

St Paul's Primary School Wellbeing & Community Newsletter

ISSUE 1

26th June, 2025



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 the St Paul's Wellbeing & Community Newsletter

Hello St Paul's Families,

We're excited to bring you our first Wellbeing & Community Newsletter for the year. This edition is all about welcoming you into a new school year, introducing key supports available at St Paul's, and sharing what's ahead in our wellbeing space.

If you're new to the newsletter – welcome! We hope this becomes a helpful and meaningful way to stay informed and connected with the wellbeing initiatives and community events happening across our school.

Here's what you can expect in each edition:

- **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.



Meet the Core Wellbeing Team



Bec Gernon

**Student Wellbeing Leader/
Mental Health and Wellbeing Leader**
rgernon@spsunshinewest.catholic.edu.au



Cathy Doran

Deputy Principal
cdoran@spsunshinewest.catholic.edu.au
Works: Mon- Thurs



Lisa Peplow

**Religious Education Leader /
Child Safety Officer**
lpeplow@spsunshinewest.catholic.edu.au



Kara Brizzi

Learning Diversity Leader
kbrizzi@spsunshinewest.catholic.edu.au



Nicole Azarnikow

Wellbeing Support
nazarnikow@spsunshinewest.catholic.edu.au
Works: Mon, Wed



Anna Maria Schembri

**Learning Diversity Leader /
Family Engagement Leader**
aschembri@spsunshinewest.catholic.edu.au
Works: Mon, Tues, Thurs

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 wellbeing to discuss support options.



St Paul's Core Values

At St Paul's, we try to live out our core values every day. Since their introduction, we begin each year learning about what each Core Value means and how we can display these values in class, in the yard and out in our community.

Our Core Values are:



Respect

We show that we value respect by:

- knowing that we are all created in the image of God
- taking care of ourselves, our belongings and our environment
- being considerate of others
- using manners and positive body language
- understanding our rights and responsibilities.



Diversity

We show that we value diversity by:

- understanding St Paul's teaching that we are one body with many parts
- being inclusive of others
- celebrating the strengths and talents of ourselves and others
- catering for individual needs
- listening to and learning from each other.



Learning

We show that we value learning by:

- following the example of Jesus and his teachings
- trying our best, even when we find something challenging
- being courageous and trying new things
- learning from our mistakes
- being motivated to learn and grow.



Care & Compassion

We show that we value care and compassion by:

- being a good neighbour to all as shown in the parable of the Good Samaritan
- helping others
- thinking about other people's needs
- always choosing kindness
- showing empathy by being able to walk in another person's shoes.

Child Safety at St Paul's

What we do at St. Paul's Primary School, Sunshine West to keep children safe in accordance with the 11 Child Safe Standards. Adapted from the CCYP Victoria Child Safe Standards plain language summary.

1. St. Paul's welcomes Aboriginal children and supports them to express their culture and to enjoy their rights. We don't allow racism.
2. Child Safety is important to everyone at St. Paul's. We document how we find, avoid and stop risks of child abuse and harm.
3. St. Paul's supports children to know their rights to be safe from abuse, informed and involved. We help children to talk openly and take part in decisions that affect them.
4. St. Paul's tells families and the community about what we do and how we keep children safe from harm. We work together with families to take part in decisions that affect your child.
5. St. Paul's understands that everyone is different and has different needs. We make sure that families can get the information and help they need.

Child Safety at St Paul's

6. St. Paul's staff know what they must do to keep children safe from harm. We record, report and share information about child safety when we should. Staff who work with children have the background checks they need.
7. Children and families know who to talk to when something is not right.
8. St. Paul's trains staff to keep children safe from harm. Our staff know the signs and what to do if there are issues of harm.
9. St. Paul's ensure all children are safe at school and online.
10. St. Paul's is always looking to improve ways we keep children safe.
11. St. Paul's has written policies about how to keep children safe from harm. These policies are on our school website.

