







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## Important Dates for the Diary in Term 1 2024

Please check the SHWPS newsletter fortnightly, which is issued twice a term (in Weeks 5 and 10).

<b>Information Evening</b>	<b>21<sup>st</sup> February</b>	3.15 - Whole school Assembly 3.45pm to 4.30pm - K-2 4.30pm to 5.15pm - 3-6
<b>NAPLAN Year 3 &amp; 5 Testing Period</b>	<b>13th March-25th March</b>	TBD
<b>Sports in Schools Program</b>	<b>Tuesday Weeks 2,4,6,8,10</b>	11:30pm-1:30pm
<b>Scripture</b>	<b>Every Thursday</b>	2.00pm-2.30pm

## POLICIES

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 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:

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| <ul style="list-style-type: none"> <li>● Aboriginal Education Policy</li> <li>● Acceptable Use of Email and Internet Policy</li> <li>● Allergy Policy and Permission Note</li> <li>● Anti-Bullying Plan</li> <li>● Anti-Racism and Discrimination Policy</li> <li>● Anti-Racism Plan</li> <li>● Attendance Policy</li> <li>● Attendance Procedures</li> <li>● Care and Supervision Plan</li> <li>● Child Protection Permission Note</li> <li>● Class Structure Policy</li> <li>● Code of Ethics and Conduct</li> <li>● Community Communication Guide</li> <li>● Community Complaint Procedures</li> <li>● Critical Incidences Policy</li> </ul> | <ul style="list-style-type: none"> <li>● Cyber-Bullying Guide</li> <li>● Discipline Level System and Flowchart</li> <li>● Drug Education Policy</li> <li>● Emergency Management Plan</li> <li>● Excursion Policy</li> <li>● Gifted and Talented Policy</li> <li>● Homework Policy</li> <li>● Internet Policy Rationale</li> <li>● Learning and Wellbeing Support Policy (including parent referral note)</li> <li>● Professional Learning Policy</li> <li>● Programming, Assessment and Reporting Policy</li> <li>● Student Leadership Policy and Procedures</li> <li>● Sun Protection Policy</li> <li>● Uniform Policy</li> </ul> |
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Thank you for your support,

Ms S Clements  
Principal

Ms M Griffiths  
Assistant Principal

Miss A Mclennan, Mrs A Radhakrishnan & Miss A Chung  
Stage 2 Classroom Teachers



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## STAGE TWO TERM 1 2024 - Curriculum Overview

