



2025 Term 1 Dates

Week 7

- Monday 10th March Public Holiday - Adelaide Cup
- Wednesday 12th - Friday 21st March - NAPLAN testing window

Week 8

- Monday 17th March - Friday 21st March - Harmony Week
- Friday 21st March - National Ride2School Day - Whole School Assembly 2:10pm (assemblies are on Friday afternoons this year)

Week 9

- Monday 24th March - Thursday 3rd April - Parent Teacher Interviews
- Friday 28th March - Pupil Free Day

Week 10

- Monday 24th March - Thursday 3rd April - Parent Teacher Interviews
- Friday 4th April - Sports Day - AFL MAX

Week 11

- Friday 11th April - Last day of Term 1 - EARLY DISMISSAL 2PM

Principal's Message

Hi everyone,

Welcome to Week 6!

I am thrilled to announce and congratulate our House Captains for 2025:

- Kadli Captains: Lincoln & Raffa
- Nantu Captains: Brielle & Tate
- Tarana Captains: Laila & Shania
- Kadnu Captains: Hunter & Anastasia

These students embody the values of kindness, respect, and trust. Their roles and responsibilities include:

- Leading by example and demonstrating kindness, respect, and trust.
- Managing sports equipment and maintaining the shed.
- Organising sports games for younger students.
- Creating a sports day routine and team chant.
- Speaking at assemblies and House events.

Have you seen our new mural going up? The mural includes the icons representing our school House teams. These being a kangaroo, duck, frilled neck lizard and a dingo. In addition to these elements, our Governing Council requested including a watering hole, where these Australian animals come together to foster a sense of community. The foundation of this design is the background, which depicts an Australian landscape with a body of water flowing down the middle of the composition, around which are assembled the variety of Australian animals as the focal points of the mural. With the consideration of the children, the artist has deliberately chosen references of these animals that have more of a friendly or playful appearance rather than anything too aggressive. House team colours are used through the use of native Australian flowers.

Please be reminded of the smoking policy for school boundaries in South Australia. Smoking, including the use of e-cigarettes (vaping), is prohibited at all schools and is not allowed within 10 metres of the external fence.

With persistent advocacy, I am pleased to share some improvement initiatives from the Department of Infrastructure and Transport (DIT) for the West Lakes Boulevard road crossing.

- Flashing 'School zone' warning signs will be installed to enhance driver awareness near pedestrian crossings.
- A trial of 40km/h school zones on main roads bordering high-priority schools will soon begin. Although Hendon is not in the first group of schools, it is on the priority list, and we will be informed of the timing for our trial.
- A Road Management Plan for West Lakes Boulevard is being finalised and will be released in the coming months, following last year's community consultation.

Reece Campbell
Principal



Connect with us



Follow our Facebook and Instagram page for the latest news.



hendonps



@hendonprimaryschool



Seesaw



www.hendonps.sa.edu.au

Hendon Primary School acknowledges the Traditional Custodians of the land of the country on which the school is located and pays respect to their Elders past, present and emerging.



Deputy Principal's Report

Hi everyone,

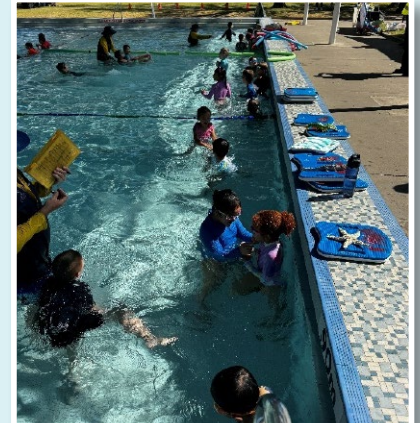
Swimming Week was a great success! It was fantastic to see students building confidence in the water and having fun while learning important skills. Check out some of the great photos from the sessions.

Next week, our Year 3 and Year 5 students will be sitting NAPLAN. Classroom teachers will communicate directly with families about specific testing days and times.

