

ISSUE 2, 2025

18th AUGUST, 2025

2025

St Paul's Primary School Wellbeing & Community Newsletter



The St Paul's Community acknowledges the Wurundjeri people as the Traditional Custodians of the land on which we teach, learn and pray. We acknowledge the continued deep spiritual attachment and relationship that Aboriginal and Torres Strait people have to Country and pay our respects to Elders, past and present as we commit ourselves to the ongoing journey of reconciliation.

Welcome to Term 3

Hello St Paul's Families,

We're pleased to bring you the next edition of our Wellbeing & Community Newsletter for 2025. This edition is all about welcoming you to Term 3, reminding you about key supports available at St Paul's, and sharing what's ahead in our wellbeing space. We hope this newsletter is a helpful and meaningful way to help you stay informed and connected with the wellbeing initiatives and community events happening across our school.

Each edition of the Wellbeing & Community Newsletter highlights:

- **Child Safety at St Paul's** – Updates on how we support, educate and empower students to feel safe and be safe.
- **SEL Learning Recap**– Key skills taught in Social Emotional Learning & Respectful Relationships.
- **Community Highlights**– Events that brought us together.
- **Looking Ahead**– A preview of upcoming community events.

As always, we welcome your thoughts and questions. If you have any feedback or would like to suggest topics for future editions, please don't hesitate to get in touch with our Wellbeing Team.

Thank you for being a valued part of the St Paul's community.



Core Wellbeing Team – Term 3



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Additional Wellbeing Support



Narelle Mullenger
Wellbeing Support Officer

Narelle works alongside the Core Wellbeing Team in the Mental Health & Wellbeing Hub. She works with small groups of students to provide additional Social Emotional Learning lessons.



Emily Dyos
Catholic Care School Psychologist

Emily is a Psychologist who started working at St Paul's in 2023. Emily is onsite on Mondays, Tuesdays and Thursdays this year. She is passionate about working with young people and their families and is looking forward to continuing to learn about the school community. In this role, Emily will be walking alongside some of the young people at St Paul's as they go through life's journey, providing psychological support to the best of her ability. If you are concerned about a young person at St Paul's, speak to your child's teacher or a member of the Wellbeing Team to discuss support options.



Child Safety at St Paul's – Term 3

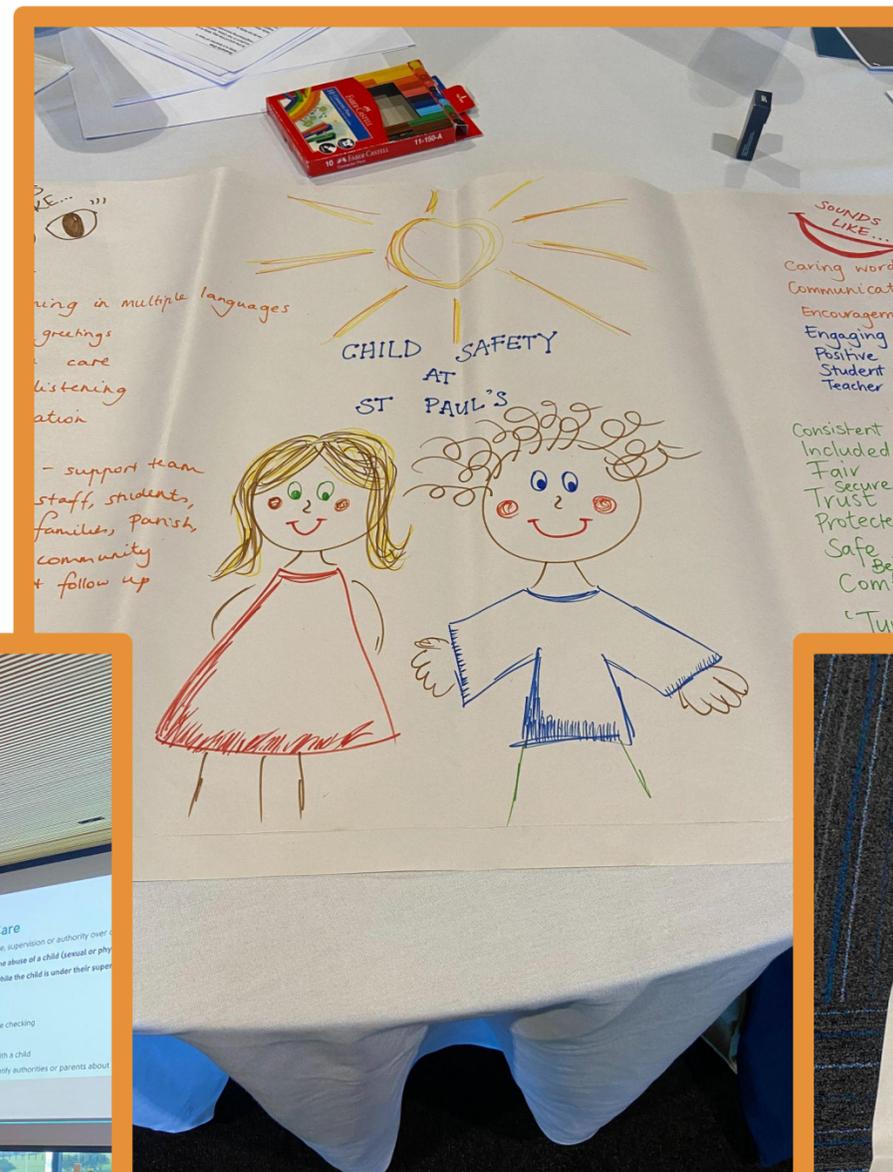
Child Safety – School Closure Days: Thursday 7th and Friday 8th August

