



Seven Hills West Public School

Respectful, Safe, Responsible Learners

Term 1, Stage 3 – Welcome Letter

Stage 3: 5B, 5/6G & 6R

Dear Parents and Caregivers,

Welcome back to school after a relaxing summer holiday break! A warm welcome to our Year 5 students, parents and caregivers joining Stage 3, 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.

Years 5 and 6 are pivotal stages in a student's educational journey for several reasons. These years offer significant leadership opportunities, with Year 6 students often taking on roles like school captains and prefects, while Year 5 students engage in leadership opportunities in various capacities, developing their inner potential.

The transition to high school in Year 7 is a crucial aspect of your child's life, and the skills acquired in Year 5 and 6 help students navigate this shift successfully. The curriculum in these years builds foundational skills, preparing students for advanced concepts in high school, and promoting critical thinking through complex projects. Furthermore, Year 5 and 6 are important for personal and social development, marking a period of significant cognitive and emotional growth as students learn to navigate complex social dynamics and form their identities.

We are very enthusiastic about the opportunities and experiences that lie ahead for our Stage 3 students. Here's to a fantastic term filled with growth, learning, and shared accomplishments!

I would like to introduce the Stage 3 team for 2024:

Mrs Noreen Rosario 6R



My name is Noreen Rosario and this year I will be teaching Stage 3 -Year 6 at Seven Hills West Public School. I want to start by allowing you to learn a little more about me. Teaching is my life's passion. I began my career in teaching as a High School Maths Teacher where I have assigned and graded HSC papers. I have worked in New South Wales Public Education for 18 years in various roles such as classroom teacher, STEM Coordinator, and Relieving Assistant Principal. I am excited to get to know you and your child as I guide them through the innovative approach of 'Transdisciplinary Learning'. I am a positive person who has an enthusiastic outlook on life. I love my job and I get a great sense of achievement from seeing my students develop and grow as individuals. Please feel free to contact me with any questions or concerns. I want to partner with you to best support your child.



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Ms Morgan Griffiths Assistant Principal 3-6 & 5/6G



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.

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 improve their problem-solving and critical thinking abilities.

Central to my approach is prioritising 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!

Miss Brooke Bedford 5B



My name is Brooke Bedford and I am very excited to be teaching Year 5 this year at Seven Hills West PS!

This will be my second full year of teaching and my third full year as part of the staff at SHWPS. I have previously been involved in Seven Hills West's Intensive Learning Support Program working with students of all age groups and learning needs to further their language skills and mathematical knowledge. As well as this I have had many years experience working as an SLSO at my local high school. Last year I coached the schools PSSA Netball team and look forward to being involved in this program again this year!

I have a passion for student wellbeing and hope to encourage a growth mindset for all my students in order to help them to achieve their goals. I look forward to working with the staff and students at SHWS in 2024.



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Mrs Shalini Gupta Library/RF



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.

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.

