



## 2025 Term 1 Dates

### TERM 1

#### Week 9

- Monday 24th March - Thursday 3rd April - Parent Teacher Interviews
- Thursday 27th March - AFL Max consent forms due
- 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

### TERM 2

#### Week 1

- Monday 28th April - First day of Term 2

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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.

## Principal's Message

Hi everyone,

Term 1 has been in full swing, with lots of exciting things happening at our school.

### Whole School Positive Behaviour Encouragement System

Our new positive behaviour encouragement system is now in full swing! Students are earning stamps on their club charts, which contribute to whole school house points. At the end of the term, the house with the most points will receive a prize chosen by the students themselves. The first week has been a resounding success, with students eagerly completing their club charts. Please see below an update of the house team points as of last Friday.

### Improved Communication

To enhance our communication, we are introducing SMS reminders for important information and last-minute updates. We continue to use Seesaw as the primary method of communication. If you are not linked, please contact your child's classroom teacher for assistance.

### Portfolio Leaders Day

Last week, Deputy Principal Brigitte Pacillo and I attended the Portfolio Leaders Day, which focused on strategies for whole school improvement. It was an positive and affirming day, and we are eager to implement the insights gained to benefit our school community.

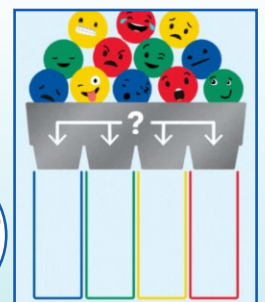
### Harmony Week Celebrations

Harmony Week was a vibrant celebration at our school. Students dressed in orange or cultural attire and participated in fun activities on the oval with their buddy classes. It was a wonderful opportunity to embrace diversity and foster inclusivity.

### Zones of Regulation Journey

We are continuing our journey with the Zones of Regulation. Here are some key points we have covered so far:

- Regulation** involves adjusting, managing, or controlling something to ensure it works well. We can regulate ourselves to feel well, comfortable, and healthy.
- Emotions** are feelings we experience. Grouping feelings helps us understand and regulate them.
  - Blue Zone:** Low energy and down feelings.
  - Green Zone:** Calm energy and a sense of control.
  - Yellow Zone:** Increasing energy and stronger feelings.
  - Red Zone:** Extremely high energy and intense feelings.
- All the zones are okay - but not all behaviours are.** Strong feelings can lead to unsafe behaviours.
- Learning to **notice** and regulate our zones helps us control our behaviour.
- Body signals**, such as heartbeat, breathing, energy, movement, and thinking, can help us identify our current zone.



### Reminders

- Parent-Teacher Interviews: 24 March - 3 April.
- AFL Max consent forms: Due on 27 March.

Warm regards,

Reece Campbell, Principal

**Reminder:**  
Pupil Free Day  
Friday  
28th March

## House Team Update



25 24 31 28

## Deputy Principal's Report

Hi everyone,

A big well done to all our Year 3 and Year 5 students who have now completed NAPLAN testing. Your hard work and dedication have truly paid off, and we are proud of your achievements.

We are currently holding Parent-Teacher Interviews, which will continue until the end of Week 10. Thank you to all families who have booked a time to meet with teachers.

On our pupil free day, Friday of Week 9, our Positive Behaviours for Learning (PBL) team will attend an introductory session to explore the framework. This session will focus on understanding and applying PBL principles, defining expected behaviours, and monitoring the impact of implementation. Additionally, some staff will concentrate on the new South Australian Curriculum, with a particular emphasis on mathematics dispositions. This involves developing the attitudes, habits of mind, and behaviours that influence how students approach learning and problem-solving.

As the end of the term approaches, we wish you all a restful break with your children and families, and a chance to reset for Term 2.

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.

## Instrumental Music

The Hendon Band, comprising of 15 students, will be working toward performing for the Primary Schools Music Festival Foyer concert to be held under the orb at the Entertainment Centre in September. This event will be a mass collaboration between many schools across the Hendon and Woodville districts including students attending Lefevre Peninsula PS; Westport PS; Largs Bay School; Henley Beach PS; West Lakes Shore School; Henley High School; Woodville PS; Allenby Gardens PS; Kilkenny PS; Alberton PS; Pennington PS; Enfield PS; and Underdale High School.

A program of fifteen selected pieces (performance repertoire) has been commenced by the Hendon Band students, which comprises many students that only started in the Band late last year, with the first four pieces well underway.

