

St. Paul's Primary School [SEP]

# Wellbeing & Community

# Newsletter

ISSUE 1

13th March, 2026



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 share our first Wellbeing & Community Newsletter for the year. In this edition, we focus on welcoming everyone to the new school year, introducing the key supports available at St Paul's, and highlighting what's happening in our wellbeing space. If you're new to the newsletter, welcome! We hope this will be a helpful way for families to stay informed and connected with the wellbeing initiatives and community events across our school.

In this edition, you'll also find important information about school attendance, an overview of mandatory reporting, and highlights of the great learning and wellbeing experiences happening in each year level.

Here's what you can expect in each edition:

- Child Safety at St Paul's – How we support, educate, and empower students to feel safe and be safe
- SEL Learning Recap – Key skills students are developing through Social Emotional Learning and Respectful Relationships
- Wellbeing & Community Updates – News, supports, and upcoming events for families

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

# Meet Your 2026 Wellbeing Leaders

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*Claudia Razi*

**Student Wellbeing Leader**  
**Literacy and Numeracy Support (Grade 5)**

crazi@spsunshinewest.catholic.edu.au



*Cathy Doran* 

**Deputy Principal**

cdoran@spsunshinewest.catholic.edu.au

Works: Monday – Wednesday



*Lisa Peplow*

**Religious Education Leader / Child Safety**  
**Officer/ MhiPs**

lpeplow@spsunshinewest.catholic.edu.au



*Kara Brizzi*

**Learning Diversity Leader**

kbrizzi@spsunshinewest.catholic.edu.au

Works: Tuesday – Friday

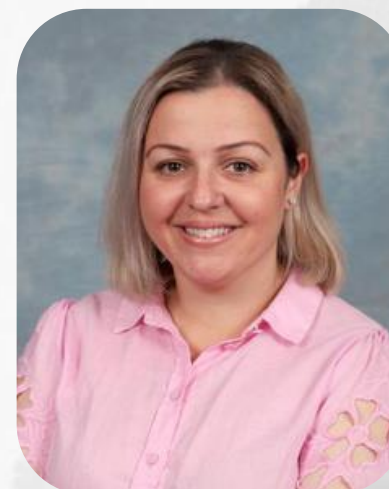


*Stephanie Garcia*

**Learning Diversity Support**

sgarcia@spsunshinewest.catholic.edu.au

Works: Mon, Thurs



*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 facilitates social Emotional Learning lessons to small groups of students, providing additional support when required.

Narelle supports students on their path to develop emotional awareness, resilience, and positive strategies for managing challenges at school and in their daily lives.



*Sheree Punshon*  
**Catholic Care School Psychologist**  
Works: Thursday and Friday



Sheree is a psychologist who started working at St Paul's this year on Thursdays and Fridays. She is excited about joining the community to work alongside the leadership team and extended staff to offer professional and ongoing support. She is looking forward to working with many children across the year levels with their families to assist their psychological needs.

Sheree is dedicated about providing guidance to children to cope with the various challenges that may arise within their lives. If you have any concerns about your child at school, please speak to the wellbeing team or your child's teacher 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 [SEP]

- 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 [SEP]

- 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 [SEP]

- 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.

# About Our Mental Health and Wellbeing Hub

The Wellbeing Hub is a calm, safe and supportive space where students can go when they need help managing their emotions, energy, or focus. It provides an environment for students to regulate, reflect, and reconnect with their 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 first hand how this space helps children return to learning with a clearer mind, a calmer body, and a stronger sense of confidence.



# Attendance



At St Paul's, regular school attendance is very important. We work with families to help students attend school consistently so they can learn alongside their classmates and teachers and enjoy all the benefits school offers.

Coming to school every day allows students to take part in important learning, build friendships, have fun and access opportunities that support their future. We understand that sometimes children may need to miss school. However, to minimise interruptions to learning, we encourage families to arrange holidays and medical or dental appointments outside of school hours whenever possible.

If your child is well enough to attend school but feels worried about friendships, schoolwork, or exams, please encourage them to come to school. Staying home can sometimes increase these worries and may lead to ongoing attendance difficulties.

If your child is finding it hard to attend school, please speak with their teacher, Mrs Razi, or Miss Peplow, so we can provide support.

We recognise that families may face daily challenges in getting children to school. If your child needs to be absent, please notify the School Office as soon as possible so we can work together to support them.

Remember: Every Day Counts.



# Does Attendance Really Matter?

**10 Minutes late a day? Surely that won't affect my child!**

He/She is only missing just...	That equals...	Which is....	And over 13 years of schooling that's
10 mins per day	50 mins per week	Nearly 1.5 weeks per year	Nearly ½ year
20 mins per day	1 hr 40 mins per week	Over 2.5 wks per year	Nearly 1 year
Half hour per day	Half a day per week	4 weeks per year	Nearly 1 ½ years
1 Hour per day	1 day per week	8 weeks per year	Over 2 ½ years

**Now if you think that is a lot of missed school time, look at what a day can make!**

**1 or 2 days a week doesn't seem much but.....**

If your child misses...	That equals.....	Which is...	And over 13 years of schooling that's....
1 day per fortnight	20 days per year	4 weeks per year	Nearly 1.5years
1 day per week	40 days per year	8 weeks per year	Over 2.5 years
2 days per week	80 days per year	16 weeks per year	Over 5 years
3 days per week	120 days per year	24 weeks per year	Nearly 8 years

**If you want your child to be successful at school then YES attendance does matter!**

There is no good number of days for missing school.