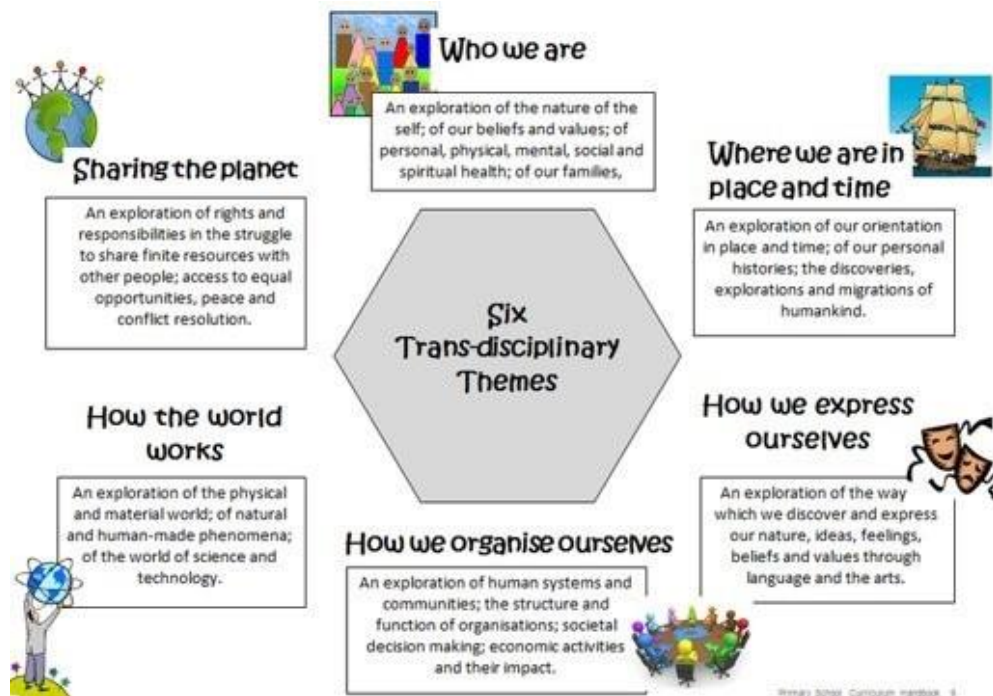


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Curriculum Units for Term 1

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.



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- Physical World: 'Describing and Exploring Forces'

Students will explore and describe common forces such as applied force (e.g., pushing, kicking), friction, air resistance, tension, elastic force, gravity, magnetism, and buoyancy. They will conduct a scientific investigation to understand the effects of changing the strength of a single force. For example, they will observe how varying the applied force results in different distances traveled by objects. Similarly, students will examine how altering the force of air resistance by changing the shape of an object leads to changes in speed. This investigation aims to provide factual insights into the relationships between force strength and effects on object motion.



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Personal Development and Health (PDH)- 'Being Resilient is Brilliant'

This unit of learning is focused on empowering students to develop resilience that can support them to respond positively to different situations. A wide range of factors influence how people develop and build resilience. These include their current knowledge and skills, cultural background, previous experiences, family structure, and geographical location. Focusing on students' ability to use their strengths, manage their emotions, find solutions, and make decisions, students can develop and build resilience across a wide range of contexts.

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.

HSIE (History) – Australian Colonies

This topic provides a study of colonial Australia in the 1800s. Students look at the founding of British colonies and the development of a colony. They learn about what life was like for different groups in the colonial period. They examine significant events and people, political and economic developments, social structures and settlement patterns.

Library ICT Capabilities lessons - Stage 3:

In Stage 3 of the Digital Technologies strand, students deepen their understanding of digital system components, data processing, and algorithmic design through coding and robotics. This progression emphasises Design Thinking and the connection between models and real-world systems. Concurrently, in the library, students explore 'Leaders in Me' and Digital Technologies, integrating with the 'Physical World' strand through reading. Through inquiry, students assess self-awareness, devise personalised strategies for success, fostering diverse perspectives, and contribute to the understanding of Working Scientifically by processing and presenting data as evidence.



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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.

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.



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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).

Information Evening	21st February	3.15 - Whole school Assembly 3.45pm to 4.30pm - K-2 4.30pm to 5.15pm - 3-6
NAPLAN Year 3 & 5 Testing Period	13th March-25th March	TBD
Sports in Schools Program	Tuesday Weeks 2,4,6,8,10	11:30pm-1:30pm
Scripture	Every Thursday	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"> • 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 | <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 |
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• Critical Incidences Policy	• Uniform Policy
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Thank you for your support,

Ms S Clements
Principal

Ms M Griffiths
Assistant Principal

Mrs N Rosario & Miss B Bedford
Stage 3 Classroom Teachers



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STAGE THREE TERM 1 2024 - Curriculum Overview