“At St. Paul's, all students have the right to feel culturally safe and be safe at all times,” reads the sign outside our school gates. It was only fitting, then, that all staff recently participated in two important days of professional learning focused on child safety.

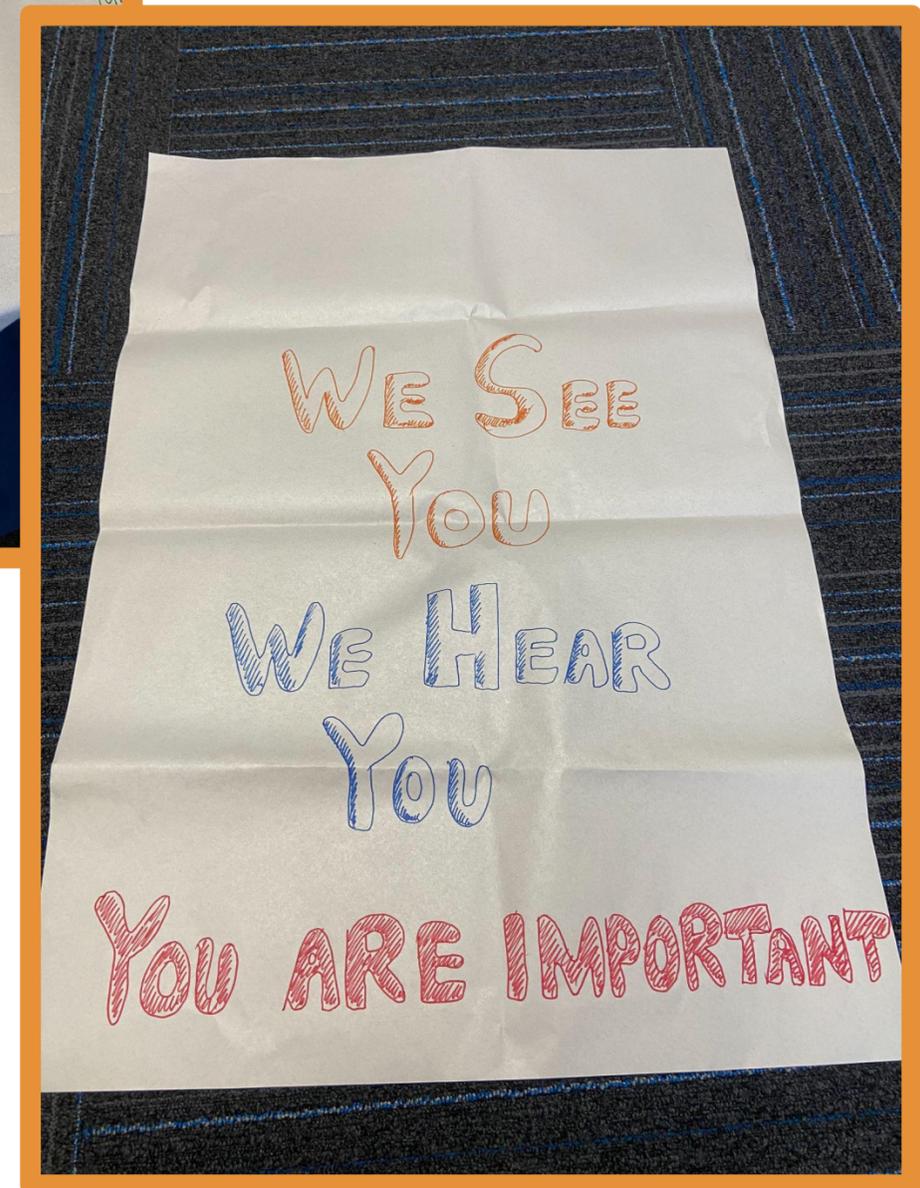
Day One was facilitated by Sarah Morgante from *One Red Apple*, who is supporting our staff in further embedding a strong culture of child safety throughout St. Paul's.