Social Emotional Learning (SEL)

At St Paul's, we believe that learning goes beyond just academics. Social and Emotional Learning (SEL) helps children understand themselves and others, manage their emotions, build friendships, work well in teams, and make positive decisions.

Through SEL, students learn to:

- Recognise and regulate their emotions
- Show empathy and kindness to others
- Develop confidence, leadership, and resilience
- Solve problems and handle challenges in healthy ways

These skills are essential for lifelong wellbeing. When students feel safe, supported and understood, they are better able to learn, grow and thrive – both at school and in life.

Social and Emotional Learning (SEL)



Respectful Relationships at St Paul's

We want every child at St Paul's to feel respected, valued and safe. That's why we are committed to the Respectful Relationships program, which is part of our SEL learning.

Respectful Relationships is more than just a subject – it's a whole-school approach that helps build a culture of respect, from classrooms to playgrounds to the wider community.

This program teaches students how to:

- Build respectful, positive relationships
- Communicate effectively and resolve conflict
- Understand equality and fairness
- Develop confidence and resilience

By promoting respect and equality, we're helping our students grow into caring, confident individuals who are ready to take on the world, with kindness and compassion at the heart of everything they do.



SEL Learning Recap

In Term 1, students from Prep to Grade 6 explored the first two topics in the Respectful Relationships curriculum — Emotional Literacy and Personal Strengths. These areas are central to developing students' ability to understand themselves, build healthy relationships, and navigate life with resilience and confidence.

Topic 1: Emotional Literacy

Understanding and managing our emotions is a foundational life skill. Through targeted learning experiences tailored to their year level, students have been building their emotional vocabulary, recognising different feelings, and learning how to express and manage emotions in healthy ways.

- In Years 1–4, the film *Inside Out* was used as a springboard to help students connect with core emotions and reflect on what they look and feel like.
- In Years 5/6, students explored the new film *Inside Out 2* to delve into more complex emotions like embarrassment, anxiety, and the changes that come with growing up.

While films supported engagement and reflection, all learning was aligned to year-level specific curriculum goals and adapted to meet the developmental needs of each age group.

Topic 2: Personal Strengths

This topic focused on helping students recognise and celebrate their personal strengths, and the strengths they see in others. Each year level explored strengths such as kindness, persistence, bravery, and curiosity through age-appropriate activities. They considered how strengths help them navigate challenges, contribute to a positive community, and build self-confidence.


Learning about strengths supports a strong sense of identity and encourages students to value themselves and those around them. These lessons are grounded in a strength-based approach, which promotes wellbeing, respectful behaviour, and a positive classroom culture.

Emotional Literacy – Student SEL Work Showcase


Name: Hannah 205.25

SEL Assessment - When I'm Feeling...

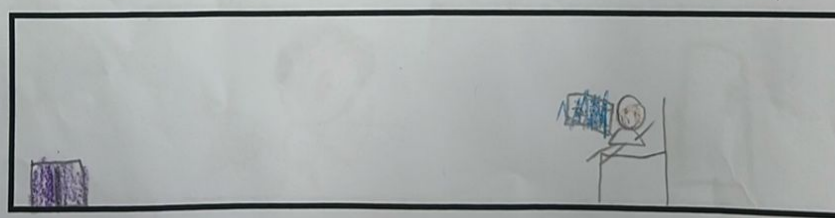
♥ When I'm feeling kind, I can help someone ♥
when they have fallen down. ✓



☹ When I'm feeling sad, I can colour in ☹
colour in. ✓



☠ When I'm feeling angry, I can read a book. ☠ ✓




Hannah, JTH

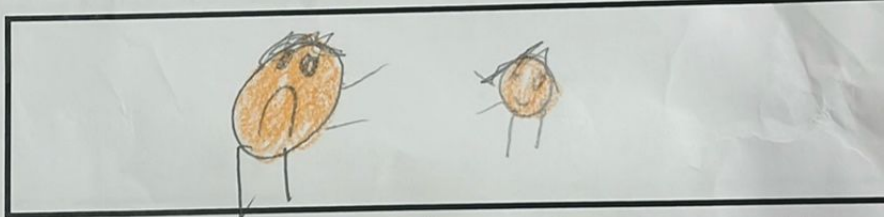
Name: Luke

SEL Assessment - When I'm Feeling...