It is envisaged that there will be a Hendon district rehearsal held **late in Term 2 at Hendon PS** during the regular Hendon Instrumental Lessons time (**Wednesday morning from 9am - 10:30am**) with a second rehearsal held **early in Term 3 at Lefevre Peninsula PS on Thursday morning 9am - 10:30am**, with a final whole-of-morning "Mass Band" workshop to be planned for mid-Term 3 (**venue TBA**) in preparation for the performance at the Entertainment Centre (free for parents/guardians/family/friends/teachers etc.).

The Hendon school community have always found this performance opportunity for their students to be an enriching, entertaining and fantastic experience for participation in a much larger scale Concert Band.

Beginner Instrumental students will be given the opportunity to participate in a 'Beginner Band' workshop to be held at **Woodville High School on Thursday morning in Week 10 of Term 2**. This also is a great experience for students playing in a larger Ensemble.

In other news, Madelyn Jelisivac has been successful in applying to participate in the Schools Concert Band held each Wednesday after school at Adelaide Botanic High School. The playing standard of this Ensemble is varied in genre and often challenging for each individual, plus there is much more exposure to a far greater range of Percussion instruments than the standard Primary School setting.

Madelyn will soon be auditioning for entry into Marryatville Special Interest Music Program High School.





## Wellbeing

### Action Teams 2025

Earlier this term we established our Student Action Teams for the year. Below are the names of the Action Teams and the students who were selected to participate in them. Action Teams give students many opportunities to develop their leadership skills and contribute to the Hendon Primary School Community. Thank you to everyone who applied and congratulations to the students who were successful.

#### Community Awareness Action Team Year 6/7 students

Madelyn Jelisavac	Ruby Peters
Raffa Alisheikh	Saanvi Dadwal
Stasia Vuckovic	Indi Houston
Ruby Lowe	Layla Klopp
Laila Gniady	Gemma Mitchell
Sara Fattel	Tenisha Hill



#### Grounds Action Team Year 3-6 students

Aisha - Room 16  
Albert - Room 12  
Andrew - Room 16  
Aantarya - Room 13  
Jaxon - Room 19  
Mayton - Room 16  
Jasmeet - Room 16  
Sourish - Room 16



#### Library Action Team Year 3-6 students

Sophia Klopp  
Ethan Manuel  
Gurkirat Kaur  
Zainab Raza  
Dre Lowick  
Sophia Krueger-White  
Annika Stevens



#### Aboriginal Leadership Team Year 5/6 students

Shania Kelly  
Lyla Bugg-Sensuree  
Chays Sumner  
Ebony Kemp  
Brodie Hall



### Media Action Team

Year 5 students were presented with information about a new student-led Media Team for Hendon Primary School and were invited to take an information page about the application process if they were interested. Applicants will need to submit a video answering the three application questions to Miss Sian or Mr Reece by the end of this term. Further details are on Seesaw and any questions can be directed to Miss Sian or Mr Reece.

**Kimi Johns**

**Student Wellbeing Leader**

## Wellbeing (continued)

### Sleep Health FACTS

## FACTS ABOUT SLEEP FOR PARENTS AND SCHOOL STAFF

### Students' sleep deprivation and mobile device use

- Many children and adolescents are sleep deprived at school
- Technology use before bedtime or during the sleep period has negative influences on the brain and overall health
- This can lead to poor learning, unhelpful behaviours, friendship difficulties and mental health problems
- Removing the phone from the bedroom at night is important for children and adolescents so that sleep is not interrupted
- Rules around not having mobile devices in bedrooms and turning devices off at night work best if they are being followed by the whole family, including parents

#### 1. Why is sleep so important?

Sleep is vital for children's and adolescents' wellbeing. Sleep supports healthy development of the body and mind. Evidence shows that children and adolescents who do not get enough sleep have more trouble learning. They are less attentive and motivated, have poor problem solving, more confusion, increased irritability, reduced memory, impaired communication, slower processing of information, poorer judgement, diminished reaction times and more indifference. Lack of sleep can also lead to behaviour and mood issues, impacting negatively upon relationships, empathy and leading to mental health difficulties such as anxiety and depressed mood. In Australia, the number of children and adolescents who are sleep-deprived is rapidly growing due to our lifestyle behaviours.