Day Two focused on First Aid training, ensuring all staff are equipped with up-to-date skills to respond effectively in case of an emergency involving students or members of the school community.

We sincerely thank our families for their understanding and flexibility during the school closure. These days were an important part of our ongoing commitment to ensuring a safe and supportive environment for every student at St. Paul's.



Staff
Conference -
Child Safety
Professional
Learning Day



The Respectful Relationships Program

Everyone in our community deserves to be respected, valued and treated equally. We know that changes in attitudes and behaviours can be achieved when positive attitudes, behaviours and equality are embedded in our school.

This year, St Paul's has continued to implement the Respectful Relationships Program to teach social emotional learning. The Respectful Relationships program supports schools to promote and model respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence.

Respectful Relationships is about embedding a culture of respect and equality across our entire community, from our classrooms to staff rooms, sporting fields, and social events. This approach leads to positive impacts on students' academic outcomes, their mental health, classroom behaviour, and relationships between teachers and students.

At St Paul's, we want to lead the way in saying yes to respect and equality, and creating genuine and lasting change so that every child in our school has the opportunity to achieve their full potential.

RESILIENCE RIGHTS & RESPECTFUL RELATIONSHIPS

THE
EDUCATION
STATE

VICTORIA
State
Government

Education
and Training

Term 2 Social Emotional Learning Recap

In Term 2, students from Prep to Grade 6 explored the next two topics in the Respectful Relationships curriculum – Positive Coping and Problem Solving. These areas are central to developing students' ability to understand themselves, build healthy relationships, and navigate life with resilience and confidence.

Topic 3: Positive Coping

The third topic covered in SEL this year was Positive Coping. Learning in this topic provides opportunities for students to identify and discuss different types of coping strategies. When children and young people develop a language around coping, they are more likely to be able to understand and deliberately use a range of productive coping strategies and can prevent the use of unproductive coping strategies. Students build their collection of coping strategies and benefit from critically reflecting on their own choices and being exposed to alternative options.

Activities introduced students to the concept of self-talk and practice using positive self-talk to approach and manage challenging situations. Positive self-talk is a key strategy for coping with negative thoughts, emotions and events. It is associated with greater persistence in the face of challenge and can be learnt or strengthened through practice.

Reflection on a Positive Self-talk Statement

How did you feel before?



In what situations did you use this statement?

When I didn't know how to do a maths problem.

Statement Chosen:

Never Give Up

How did you feel after?



How well did this statement work for you?

It worked very well because it encourages you when you feel like giving up. ☺ ☹ ☹ ☺

Emma (SKL)