I will also be sending out information soon regarding Parent-Teacher Interviews, which will be held in Weeks 9 and 10. This is a great opportunity to connect with your child's teacher and discuss their progress.

Kind regards,

Brigitte Pacillo
Deputy Principal



Materials and Services Fees 2025

Dear Parents/Caregivers

Materials and Services Fees 2025

Statements for the 2025 materials and services charges have been sent out.

Thank you to the families that have already paid their 2025 fees or have applied for School Card.

We ask that prompt payment be made as this has a big impact on our cash flow and ability to resource the essential materials and services we make available to your child.

If you prefer an instalment payment option please speak to the Finance Officer.

Families wishing to apply for School Card need to apply each year, you may apply online or collect the application form from the front office and return with your Health Care Card or Pension Concession Card.

Thanks for your support.

ATSI News

Minya Ones 2025

We welcome back the Minya One Program for 2025. Aunty Ingrid and Illara from UnitingSA are working with the Year 5 and 6s this term. The students have participated in cultural lessons and have designed and completed some great art pieces. The sessions always end with a delicious healthy snack. We look forward to lots of fun and interesting activities this year.

Dionne and Mick



Wellbeing

The Smith Family's Learning for Life Program

This newsletter article is to provide you with information about The Smith Family's *Learning for Life* program. A link has been included to an online form to express your interest in the program.

The *Learning for Life* program works in partnership with families to support their children's education and increase their chances of success at school. The program supports children's education from primary to post-school studies, like TAFE or University.

To be eligible for Learning for Life, you must:

- Have a Health Care or Pension Concession Card
- Have a child in a primary school The Smith Family works with (that's us!)
- Support your child to attend school regularly

To register your interest in Learning for Life, you need to:

1. Click this link <https://www.thsmithfamily.com.au/campaigns/learning-for-life-expression-of-interest>
2. Fill out the relevant details (your name, phone number, child/ren's details and school information)
3. You will receive an email from The Smith Family with information about the next steps.

If you have questions about *Learning for Life* or need help expressing interest, call The Smith Family at 1800 280 223.

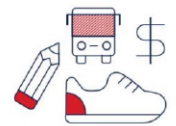
Learning for Life provides:



Support from a dedicated Family Partnership Coordinator



Access to educational programs for the whole family



Scholarship money to help with the costs of schooling

A Parents' Guide to the Zones of Regulation

The Zones of Regulation is an internationally renowned intervention that helps children to manage difficult emotions, known as 'self-regulation'.

Self-regulation can go by many names such as 'emotional regulation', 'self-control', 'impulse management' and 'self-management'. Self-regulation is best described as the best state of alertness for a situation, or the ability to maintain a well-regulated emotional state to cope with everyday stress and to be most available for learning and interacting.

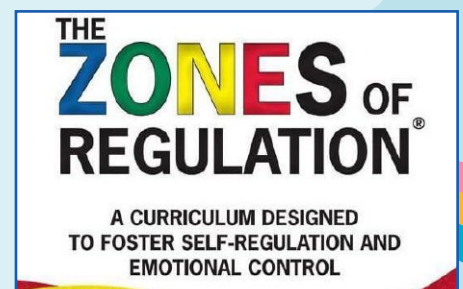
From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school.

The Zones of Regulation aims to teach children strategies to help them to identify their emotions and cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

If you would like more information, please see the parent guide on the following pages.

Kimi Johns

Student Wellbeing Leader



Wellbeing: Zones of Regulation (continued)

At Hendon Primary School, we want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress. Each class is taught about the zones and uses them in the most age-appropriate way. Using the Zones of Regulation as a framework, we aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit').

What are the different Zones?