#### 2. Why aren't children and adolescents getting enough sleep?

Technology use is on the increase with online social interactions replacing real world ones. For this reason, it is often difficult to get

#### 3. How much sleep do children and adolescents need?

As with adults, every child is different in terms of how much sleep they need. The amount of sleep your child needs also changes as they age.<sup>4</sup> Children aged 6-13 years should ideally be sleeping for 9-11 hours, although anywhere from 7-12 hours may be appropriate for some children. Teenagers aged 14-17 years should ideally be sleeping for 8-10 hours, although anywhere from 7-11 hours may be appropriate for some teenagers.<sup>4</sup>

#### 4. What are some signs that your child or adolescent isn't getting enough sleep, perhaps through overusing technology?

- Depressed mood,<sup>5</sup> irritability during offline social interactions
- Hyperactivity at school<sup>6</sup>
- Reluctance/arguing about getting off phones/devices and going to bed<sup>7</sup>
- Reduced academic performance
- Changes to communicating/social interacting at home and/or school
- Falling asleep during the day
- Difficulties waking up for school and sleeping in late on weekends to 'catch up'<sup>8</sup>
- Getting to school late or missing school days

#### 5. How can I encourage safe, healthy technology use to improve my child's sleep & wellbeing?

Putting the phone to use as some guidelines surrounding technology use at night is advisable and these guidelines might differ depending on the age of your child or adolescent. Children and adolescents need help with regulating their behaviour and understanding the harmful effects of disturbed sleep.

- Ideally, no mobile devices should be allowed in the bedroom. *Why?* Although it's sometimes unavoidable to have devices like laptops in the bedroom, the bedroom should ideally be preserved for sleeping only so that it is perceived by the brain as a calm place – this helps children and young people to switch off and feel sleepy. Children and adolescents very commonly report using their phones after initially turning the lights out, even if there are rules in place about device

children and adolescents off their devices. In Australia, 25% of children aged 7-8 years report using mobile phones between 10pm and 6am – and this figure increases to 83% of children by age 17.<sup>1</sup> This late-night technology use is contributing to later sleep times and reduced quality of sleep. Children and adolescents commonly report going to sleep later and having interrupted sleep patterns because they reply to friends' texts during the night.

Technology use can lead to poor sleep in a number of ways:

- **Body clocks<sup>2</sup>** are sensitive to the blue light that backlit devices like phones and tablets emit. This light tricks our body clocks into thinking it is still daytime and this reduces the amount of melatonin, our sleep hormone that is released near bedtime. So, device use near bedtime can make it harder to get to sleep.
- Using devices to play games or communicate with friends increases mental stimulation, making it difficult to wind down around bedtime or to get back to sleep when sleep is interrupted during the night. Negative online social interactions can also contribute to feelings of anxiety<sup>3</sup> and worry<sup>3</sup> which can make it harder to sleep.

use. Children and adolescents also report going and collecting their mobile devices after parents have gone to bed, even when everyone has agreed to leave them outside of bedrooms. Educating children about the harmful effects of disturbed sleep can be helpful for ensuring rules about device use are adhered to. Given many children and adolescents use their phone's alarm to wake up in the morning, a simple strategy of replacing phones with an alarm clock may make removing devices from the bedroom more practical.

- **Establish a nightly 'wind down' routine with your child or adolescent. *Why?*** Having a nightly routine in the lead-up to bedtime can help children and adolescents unwind and cues their brains into knowing that it's nearly time to sleep. As part of this wind down routine, create a calm environment and replace device usage in the hour before bed with a relaxing routine. This can help to reduce stress and anxiety, making it easier to feel sleepy.
- **Limit exposure to bright light *Why?*** Children and adolescents body clocks are sensitive to light, in particular blue light, reducing the amount of 'sleep hormones' that are released around bedtime. Lower the brightness on devices in the evening hours and use applications that block out blue light on phones and tablets if your child is going to be using a device.
- **Model good behaviours. *Why?*** It is much easier to change your child's behaviour if a group approach is taken. Children and adolescents learn by observing the behaviour of others (parents, siblings) – model healthy sleep and technology use behaviours and make it a family effort by involving siblings.