Topic 4: Problem Solving

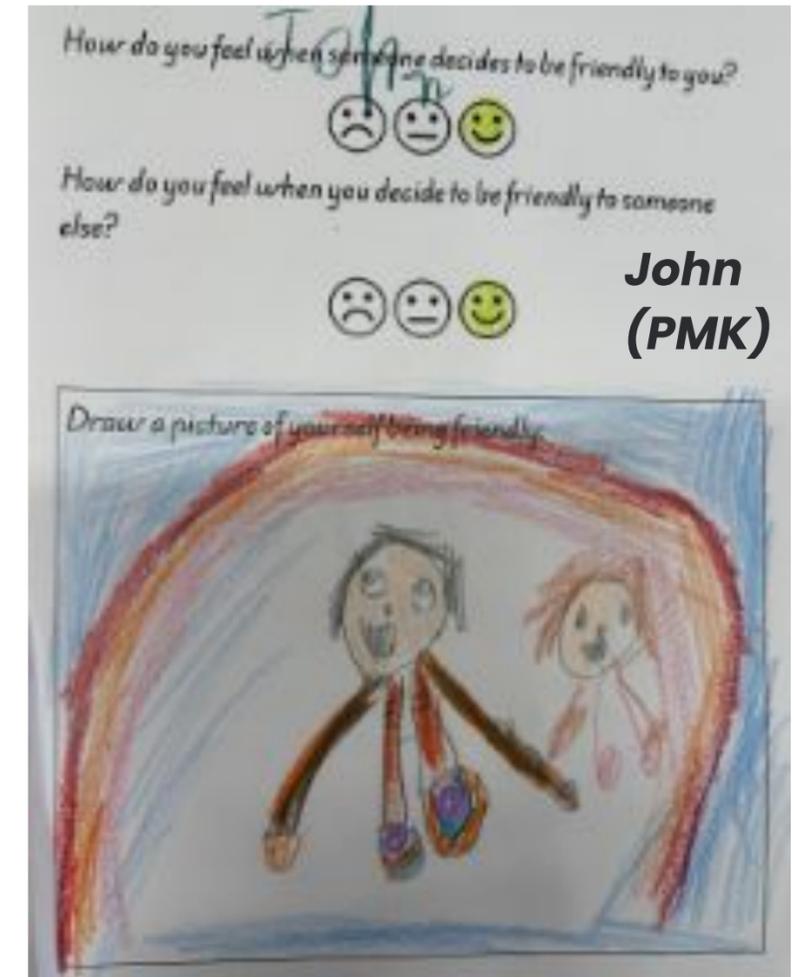
The fourth topic covered in SEL this year was Problem Solving.

It is important to help students learn a range of problem-solving skills through applied learning tasks so they are able to cope with the challenges they will face in the future. Problem solving is identified by the World Health Organisation as a key skill for health. To be able to solve problems, children need to be able to think critically and evaluate the consequences of various actions.

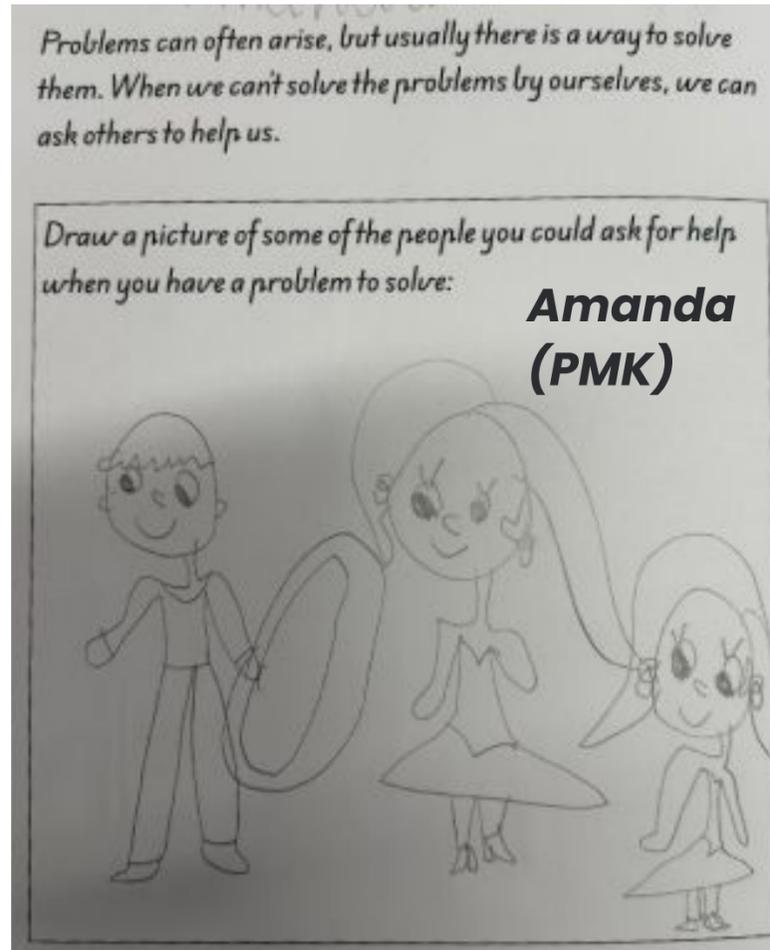
Problem-solving skills are an important part of the coping repertoire. The classroom program provides a number of learning activities to develop students' problem-solving skills. The activities in the program assist students to develop their critical and creative thinking skills, and to apply them to scenarios exploring personal, social and ethical dilemmas.