The ZONES of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/hitting Elated Out of Control

So what are the zones? There are 4 coloured zones to categorise states of alertness and emotional states:

- ✓ **The Blue Zone** – used to describe low states of alertness, (such as feeling sad, tired, sick or bored. Body/brain is moving sluggishly).
- ✓ **The Green Zone** – used to describe a regulated state of alertness (such as feeling calm, happy, focussed or content). This zone is generally needed for school work, being social and ready to learn. It shows control.
- ✓ **The Yellow Zone** – used to describe a heightened state of alertness, but with some control (such as when experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion - slightly elevated emotions (being fidgety, wiggly, squirmy or sensory seeking). The person is starting to lose control.
- ✓ **The Red Zone** – used to describe extremely heightened states of alertness or very intense feelings (such as feeling anger, rage, and explosive behaviour, panic, terror or elation). Not being in control of one's own body.

You can remember the zones by using a traffic light system.

Like traffic signs;

Blue = 'rest area where you pull over as you are tired and need to recharge'.

Green = the person is 'good to go'

Yellow = 'caution, slow down or take warning'

Red = 'stop and regain control'



Important note - No zone is 'bad' or 'good' and we all experience them at one time or another. It is important to avoid reinforcing the idea that red = bad. Often we see with our children that they will indicate they're in the green zone, even if they're not.

It is important to validate all emotions, and we should be helping our students to identify these emotions.

Tools and Strategies for Regulation

There are multiple tools and strategies that our children can use to self-regulate – and they will be individual to each child. However, it may be useful to think about the types of activities that will help our children to regulate in each zone.

Blue Zone Tools:

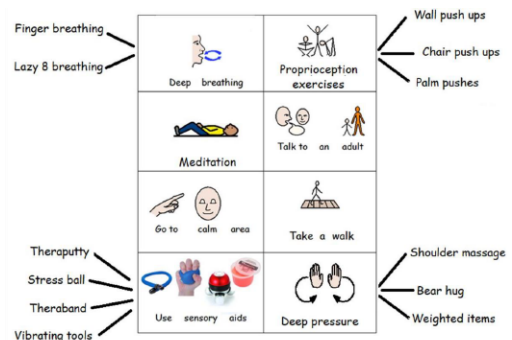
- ✓ Think about what you might do as an adult to make you feel better when you are sad, tired or bored.
- ✓ This might include talking to a trusted person, breathing, taking a break and relaxing, doing a hobby or importantly, doing some physical exercise.
- ✓ These exercises should wake up our bodies, recharge and activate our senses and regain our focus. Examples may include: taking a walk, doing some active movement (think jumping, bouncing or swinging).

Green Zone Tools:

- ✓ Think about the strategies you or your child uses to maintain your happiness, alertness in the activity you are engaging in, and calmness.
- ✓ This may include all of the activities mentioned above, and also pay attention to the environment your child is in – is it safe, calm and enabling of engagement?

Yellow Zone Tools:

- ✓ When you see your child starting to become heightened, fidgety, over-excited or unfocussed – try to introduce the following calming strategies to prevent an escalation into the Red Zone (or out of control)



Red Zone Tools:

- ✓ Once in the Red Zone, your child will more than likely need to be removed from the situation/setting, and it is encouraged that they go to an environment that is calming and safe.
- ✓ Calming strategies that 'power down' the emotions your child is feeling can be practiced here. These include:
 - Deep breathing
 - Deep pressure/heavy work activities
 - Sensory activities – using sensory aids and tools such as theraputty, stress balls, vibrating snakes etc.
 - Taking a walk in a quiet place
 - Going to a quiet and dark area (i.e. pillow fort/dark tent)
- ✓ Minimise your language when your child is in the red zone – be clear, concise and calm in your tone.

Wellbeing: Zones of Regulation (continued)

How can you help your child use The Zones of Regulation at home?