Subject	Week 2-3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10-11	
English Component A & Component B EN3-OLC-01, EN3-VOCAB-01, EN3-RECOM-01, EN3-CWT-01, EN3-HANDW-01, EN3-HANDW-02, EN3-UARL-01, EN3-UARL-02	<p>➤ Unit 1- Weeks 2-6 Narrative: The Wild Robot Students will develop a deeper understanding of how patterns in narratives set up expectations and notice when those patterns are subverted. They will further explore narrative conventions and characterisation, then apply this knowledge when creating their own science fiction narratives.</p> <p>➤ Unit 2- Weeks 7-11 Genre: Bright New World: Students will examine and experiment with texts that cross genres. For example, informative texts that also entertain and persuade. Students will create their own texts for different purposes that do not follow the form and function of a single genre. They will enhance their written texts by selecting appropriate multimodal features, including illustrations, maps, graphs and audio.</p> <p>Outcomes and content in these units are organised into Component A and Component 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"> • Vocabulary • Reading comprehension • Creating written texts • Spelling (soundwaves program) • Handwriting and digital transcription <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 & STARS Reading Program (<i>finding the main idea, drawing conclusions, and making inferences, identifying author's purpose, interpreting figurative language & summarising</i>).</p>				Component B addresses content from the focus areas: <ul style="list-style-type: none"> • Oral language and communication • Vocabulary • Reading comprehension • Creating written texts • Understanding and responding to literature <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>				
Spelling & Grammar (Soundwaves) EN3-SPELL-01	'b, bb'	'a'	'k,c,q,ck,x,ch'	'e,ea'	'd, dd'	'i'	'f, ff, pf'	'o, a'	
	Suffixes -ed, -ing Homophones	Prefixes anti- dia- Greek Roots astro, aster & Latin Roots ang, aqua, ani m	Prefixes kilo- , milli- Suffix -ion	Prefixes ex-, dec- , deci-, cent-	Prefixes dis- , mis-, in-, de-	Prefixes in, im, il, ir Suffix ive	Suffixes s, es Greek Roots graph, pho n, photo	Prefix non-, quad-, oct-	
Mathematics (Number & Algebra, Measurement & Space, Statistics &	The number system extends infinitely to very large and very small numbers. MAO-WM-01, MA3-RN-01, MA3-RN-02 Represents numbers		Addition and subtraction problems can be solved using a variety of strategies. MAO-WM-01, MA3-RN-01 Represents numbers		What needs to be measured determines the unit of measurement. MAO-WM-01, MA3-GM-02 Geometric measure MAO-WM-01, MA3-2DS-01		Fractions represent multiple ideas and can be represented in different ways. MAO-WM-01, MA3-AR-01 Additive relations		Questions can be asked and answered by interpreting data. MAO-WM-01, MA3-RN-01, MA3-RN-02



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Probability)	MAO-WM-01, MA3-MR-01 Multiplicative relations		MAO-WM-01, MA3-AR-01 Additive relations		Two-dimensional spatial structure MAO-WM-01, MA3-NSM-02 Non-spatial measure		MAO-WM-01, MA3-RQF-01 Representing quantity fractions		Represents numbers A MAO-WM-01, MA3-DATA-01, MA3-DATA-02 Data A	
HSIE (History) GE2-1, GE3-2, GE3-3, GE3-4, HT3-1, HT3-5	How the colonies developed	A Colonial Puzzle	A Colonial Settlement Investigation	Assessment Why were the colonies founded?	A story of Australian Settlement	Environmental Impact of European Settlement	A Timeline of Migration	Assessment		
Library/ICT ST2-11DI-T	Exploring Design Thinking Skills: Introduction to Coding with Micro-bit and Robotics using Lego Spike			Practice coding with teacher guidance, exploring advanced micro: bit features like radio buttons. Inquire about forces using the Lego Spike sensors.			Expressing Creativity with Canva: Learning to Make Presentations			
Science and Technology ST3-9PW-S, ST3-1WS-S, ST3-2DP-T	Describing Forces	Gravity Gets you Down	It is rocket science!	Air Resistance. It's a drag.	Rocket Aerodynamics	That Sinking Feeling	Under Strain	Assessment		
Creative Arts Dance DAS3.1, DAS3.2, DAS3.3	What is dance?	Lyrical and Ballet	Hip-Hop & Krumping	Ballroom Dancing – Waltz Box step	Nut Bush & Macarena	Heel Toe Polka & Cha cha slide	Review of Dances	Dance Appreciation		
Sport & PE PD3-4, PD3-7, PD3-8, PD3-10	3-6 School Sport & PSSA				PE – Sports in School Association					
PDH PD3-6, PD3-3, PD3-7, PD3-9	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?	Resilient Rock Stars		
PB4L	Classroom Behaviour	Assembly & Library behaviour	Playground Activities	Walking around the School	Toilets	Scripture & Visiting Teachers	Warnings & Timeouts	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		