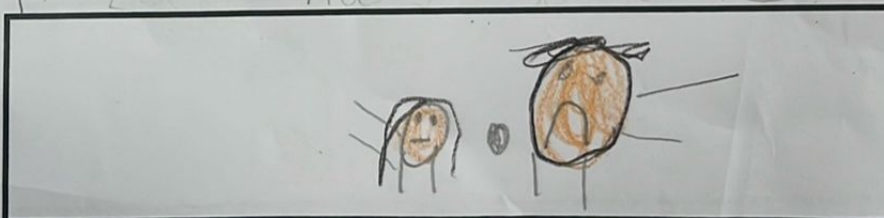
♥ When I'm feeling kind, I can Hug my ♥
mum and dad. ✓



☹ When I'm feeling sad, I can Talk about ☹
Funny Things. ✓



☠ When I'm feeling angry, I can hit or ☠
X Person ✓ at someone
to tell me someone

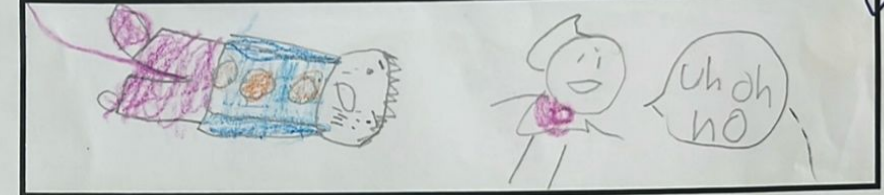


Luke, JTH


Name: Linh

SEL Assessment - When I'm Feeling...

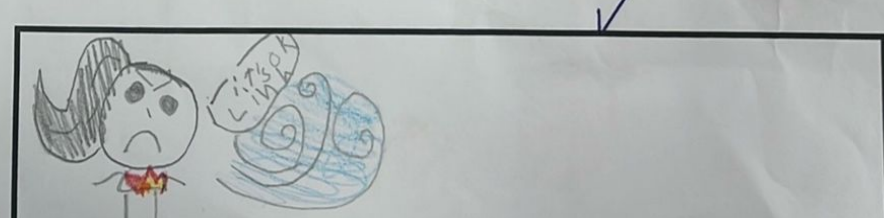
♥ When I'm feeling kind, I can understand ♥
other people's feelings. ✓



☹ When I'm feeling sad, I can read a book ☹ ✓



☠ When I'm feeling angry, I can breathe ☠
in and out 3 times ✓



Linh, JTH

Grade 1: Students learnt about different things they could do when experiencing various emotions.

Getting to Know Our Emotions – Student SEL Work Showcase

Grade 5: Students explored how they can recognise emotions in themselves and others by observing facial expressions, posture, and body language.

What does their body language suggest to you?

He looks a bit surprised and shocked. His body language that shows me this, is his face, his eyes are wide open and the same with his mouth. He looks like he is lost for words. His hands also symbolises shock because his hands are in a position that he doesn't know where to put.



What does their body language suggest to you?

He looks a little mad and disappointed. I know this because hes crossing his arms and his eyebrows are facing downwards like hes mad. Maybe hes mad because someone disappointed him.



Shes sad, upset and worried. I know this because her mouth isn't smiling, her eyebrows are low, and her hands are on her head like shes distraught. She might be worried because she could be running low on money and may lose her house.