- ✓ Model and identify your own feelings using Zones language in front of your child (e.g.: I'm frustrated. I think I am in the Yellow Zone.)
- ✓ Observe your child's behaviour and try to use strategies when they are showing signs of being in the **yellow zone**, to catch it before they move to the red zone.
- ✓ Practice calming strategies when your child is in the green zone. This may include doing some deep breathing/meditation/heavy work and sensory activities throughout their day.
- ✓ Talk about what tool you will use to be in the appropriate Zone (e.g.: "I need to take four deep breaths to help get me back to the Green Zone.")
- ✓ At times, wonder which Zone your child is in. Or, discuss which Zone a character in a film / book might be in. (e.g.: "You look sleepy. Are you in the Blue Zone?")
- ✓ Share how their behaviour is affecting your Zone. For example, if they are in the Green Zone, you could comment that their behaviour is also helping you feel happy/ go into the Green Zone.
- ✓ Put up and reference the Zones visuals and tools in your home to consistently refer to and check in regularly with this
- ✓ Praise and encourage your child when they share which Zone they are in.
- ✓ Develop your child's own zones of regulation tool box – using the exercises above
- ✓ Have easy access to calming/sensory equipment at home
- ✓ Remember to **monitor your language**:
 - usually **less is best** (minimal in the red zone)

Tips for helping your child to regulate

- Know yourself and how you react in difficult situations before dealing with your child's behaviours.
- Know your child's sensory threshold. We all process sensory information differently and it impacts our reactivity to situations.
- Know your child's triggers.
- Be consistent in managing your child's behaviour and use the same language you use at home.
- Empathise with your child and validate what they are feeling.
- Have clear boundaries/routines and always follow through.
- Do not deal with an angry, upset child when you are not yet calm yourself.
- Discuss strategies for the next time when you are in a similar situation.
- Remember to ask your child how their choices made you feel (empathy).
- Praise your child for using strategies. Encourage your child to take a sensory break to help regulate their bodies.
- Create a 'calm' box or 'sensory box' full of things which help to keep your child calm and alert.



Where can I find out more about the Zones of Regulation?

- www.zonesofregulation.com
- The Zones of Regulation App (Apple Store or Play Store)
- <https://www.theotoolbox.com/zones-of-regulation-activities/>
- <https://parentswithconfidence.com/calm-down-strategies-for-kids/>

Printables

The ZONES of Regulation® Reproducible BB Name: _____

Tools for Each of My ZONES

When I feel...

I can try...

Tired or Sad 	
Calm or Happy 	
Frustrated or Silly 	
Angry or Mad 	

Adapted by The Zones of Regulation® from the original work of Barton and Curtis' The Incredible 5 Point Scale ©2008 www.sportzoned.com.

© 2011 Think Social Publishing, Inc. All rights reserved.
From The Zones of Regulation® by Leah M. Kuypers • Available at www.socialthinking.com

_____ 's Toolbox

Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools

© 2011 Think Social Publishing, Inc. All rights reserved.
From The Zones of Regulation® by Leah M. Kuypers • Available at www.socialthinking.com

Room 15 Buddies

In Room 15, we have enjoyed meeting up with our Year 5/6 Buddy Class in Room 12 where we have had the chance to take part in some fun 'getting to know you' activities. Our Year 5/6 buddies have been excellent role models to their younger peers, and we look forward to spending more time with them this year. We hope you enjoy the self-portraits that our buddies created of one another.



Room 12

Over the first 3 weeks of 2025, students in Room 12 designed and created Me Boxes to share a little about ourselves with our classmates. On Friday of Week 4, we showcased our projects in a Gallery Walk, where we explored and learned more about each other. Here are some of our Me Boxes. We hope you enjoy learning about us as much as we enjoyed creating and sharing our projects!