**Lexie
(MEM)**



**John
(PMK)**



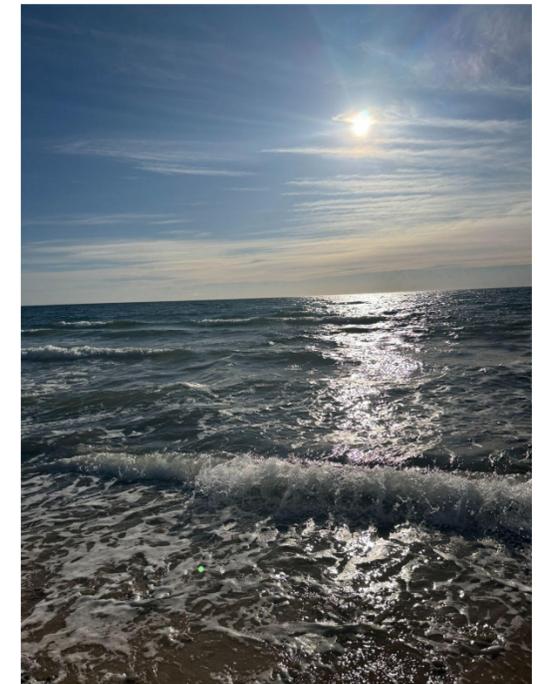
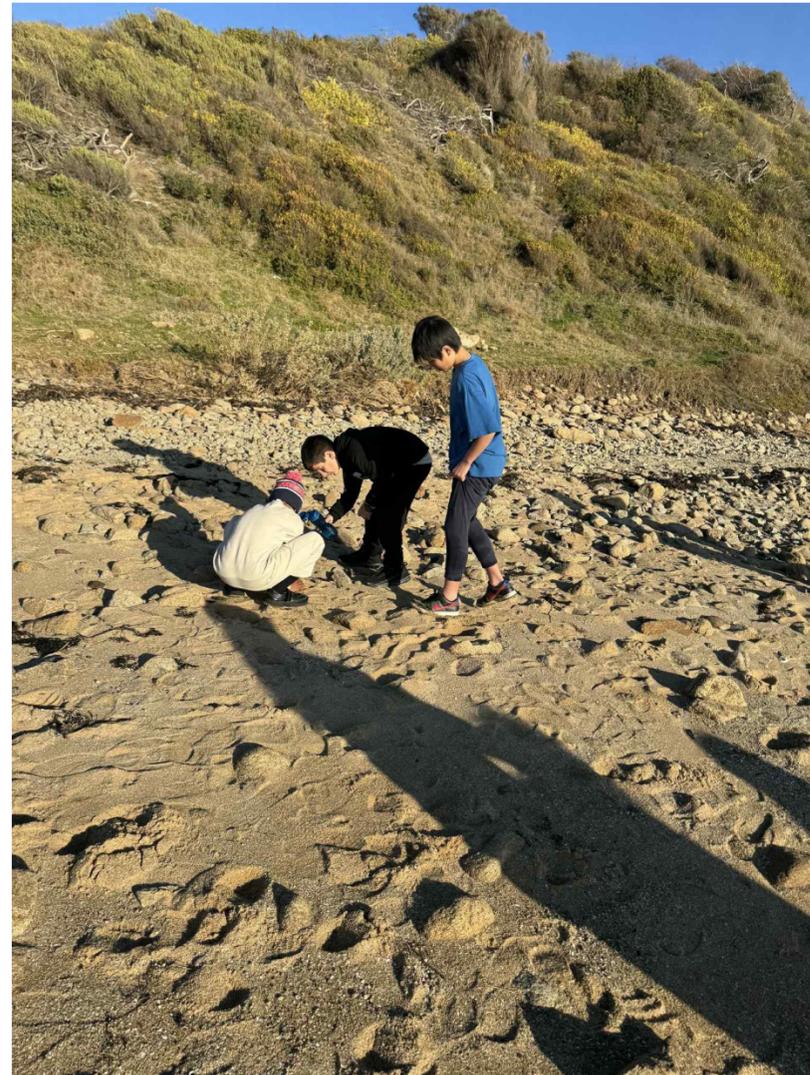
**Amanda
(PMK)**