Biak, SRC

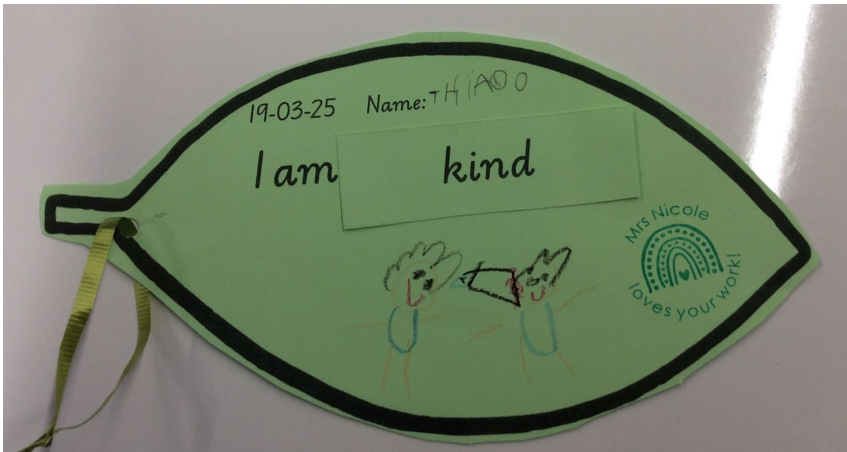


She looks worried and looks like shes thinking really hard about something that might be stressing her out. Her body language shows that shes worried because her face looks stressed.

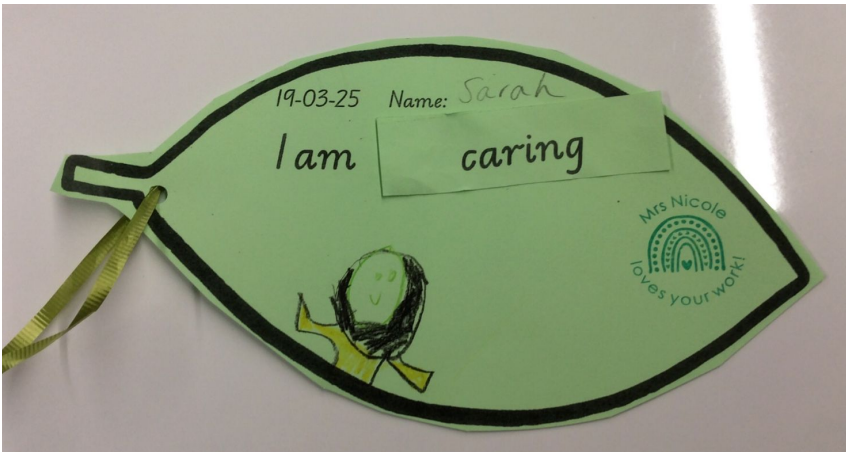
Vanessa, SRC

Personal Strengths – Student SEL Work Showcase

Prep: Students identified personal strengths and drew a picture of themselves showing that strength.