Subject	Week 1 & 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 & 11
<b>English</b> Component A & Component B  <b>EN2-OLC-01, EN2-VOCAB-01, EN2-REFLU-01, EN2-RECOM-01, EN2-CWT-01, EN2-CWT-02, EN2-CWT-03, EN2-UARL-01</b>	<p>➤ <b>Unit 1- Weeks 2-6 Narrative: Fantastic Mr Fox</b> Students will explore how narratives set up expectations for the reader using predictable structure and familiar characters and situations. They will analyse excerpts of the mentor text and use as the basis for their own innovation. Students will also plan, draft and revise a narrative sequel using an orientation, complication, resolution structure.</p> <p>➤ <b>Unit 2- Weeks 7-11 Genre: Iceberg and Earth's Incredible Oceans:</b> Students will gain a deeper understanding of the textual concepts of genre, and perspective and context. They will apply their understanding of genre to group texts according to their purpose, subject matter, form, structure and language choices. Students will experiment with genre to create a variety of texts using their understanding of structure and language choices to suit a text's purpose.</p> <p>Outcomes and content in these units are organised into <b>Component A</b> and <b>Component B</b>. The components are connected, with learning in Component A complementing learning in Component B.</p>								
	Component A addresses content from the focus areas: <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Reading comprehension</li> <li>• Creating written texts</li> <li>• Spelling (soundwaves program)</li> <li>• Handwriting and digital transcription</li> </ul> <p>It centres on the development of foundational skills and knowledge through regular, systematic and repeated practice.</p> <p>At SHWPS students will engage in the CARS &amp; STARS Reading Program (<i>finding the main idea, drawing conclusions, and making inferences, identifying author's purpose, interpreting figurative language &amp; summarising</i>).</p>				Component B addresses content from the focus areas: <ul style="list-style-type: none"> <li>• Oral language and communication</li> <li>• Vocabulary</li> <li>• Reading comprehension</li> <li>• Creating written texts</li> <li>• Understanding and responding to literature</li> </ul> <p>It centres on the conceptual understandings of English and exemplifies the importance of learning about and enjoying literature through the study of quality texts.</p>				
<b>Spelling &amp; Grammar</b> <b>EN2-SPELL-01</b>	Introduction	'b & bb'	'a'	'k, c, q, ck, x, ch'	'e & ea'	'd' & 'dd'	'i, ui, u, e'	'f, ff, ph'	'o' & 'oa'
	Graphemes & Nouns	Adjectives	verbs	Conjunctions, prefix 'ex' and suffices 's, es'	Irregular past tense & Compound words	Simple & compound sentences	Suffices 'er, ex', Prefixes 'im, in' & Synonyms	Suffices 'ed, ing, ful' & Antonyms	Adverbs & Homophones
<b>Handwriting</b> <b>EN2-HANDW-01, EN2-HANDW-02</b>	<p>Formation: All 'down' letters begin at the top of the letter and end at the bottom.            Size: Letters should be in proportion in both width and height.            Slope: Letters need to maintain the same slope, that is, they need to be parallel. All letters slope slightly to the right.</p>								
<b>Mathematics</b>	Unit 1: The number system extends infinitely to very large and very small numbers  <b>MAO-WM-01, MA2-RN-01</b> Representing numbers using place value <b>MAO-WM-01, MA2-MR-01</b>		Unit 2: Addition and subtraction problems can be solved using a variety of strategies  <b>MAO-WM-01, MA2-RN-01</b> Representing numbers using place value <b>MAO-WM-01, MA2-AR-01</b> Additive relations		Unit 3: What needs to be measured determines the unit of measurement  <b>MAO-WM-01, MA2-GM-02</b> Geometric measure <b>MAO-WM-01, MA2-2DS-01</b> Two-dimensional spatial structure		Unit 4: Fractions represent multiple ideas and can be represented in different ways  <b>MAO-WM-01, MA2-MR-01</b> Multiplicative relations <b>MAO-WM-01, MA2-PF-01</b> Partitioned fractions		Unit 5: Questions can be asked and answered by collecting and interpreting data



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	Multiplicative relations			MAO-WM-01, MA2-NSM-02 Non-spatial measure		MAO-WM-01, MA2-GM-02 Geometric measure		MAO-WM-01, MA2-RN-01 Representing numbers using place value MAO-WM-01, MA2-DATA-01, MA2-DATA-02 Data		
History HT2-5: HT2-4	Australia's First Peoples	How Long?	Traditional Ways		Before Contacts Assessment	Life in 18th Century Britain	What is to be done to all these criminals?	The Journey	Life in the new colony	
Science and Technology ST2-6MW-S ST2-7MW-T ST2-1WS-S ST2-2DP-T	Changes of State		Using Materials for a Purpose			Using Materials for a Purpose - Design and Technologies			Assessment	
Library and ICT ST2-11DI-T ST2-3DP-T	Internet safety and Micro-bit Introduction		State of Matter Project and Make-Code Coding			Presentation and Reflection			Assessment	
Creative Arts Dance DAS2.1 DAS2.2 DAS2.3	Introduction to different styles of dancing	Genre Focus -- Line Dancing	Genre Focus -- Irish Step Dancing	Genre Focus -- Tap Dancing	Genre Focus -- Hip Hop Dancing	Genre Focus -- Ballroom (Salsa)	Genre Focus -- Ballet	Review, Create and Practice Dance for Assessment	Assessment For, As and Of learning	
Sport & PE PD2-4, PD2-8, PD2-11, PD2-4, PD2-8, PD2-5	3-6 Sports & PSSA				Sports in Schools Australia					
PDH PD2-2, PD2-6, PD2-7, PD2-9	Sun Safety		Road Safety		Pedestrian Safety		Water Safety		Assessment	
PB4L	Classroom Behaviour	Assembly & Library Behaviour	Playground Activities	Walking Around the School			Toilets	Scripture & Visiting Teachers	Warnings & Time Outs	After School Behaviour
Special Events			School Information Sessions	Clean up Australia Day	NAPLAN	NAPLAN Harmony Day	Dentist Program P-6	Good Friday	Easter Monday Wk 10 ANZAC Day Ceremony Wk 11	