

ISSUE 3, 2025
20TH October, 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 4

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 4, 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 4



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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

In Term 3, students took part in lessons designed to teach students the importance of help seeking. These skills align with Child Safe Standard 7 - Students and families know who to talk to if something isn't right:

Step One: Talk to the classroom teacher or a trusted adult.

Step Two: If the problem or concern cannot be resolved by the initial Staff Member in Step One, you are encouraged to speak to the Student Wellbeing Leader or a member of the Core Wellbeing Team.

Step Three: If the problem or concern cannot be resolved by the Student Wellbeing Leader or a member from the Core Wellbeing Team, you are encouraged to speak to the Child Safety Officer. The Child Safety Officer will work with the Deputy Principals and Principal to help you with your problem or concern.

***At St. Paul's all students have the right to feel culturally safe
and be safe at all times.***

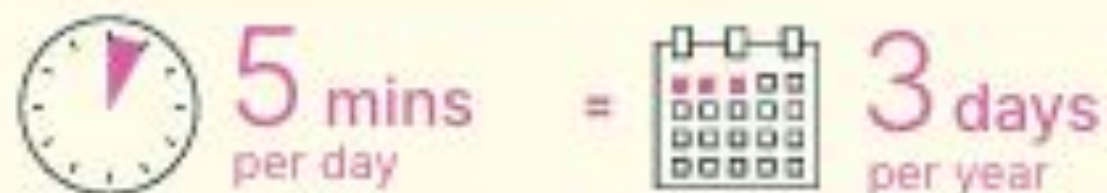


School is better when your child is here

Going to school every day is the most important part of your child's education. There are no safe number of days for missing school – each day a student misses puts them behind and can affect their educational outcomes and their social connectedness. The best thing you can do is support your child to get to school every day.

A positive attitude towards school, healthy habits and routines, and parental involvement can support your child's regular school attendance and prevent chronic absence patterns.

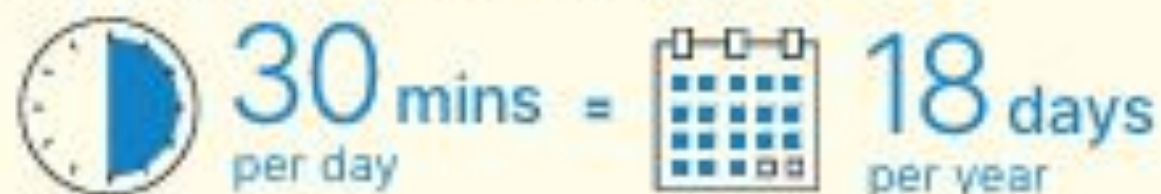
When your child misses just... they miss



When your child misses just... they miss...



When your child misses just... they miss



When your child misses just... they miss...



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Melbourne Archdiocese
Catholic Schools



Supporting your child's regular school attendance

1. Establish positive habits to promote attendance

- Set good bedtime and morning routines to make the process of getting to school smoother for everyone. Try to prepare as much as possible the night before, e.g. school uniform, school bag packed.
- Ensure your child gets enough sleep and exercise to support their physical and mental health.
- Talk positively about the importance of school attendance with your child. Explain that it is an important part of growing up, a legal obligation and that you expect them to attend every day.
- Show an interest in your child's school and become involved where possible. Keep notes, newsletters, etc. in a place where they are visible reminders of school news for the whole family. Talk about school activities in a positive manner.
- Discuss any changes to usual routines in advance with your child, such as alternative drop-off and pick-up arrangements, to ensure clarity and minimise anxiety.

2. Changes in your child's attitude towards school

We all have those days when it is just too hard to get up and feel motivated to go to work or school, but if this occurs regularly, it may be a sign that your child needs support. Early intervention is vital to address physical, emotional or social reasons for school avoidance before it progresses to chronic absence problems and on to school refusal. Signs of school avoidance to look out for

- feeling sick before school, e.g. waking up with a headache, stomach-ache or sore throat
- tearfulness, clinginess and dawdling before school – struggling to get out of bed, leave the house or get out of the car
- complaints about attending school and reluctance to talk about school
- missing classes and being late for class.

What is happening at school? Early signs of school avoidance may be identified at school through observations and insights by your child's teachers. Work in partnership with the school to support your child's attendance and wellbeing.

3. What can you do when you see the signs?

- Work with your child to understand what is happening and so that they feel supported and empowered. Listen with compassion but be consistent in expectations.
- Speak with your child's teacher(s) about your concerns.
- Consider taking your child to the GP to rule out or address any physical or emotional health problems.
- Request and attend school meetings with your child and their teacher to develop strategies to support increased attendance.



RESILIENCE RIGHTS & RESPECTFUL RELATIONSHIPS



Education
and Training

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.