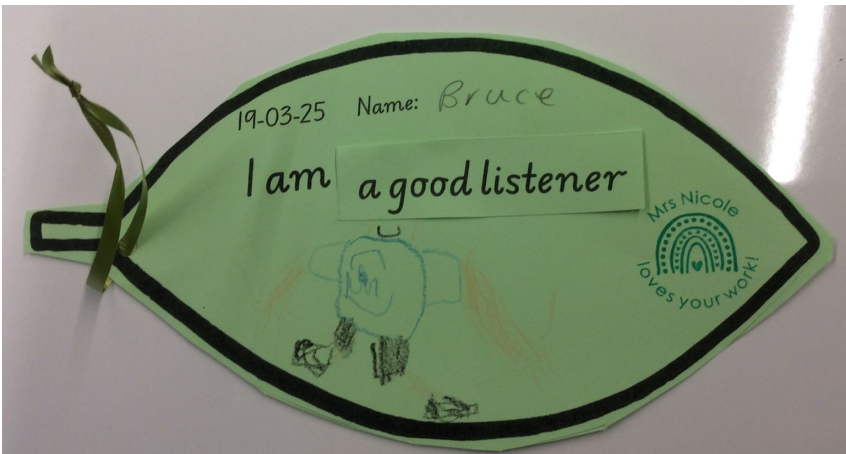
Thiago, PMF



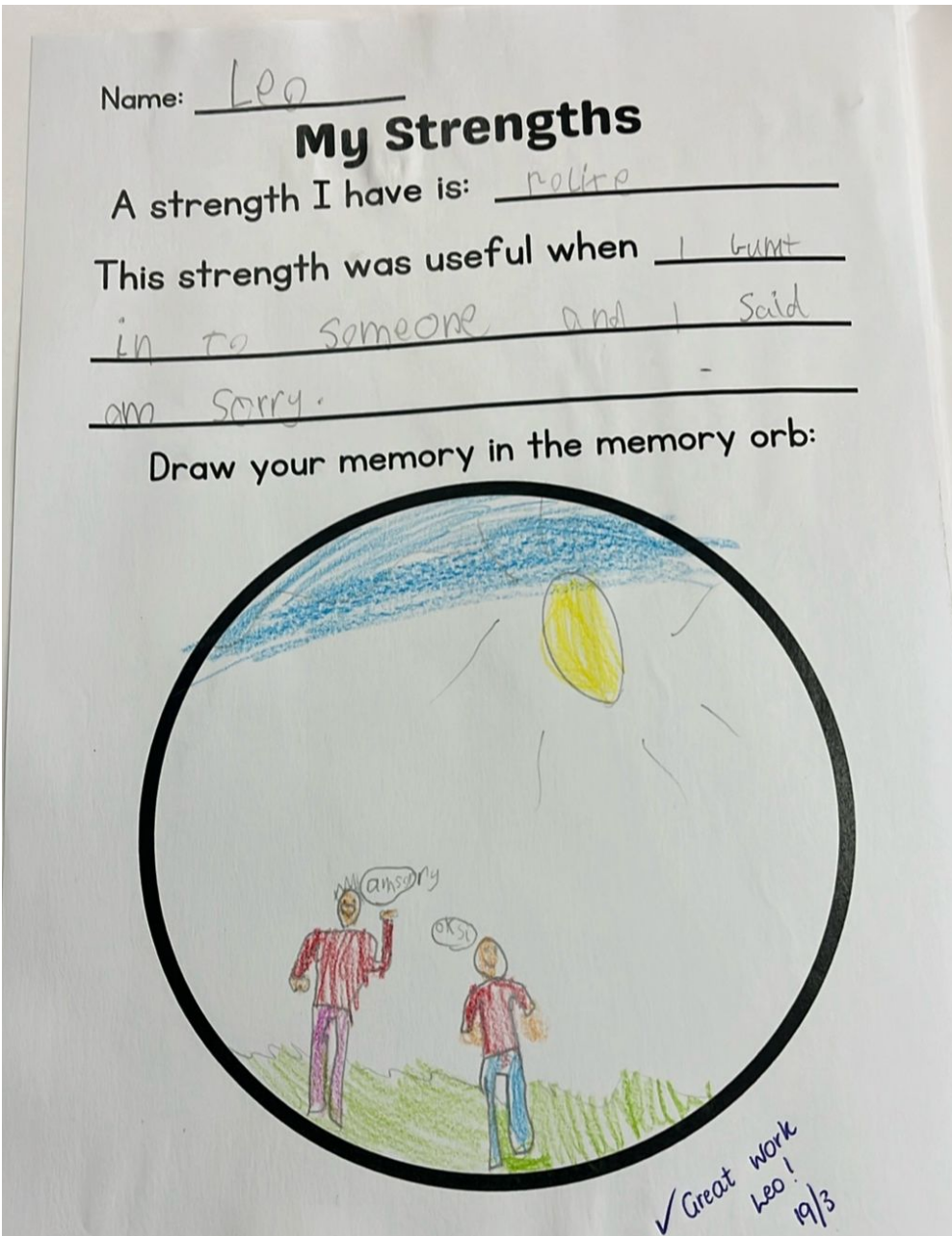
Sarah, PMF



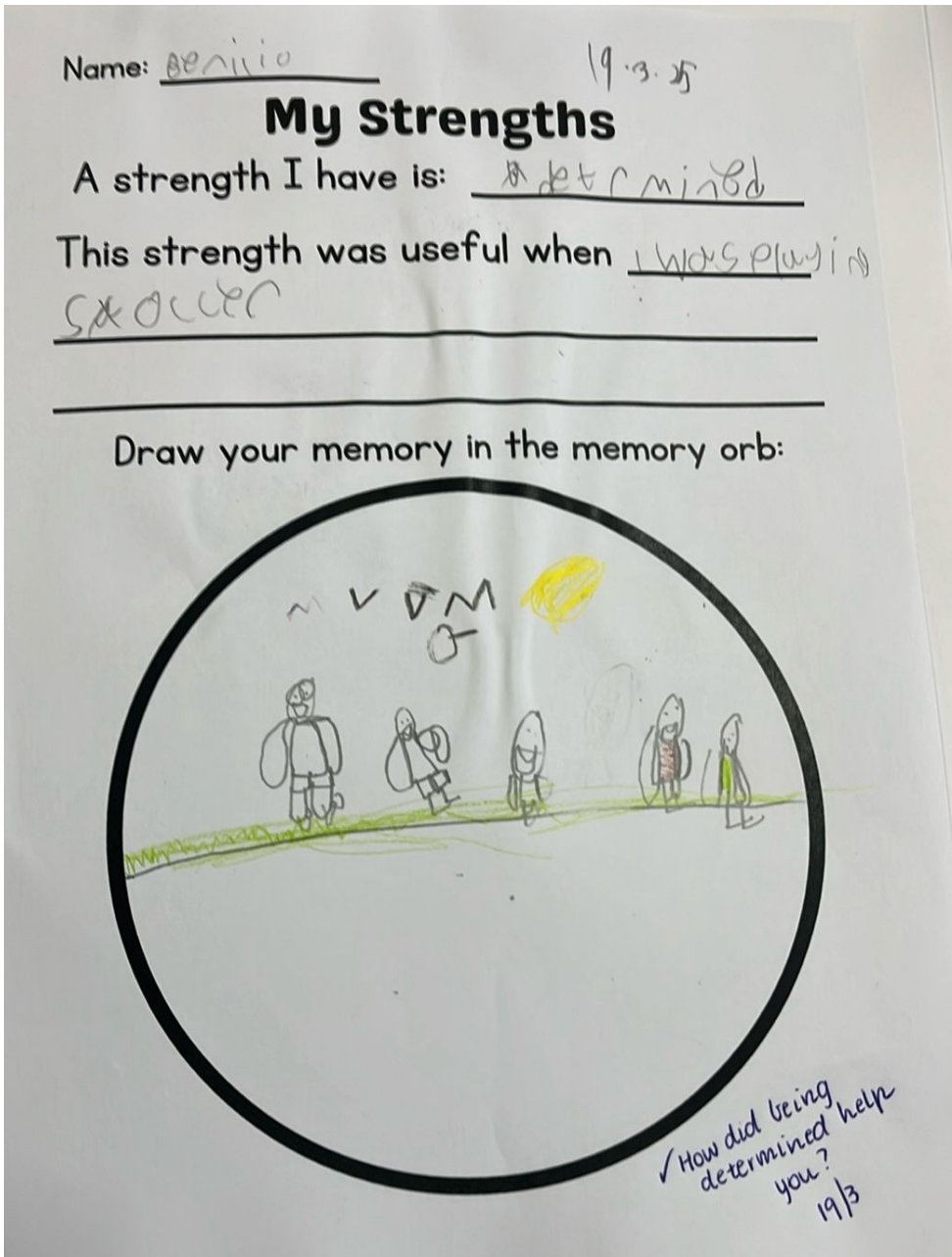
Zac, PMF



Bruce, PMF



Leo, JTH



Benacio, JTH

Grade 1: Students chose a personal strength and described how it helps them in everyday life.