#### 6. What are other factors that might be disturbing sleep in children and adolescents?

Children's and adolescents' sleep may be disturbed by breathing problems during the night, often associated with snoring. This is termed Sleep Apnea.<sup>9</sup> There are also good sleep habits, known as Sleep Hygiene<sup>10</sup>, that can improve sleep. For a discussion of Sleep Hygiene and the range of other sleep problems and disorders that may affect children and adolescents, please see the separate fact sheets on the Sleep Health Foundation website.<sup>10,11</sup>

#### 7. If you are concerned about your child's sleep patterns, please access the below resources or visit a GP.

All the Sleep Health Foundation (SHF) Fact Sheets can be found at the A-Z listing [www.sleephealthfoundation.org.au/fact-sheets.html](http://www.sleephealthfoundation.org.au/fact-sheets.html)

- 1 See Resilient Youth website [www.resilientyouth.org.au/blog/new-bullying-survey-australian-schools-5phkg](http://www.resilientyouth.org.au/blog/new-bullying-survey-australian-schools-5phkg)
- 2 See Body Clock SHF Fact Sheet [www.sleephealthfoundation.org.au/body-clock.html](http://www.sleephealthfoundation.org.au/body-clock.html)
- 3 See Anxiety and Sleep SHF Fact Sheet [www.sleephealthfoundation.org.au/anxietyandsleep.html](http://www.sleephealthfoundation.org.au/anxietyandsleep.html)
- 4 See Sleep Needs SHF Fact Sheet [www.sleephealthfoundation.org.au/files/pdfs/Sleep-Needs-Across-Lifespan.pdf](http://www.sleephealthfoundation.org.au/files/pdfs/Sleep-Needs-Across-Lifespan.pdf)
- 5 See Depression and Sleep SHF Fact Sheet [www.sleephealthfoundation.org.au/depression-and-sleep.html](http://www.sleephealthfoundation.org.au/depression-and-sleep.html)
- 6 See ADHD and Sleep SHF Fact Sheet [www.sleephealthfoundation.org.au/adhd-and-sleep-in-children.html](http://www.sleephealthfoundation.org.au/adhd-and-sleep-in-children.html)
- 7 See Behavioural Sleep Problems in School-Aged Children SHF Fact Sheet [www.sleephealthfoundation.org.au/behavioural-sleep-problems-in-school-aged-children.html](http://www.sleephealthfoundation.org.au/behavioural-sleep-problems-in-school-aged-children.html)
- 8 See Delayed Sleep Phase Disorder SHF Fact Sheet [www.sleephealthfoundation.org.au/delayed-sleep-phase-syndrome-dsps.html](http://www.sleephealthfoundation.org.au/delayed-sleep-phase-syndrome-dsps.html)
- 9 See Childhood Snoring and Sleep Apnea SHF Fact Sheet [www.sleephealthfoundation.org.au/childhood-snoring-and-sleep-apnea.html](http://www.sleephealthfoundation.org.au/childhood-snoring-and-sleep-apnea.html)
- 10 See Good Sleep Habits and Sleep Tips for Children SHF Fact Sheets [www.sleephealthfoundation.org.au/good-sleep-habits.html](http://www.sleephealthfoundation.org.au/good-sleep-habits.html)  
[www.sleephealthfoundation.org.au/sleep-tips-for-children.html](http://www.sleephealthfoundation.org.au/sleep-tips-for-children.html)
- 11 See Sleep Problems and Sleep Disorders in School Aged Children SHF Fact Sheet [www.sleephealthfoundation.org.au/sleep-problemsand-sleep-disorders-in-school-aged-children.html](http://www.sleephealthfoundation.org.au/sleep-problemsand-sleep-disorders-in-school-aged-children.html)

This fact sheet has been produced by the Sleep Health Foundation in partnership with WISA Wellbeing in Schools Australia and the University of South Australia.



**VISION** School communities building resilience in all students, especially the most marginalised and those at risk of marginalisation, so they can reach their potential in education and in life.

**PURPOSE** To work collaboratively with and support school communities in building a strategic whole of school approach to health and wellbeing that creates a socially just environment where all students can thrive, particularly those at risk of or who are being marginalised.



For information on over 70 different sleep related topics, written by professionals, visit the Sleep Health Foundation Information Library at [www.sleephealthfoundation.org.au](http://www.sleephealthfoundation.org.au). The underlined topics in this article are covered in detail there.



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[www.facebook.com/SleepHealthFoundation](https://www.facebook.com/SleepHealthFoundation)

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**Sleep Health Foundation** ABN 91 138 737 854

[www.sleephealthfoundation.org.au](http://www.sleephealthfoundation.org.au)

A national organisation devoted to education, advocacy and supporting research into sleep and its disorders.