**Jayden
(MEM)**

SMA Camp Manyung in Mt. Eliza

In Week 1 this term, the SMA students participated in a two night camp at Camp Manyung in Mt. Eliza. Students engaged in many fun challenges and activities including the giant swing, kitchen garden, rock pool ramble, UHF radios, tree top challenge. They had a great time!



SMA Camp Manyung in Mt. Eliza

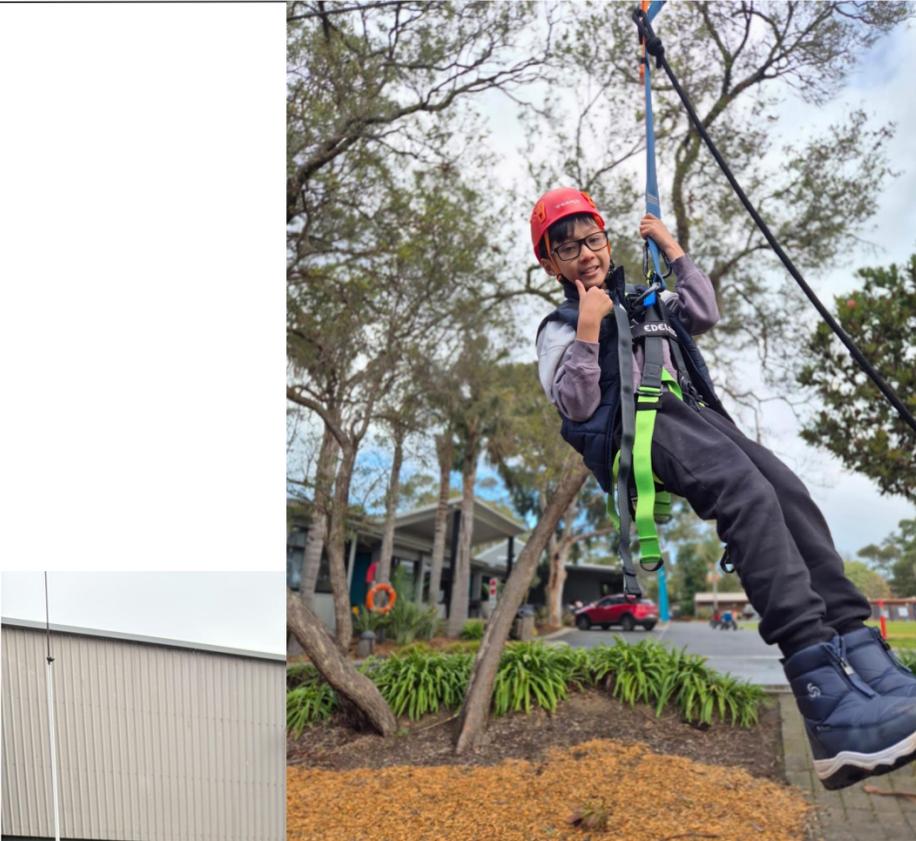


MMA The Island Resort Camp in Phillip Island

In Week 2 this term, the MMA students participated in a one night camp at CYC The Island Resort Camp in Phillip Island. Students engaged in many fun challenges and activities including the pinnacle, archery, penguin parade, flying fox and celebrating Jake and Jayden's birthdays. The students and staff had a wonderful time!



MMA The Island Resort Camp in Phillip Island



Helping Grade 5 & 6 Students Through Stressful Times

As Term 3 rolls on, many Grade Five and Six students start feeling the pressure. Schoolwork is getting harder, friendships can be tricky, and they're starting to take on more responsibility. It's completely normal for children to feel a bit overwhelmed right now.

What You Can Do:

- **Adjust Expectations:** If your child is feeling stretched, it's okay to ease up a little. Being flexible shows them you understand and care.
- **Make Time for Connection:** Spending quality time together helps kids feel safe and supported.