Term 3 Social Emotional Learning Recap

In Term 3, students from Prep to Grade 6 explored the next two topics in the Respectful Relationships curriculum — Stress Management and Help-Seeking. These areas are central to developing students' ability to understand themselves, build healthy relationships, and navigate life with resilience and confidence.

Topic 5: Stress Management

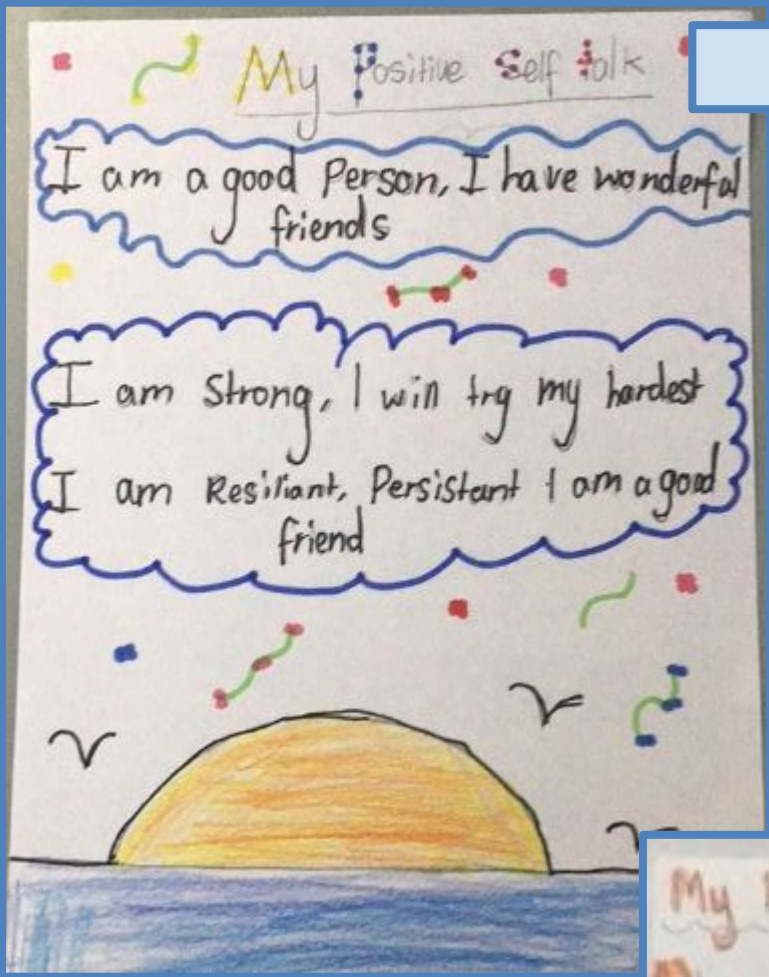
Children and young people experience a range of personal, social and work-related stressors in their everyday lives. Activities within this topic have an explicit focus on teaching positive approaches to stress management. Assisting students to recognise their personal signs and symptoms of stress, and to develop strategies that will help them to deal with stress effectively, will help students cope with future challenges. The activities focus on the ways in which self-calming strategies can be used to manage stressful situations.

Topic 6: Help-Seeking

Learning activities in this topic area are designed to help students discuss the importance of seeking help and providing peer support when dealing with problems that are too big to solve alone. This helps to normalise and destigmatise help-seeking behaviour. Scenario-based activities help students identify situations in which help should be sought, identify trusted sources of help, and practice seeking help from peers and adults.

SEL Work Samples

Check out some of the SRC students' positive self-talk statements!



Valentina Bogdanoski



Laura Vu

Have a look at JEF's classroom display showing strategies to help cheer us up or calm down when feeling strong emotions. Students chose their favourite strategy and shared it with Wibbly to help him feel better.

Arthur Luu



Community Highlight - Shrek Production

In Term three we finally got to present our school production of Shrek the Musical Jnr. It was the culmination of a year's worth of planning, practising and performing. Everyone was involved either on or off stage and we got to perform in front of our peers, our friends from other primary schools and our families. It was hard work at times but very rewarding judging from the wonderful feedback we've received. Our students have gained confidence in themselves, learned new skills and made new friendships and life long memories along the way.



Looking Ahead - Term 4 Community Events



Friday 17th October:

Whole School Sports



Friday 31st October:

National Teachers' Day &
Feast Of All Saints/St
Anthony Claret



Friday 7th November:

Child Safety Awareness
Activities & Assembly



Wednesday 26th November:

Carols Night
5.00pm – 7.00pm



Monday 8th December:

Year 6 Graduation Mass,
6.30pm, St Paul's Church



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.](#)