Disclaimer - Information provided here is general in nature and should not be seen as a substitute for professional medical advice. Ongoing concerns about sleep or other medical conditions should be discussed with your local doctor.

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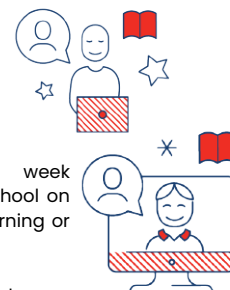
## STUDENT2STUDENT READING PROGRAM

### Does your child need support with their reading?

Student2Student matches students behind in their reading age with a student buddy who they read to 2-3 times a week over a digital device at home.

#### 2025 Program Eligibility:

- ✓ Years 3-8
- ✓ 18 weeks at home
- ✓ Reading 2-3 times per week between 4pm-7pm after school on weekdays **and/or** either morning or afternoon on weekends
- ✓ Digital device & home internet



**Registrations close  
Friday 18th April**

**To register please scan the QR code or for more information contact:**

Tiffany Williams (Program Coordinator)  
M- 0479 175 055  
E- [tiffany.williams@thesmithfamily.com.au](mailto:tiffany.williams@thesmithfamily.com.au)







## Community Notices

**MUSK, VIDEO GAMES, SPORTS, & ACTIVITIES**  
**FREE COLD DRINKS & SNACKS!**

**LEFEVRE YOUTH GAMES NIGHT**

**4-5.30PM LAST THURS OF EACH MONTH**

**@LEFEVRE COMMUNITY & SPORTS CENTRE**  
541 VICTORIA RD OSBORNE

For more information:  
lefevre\_sports@cityofpae.sa.gov.au  
8405 6908

**PAE youth** **LEFEVRE**

LEFEVRE COMMUNITY PRECINCT

**FREE OUTDOOR Movie Night**

**POSTPONED**  
Outdoor cinema moved to 5 April

Movie @ **8PM**

84056908  
541 Victoria Road Osborne

**Come Dressed as your Favourite Sports or Looney Tunes Character!**

**no bookings required!**

**Free community activities from 4pm-7pm**

Face Painting | Jumpy Castles | Soft Play Equipment | Multiball Interactive Screen  
Come 'n' Try Sports: 3x3 basketball, Skateboarding, Roller Skating,  
Bike Riding, AFL football, Table Tennis + much more  
BBQ | Free Fruit Kebabs + Free popcorn + free bottled Water | Food Trucks & Drinks

**PAE Lefevre** Community Stadium

This is a joint project between  
the City of PAE & Preventive Health SA

**PlayStart SOCCER**

**FREE TRIAL CLASSES AVAILABLE - CALL TO BOOK**

Term program for kids aged 2-10 **RUN ALL YEAR ROUND - Join Anytime!**

Grange Windsor Gardens Unley Park Mawson Lakes Stonyfell

**All programs - 8 weeks in duration**

**Term 2 Kick Off May 3 & 4**

<p><b>▶ Play Social</b> Ages 2-3 (30 mins) Term Fee \$140</p> <p><b>▶▶ Play Connect</b> Ages 5-6 (60 mins) Term Fee \$170</p> <p><b>▶▶▶ Play Progress</b> Ages 8-10 (60 mins) Term Fee \$170</p>	<p><b>▶ Play Develop</b> Ages 4-5 (45 mins) Term Fee \$150</p> <p><b>▶▶ Play Improve</b> Ages 6-8 (60 mins) Term Fee \$170</p> <p><b>5 structured age groups for all skill levels</b></p>
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**Class times same at all venues**

<b>Play Social</b> 9:00 - 9:30am	<b>Play Develop</b> 9:00 - 9:45am	<b>Play Connect/Improve/Progress</b> 10:00 - 11:00am
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**Saturday Locations**  
Windsor Gardens : Avenues College, McKay Avenue  
Grange: Grange Rec. Reserve, Corner Trimmer Parade and Military Roads

**Sunday Locations**  
Unley Park - Walford Playing Fields, Corner Belair and Cross Roads  
Windsor Gardens : Avenues College, McKay Avenue  
Stonyfell - St. Peter's Girls School, Stonyfell Road  
Mawson Lakes - Uni SA Grounds, Oval 2, University Boulevard

Full details & enrol online here

**Ph.0401 410 465** **playstart.com.au**

**Sports Vouchers Plus**

Save up to **\$200**  
per child, per calendar year on sport

**Government of South Australia**  
Office for Recreation, Sport and Racing