Try:

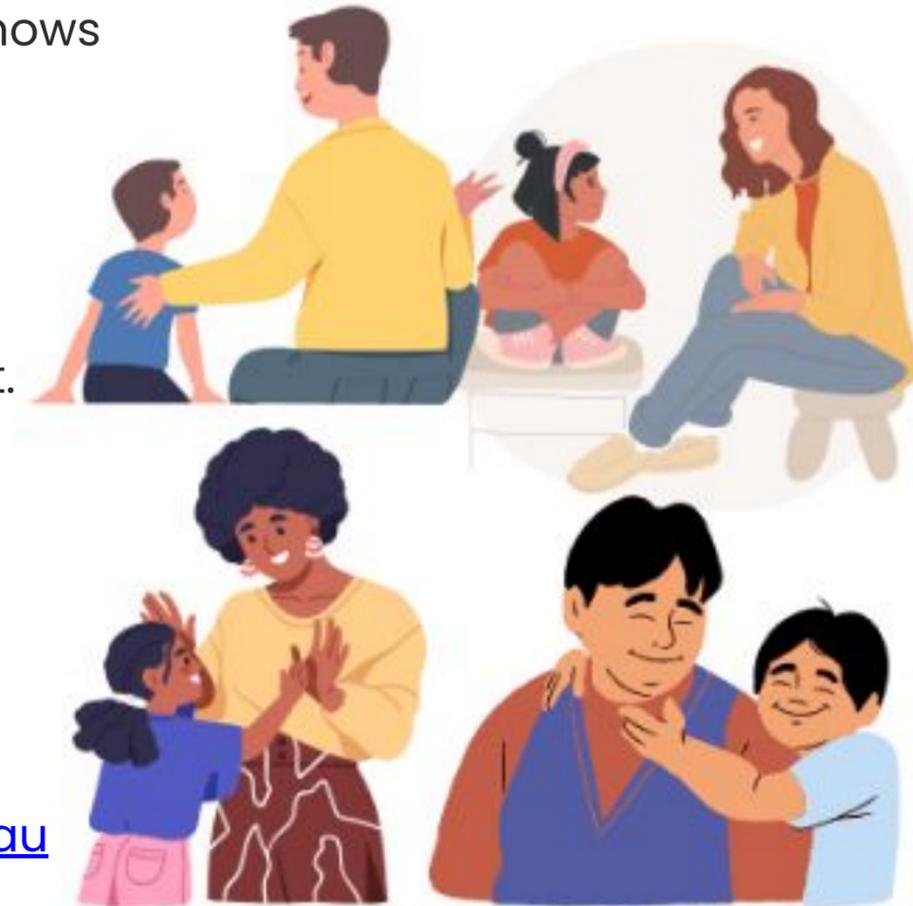
- Booking regular 1:1 time in your calendar.
- Letting your child choose what to do—go for a walk, a drive, colour together, or just sit and chat.
- Listening without jumping in to fix things. Silence is okay.
- Ask them what they need - someone to listen, advice, a hug, or a distraction.

- **Need Extra Support?**

If things feel too big to handle alone, there's help available:

- **Kids Helpline** – Free, 24/7 support for kids and teens:   1800 55 1800 or [kidshelpline.com.au](https://www.kidshelpline.com.au)
- **Raising Children Network** – Great tips and info for parents: [raisingchildren.net.au](https://www.raisingchildren.net.au)
- **Headspace** – Mental health support for young people aged 12+: [headspace.org.au](https://www.headspace.org.au)

You don't have to have all the answers, just being there makes a big difference.



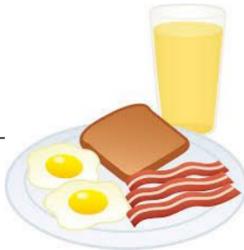
Looking Ahead - Term 3 Community Events



Tues 2nd September
Prep Twilight Night



Wed 3rd September
Classroom Learning Walk



Thurs 4th September
Father's Day Breakfast



11, 15, 16 & 17 September
Production



Fri 19th September
Footy Fun Day

If you would like any further information about the content presented in this newsletter or have any suggestions regarding topics to cover in our next issue, please feel free to contact us.

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To view previous issues of the Wellbeing and Community Newsletter, [visit our school website.](#)