Understanding Wellbeing with the Children's Wellbeing Continuum

To support students in understanding and communicating how they feel, we use the Children's Wellbeing Continuum developed by the Murdoch Children's Research Institute. This tool helps students to reflect on their wellbeing and mental health using child-friendly language and visual cues.



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The continuum helps our staff and students identify when someone is feeling:

Feeling Good – calm, connected, and engaged

Coping – a little worried, tired or distracted

Struggling – upset, worried or withdrawn

Overwhelmed – unable to cope, feeling unsafe, feeling dysregulated

By using the continuum regularly, children learn to check in with themselves, ask for help when needed, and build a shared language around emotional health. It also helps our teachers and wellbeing staff to provide timely, appropriate support in a proactive way.

About Our Mental Health and Wellbeing Hub

The Wellbeing Hub is a calm, safe and welcoming space designed to support students when they need help with their emotions, energy, or focus. It is a space for regulation, reflection and reconnection with learning.

Students might use the Hub:

- When they are feeling overwhelmed or upset
- When they need a quiet space to reset or regulate
- During planned wellbeing check-ins or sessions
- To build skills in managing emotions and relationships
- As part of a small group or individual support



About Our Mental Health and Wellbeing Hub

The room includes sensory tools, soft furnishings, visuals, and calming resources to meet students' diverse needs. It's a space where students are supported, listened to, and guided to develop helpful strategies for their wellbeing.

We've seen firsthand how this space helps children return to learning with a clearer mind, a calmer body, and a stronger sense of confidence.



Community Highlights

Our school year has already been filled with meaningful moments that reflect our values of Respect, Diversity, Learning, and Care & Compassion. Here's a snapshot of some of the key community events we've shared so far:

Wellness Day – Supporting minds and bodies **(Term 1)**

A dedicated day where students and staff focused on what it means to look after our bodies and minds. With activities centred around movement, mindfulness, connection, and creativity, it was a great reminder of how small daily choices can help us feel calm, focused and strong.

Mother's Day Breakfast – Celebrating the special women in our lives

We loved welcoming our special guests into the school to celebrate the important women in our students' lives. Our school community gathered to share breakfast, enjoy conversation, and show appreciation for the love and care that mothers and caregivers give every day.



Community Highlights

National Sorry Day & Reconciliation Week

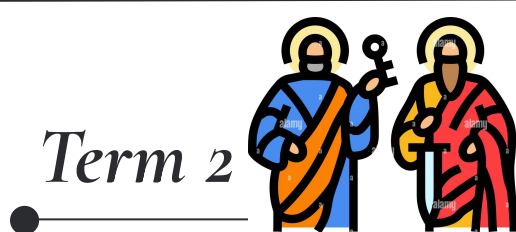
These commemorations were a powerful opportunity to listen, reflect and walk together for a better future. Across the week, students engaged in storytelling, art, and learning about First Nations cultures, histories and perspectives, with a strong focus on respect, truth-telling, and unity.



Multicultural Day- Celebrating Our Strength in Diversity

A celebration of the many cultures and backgrounds that make up our St Paul's school community! Students came dressed in cultural dress, learnt Greek dancing, and participated in classroom activities that honoured language, tradition and belonging. It was a reminder that our diversity at St Paul's is one of our greatest strengths.

Looking Ahead



Term 2

Thursday 3rd July

Feast Day of St Peter and
St Paul Mass and Activities



Term 3

21st – 23rd July

SMA Camp 1
(SAS, SCC, SHG)



23rd – 25th July

SMA Camp 2
(SAK, SKL, SRC)



28th – 29th July

MMA Camp



Wednesday 6th August:

St Mary MacKillop/
Grandparents Mass
Open Classrooms and
Morning Tea



11th – 15th August

Book Week



11, 15, 16 and 17 September

Production

Contact Us / Want to Know More?

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 me.

Rebeca Gernon

rgernon@spsunshinewest.catholic.edu.au

To view previous issues of the Wellbeing and Community Newsletter, [visit our Student Wellbeing page](#)