Adel



Albert



Annika



Brodie



Chays



Crisn



Ebony



Ethan



Jaimee



Jazaiyah



Kayden



Laila G

Room 12 (continued)



Layla K



Lincoln



Logan



Ruby L



Ruby P



Sara



Sophia



Tenisha



Teodora



Maddy



Michelle



Saanvi



Zac



Community Notices



Food available

PRINCIPAL'S ADDRESS
5:15PM-5:45PM

GUIDED SCHOOL TOURS
4:30PM-6:10PM
(departing every 20 mins)

2025

OPEN EVENING
WEDNESDAY, 12TH MARCH
4:30-6:30PM

RSVP AND BOOKINGS VIA
www.trybooking.com/1353613

GLENBURNIE STREET | SEATON
Ph: 8445 2944
dl.0941.info@schools.sa.edu.au
www.seatonhs.sa.edu.au



AGRICULTURE + SO MUCH MORE

URRBRAE AGRICULTURAL HIGH SCHOOL IS A SPECIAL ENTRY SCHOOL

All students must apply via application to attend Urrbrae

2026 Online only applications now open

Year 7 Applications close on Monday 28th April 2025

Year 8 to 12 Applications close on Monday 21st July 2025



Apply via our website



Each year the number of applications exceeds the number of available places at Urrbrae and therefore a selection process is used to identify the students who best match the criteria for enrolment.



URRBRAE AGRICULTURAL HIGH SCHOOL



LE FEVRE
HIGH SCHOOL

OPEN TO THE COMMUNITY NIGHT

TUESDAY 25 MARCH 2025 - 5.30 - 8.00PM

Showcasing our school, connecting with our community

Prospective and existing families and community members are invited to join us for a night of connection and discovery. Students and teachers will be showcasing learning in action throughout the night from a variety of learning areas.

A community BBQ will be held at 5.30pm with refreshments available and the Principal's address by Kirri Dimasi will commence at 6pm outside our Languages Building.

For further information please contact the school on 8449 7004.

lefevrehs.sa.edu.au

To register your interest please use the QR code or go to <https://tinyurl.com/yc55kahw>



Government of South Australia
Department for Education



Aussie Hoops - Run by the West Adelaide Bearcats

Aussie Hoops is an initiative of Basketball Australia and is the National Introductory Basketball Program for children aged 5-10.

Aussie Hoops Clinics are run weekly by various Basketball SA affiliated Clubs (like the Bearcats) and at centres across metropolitan Adelaide. During the program children are taught how to bounce the ball, pass and shoot while playing fun games in the process!

Where: Multiple location options including Port Adelaide, Osborne, Flinders Park, and West Beach.

Sessions: 50 mins sessions run over 8 weeks.

Cost: The program runs for 8 sessions and is \$80 per child (plus \$9.90 insurance & Basketball Australia levies) (\$89.90 total).

There are also Aussie Hoops merchandise packs available to purchase separately at checkout.

This is a great beginner program for players to learn some of the basic fundamentals for ages 5 to 10.

To register go to: www.westbearcats.net/getting-started



Community Notices

Urrbrae Agricultural High School

IN SUMMARY

Agriculture and Horticulture

Urrbrae has a 30 hectare farm including a 2 hectare orchard and vineyard, also incorporating:

Livestock: sheep, cattle, pigs, poultry, goats, horses, alpacas, bees, aquaculture, native birds and native animals.

Plants: a variety of pastures, crop trials, orchard and vineyard crops, native food plants, vegetables, and an extensive plant nursery incorporating glasshouses, shade houses and laboratories. The school farm boasts state of the art high tech facilities such as winery, piggery, new stock yards and agritech equipment.

Environmental Education

This focus area of study is taught across the whole school curriculum and utilises a farm that demonstrates sustainable farming practices, a native animal compound and the award winning Urrbrae Wetland.

Design and Technology

Urrbrae has extensive and well resourced Design and Technology facilities and courses. There are eight well-equipped workshops catering for a range of technologies, including: woodwork, metalwork, welding, electronics, energy technologies, farm mechanics, automotive technology and computer graphics.

Scholarships

Urrbrae is unique in that it offers annual Mortlock Scholarships for academic excellence from Year 7 through to university studies. In addition, mathematics scholarships are available for Years 9 to 11 to encourage and extend students.

ACCESSIBILITY BY PUBLIC TRANSPORT

Please visit our website for further information



HOW TO APPLY

Please visit our website for further information about applications. www.urrbraehs.sa.edu.au or use the QR code.



Main Selection Criteria

- A demonstrated interest in and commitment to one, some or all of the school's focus areas of Agriculture, Horticulture, the Environment and Technology.
- A demonstrated positive attitude toward learning, school and study.
- Participation in a range of activities both in and out of school.
- A willingness to join in with, and build school and community spirit.

505 Fullarton Road, Netherby SA 5062
Telephone: (08) 8274 7455
Facsimile: (08) 8274 7499
dl.0798.admin@schools.sa.edu.au
www.urrbraehs.com.au



PROVIDING UNIQUE OPPORTUNITIES FOR LEARNERS AND FUTURE INNOVATORS



Principal: Mr Todd George Deputy Principal: Mr David Price

Assistant Principals:

Mr Brenton Borchardt Mr Vince Fleming
Mr Paul Jessen Mr Ryan Tripney



About Urrbrae Agricultural High School

Located 6 km from Adelaide's GPO at the corner of Cross and Fullarton Roads, Urrbrae Agricultural High School is South Australia's only comprehensive special interest agricultural school. Established on land bequeathed by Peter Waite, the school opened in 1932 to provide students with an agricultural education. Today, Urrbrae offers a broad understanding of agriculture, horticulture, and environmental studies, while also offering a diverse range of subjects that other high schools of this size can offer.

Recognised as a centre of excellence, Urrbrae focuses on agriculture, technology, and the environment. Our motto, "Science with Practice," is integrated across the curriculum. We foster quality relationships among students, families, staff, and the community, promoting a sense of belonging and encouraging involvement in diverse activities. Students are inspired to make a positive impact on society and the environment while demonstrating gratitude, empathy and mindfulness.

Urrbrae is recognised as a centre of excellence in student learning with a focus on agriculture, technology and the environment. Our motto is "Science with Practice" and this principle is integrated into curriculum areas across the school.



What do you study at Urrbrae?

Urrbrae's curriculum focuses on Agriculture and Horticulture, with secondary emphasis on Environmental and Agri-Technology studies. Middle School (Yrs 7-9) students study across eight curriculum areas including Agriculture, Senior School students (Yrs 10-12) choose from a broad range of subjects across all eight curriculum areas including Agriculture, the Environment, and Agri-Technology. The school offers pathways to university, TAFE, and VET. For detailed information on subject offerings and pathways, visit the school website: www.urrbraehs.sa.edu.au or use the QR code.



Lifelong Learning

Urrbrae Agricultural High School offers diverse programs to help students explore their potential and develop leadership, teamwork, and problem-solving skills. Opportunities include:

- Participation in livestock and agricultural shows through showing, judging, and leadership programs.
- Engagement in curriculum-based activities like STEM, Premiers Reading Challenge, and Art competitions.
- Urrbrae Trails is a unique experience where our students tour primary school visitors and the public around the school farm to learn about agriculture, the environment and sustainability.
- Integrated learning experiences linking the Urrbrae Wetlands with their studies.

Students can also join numerous co-curricular activities, including lunchtime clubs both focussed on agricultural enterprises along with general interest clubs. A variety of school sports are offered across all year levels. More information is available on our website.



Wellbeing for Learning

Urrbrae Agricultural High School fosters a positive and supportive learning environment, embracing the values of Responsibility, Respect, Resilience, and Rigour. The school supports students in achieving positive outcomes across academic, service, and co-curricular areas.

Recognising the importance of high school as a transitional phase, Urrbrae offers an extensive wellbeing support structures. These include a strong orientation program with transition visits, a comprehensive Connectedness & Belonging program, a Peer Leadership program, dedicated Homegroup Teachers at each year level and Tailored Learning flexibilities. More information is available on our website.



Urrbrae Agricultural High School offers comprehensive support through Wellbeing Leaders, a Student Wellbeing Worker, Year Level Coordinators, Senior Leaders, Home Group teachers, and three Assistant Principals. They assist students with personal and school-related issues.