Being away from school for 1 day a fortnight adds up to missing 4 whole weeks of school a year.

Where possible, you should avoid your child missing school, for example, by making appointments for your child outside of school hours and keeping family holidays to outside term time.

# 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.
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 all staff to keep children safe from harm. Our staff know the signs of child abuse and harm and know what to do if there are any issues.
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.

In each Wellbeing Newsletter, we will explore three Child Safety Standards in greater detail. Please refer to the next page for more information on the first three standards.



# Child Safe Standard 1

**“Establish culturally safe environments in which the diverse and unique identities and experiences of Aboriginal children, young people and students are respected and value”**

As Catholic educators, we have a moral, mission-driven and legal responsibility to uphold and actively promote the wellbeing and safety of every student entrusted in our care. Our commitment to the protection of students is enabled in nurturing, respectful and safe communities where the uniqueness and sacred dignity of every young person are celebrated, and they can flourish in their learning and development.

This newsletter series provides an overview of what the Child Safe Standards are, how they are designed to help keep children and young people safe and what school governed by Melbourne Archdiocese Catholic Schools (MACS) are doing to prioritise and achieve this.

## Overview of the Victorian Child Safe Standards

The Victorian Child Safe Standards are a set of 11 minimum requirements that all organisations working with children must meet. These standards are designed to:

- Prevent child abuse and harm
- Make child safety a shared responsibility
- Support the wellbeing of all children, including Aboriginal and Torres Strait Islander children and children with disabilities
- Promote the participation and empowerment of children and young people

These standards apply to all school staff, volunteers, contractors, and anyone working with children in schools.

**Note:** The term 'Aboriginal' includes Aboriginal and Torres Strait Islander peoples. It is important to be respectful of how individual children, students, their families and community refer to themselves and use appropriate language when referring to individuals or communities.

### Our Commitment

Our commitment to the protection of students is enabled in nurturing, respectful and safe communities where the uniqueness and sacred dignity of every young person are celebrated, and they can flourish in their learning and development.

This vision is driven by the Gospel message of love, justice and abundance, beautifully reflected in the words of John:

**“I have come so that they may have life and have it to the full”**

**(Jn 10:10)**

# Child Safe Standard 2

**“Child safety and wellbeing is embedded in organisational leadership, governance and culture.”**

Rooted in the Gospel and the teachings of the Church, MACS Catholic schools uphold the sacred dignity of every child as created in the image and likeness of God (Genesis 1:27). This belief places Catholic educators in a privileged and profound position to protect and nurture the most vulnerable.

This newsletter series provides an overview of what the Child Safe Standards are, how they are designed to help keep children and young people safe and what school governed by Melbourne Archdiocese Catholic Schools (MACS) are doing to prioritise and achieve this.

## Overview of Child Safe Standard 2:

To be aligned, schools must support the following:

- A public commitment to child safety
- Champion a child safe culture at all levels
- Ensure governance supports child safety policies
- Develop and enforce a Code of Conduct
- Implement risk management strategies that focus on preventing, identifying and mitigating risks to children
- Ensure staff, volunteers and contractors understand their obligation and the role they play in keeping children and young people safe. This includes information sharing and record keeping.

### The Child Safe Standards

The Child Safe Standards are a set of guidelines that help organisations create safe environments for children and young people.

They make sure that children are protected from harm, listened to, and respected. These standards require organisations to have strong leadership, clear policies, and a culture that puts children first.

As a parent or carer, you can expect organisations to involve families, empower children, train staff properly, and respond to concerns quickly and respectfully.

This standard promotes a shared responsibility for safety across the entire school community and all levels of the organisation. It ensures a child safe culture is actively championed and modelled from the top down and bottom up.

# Child Safe Standard 3

**'Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.'**

As Catholic educators, we have a moral, mission-driven and legal responsibility to uphold and actively promote the wellbeing and safety of every student entrusted in our care. Our commitment to the protection of students is enabled in nurturing, respectful and safe communities where the uniqueness and sacred dignity of every young person are celebrated, and they can flourish in their learning and development.

This newsletter series provides an overview of what the Child Safe Standards are, how they are designed to help keep children and young people safe and what school governed by Melbourne Archdiocese Catholic Schools (MACS) are doing to prioritise and achieve this.

## Overview of Child Safe Standard 3:

To be aligned, schools must support the following:

- Children are informed about all their rights, including safety, information and participation
- The importance of friendship is recognized and support from peers is encouraged
- Where relevant to setting or context, young people are offered access to sexual abuse prevention programs in an age-appropriate way
- Staff are attuned to signs of harm and facilitate child friendly ways for children to express their views, participate in decision making and raise their concerns
- Organisations have strategies to develop a culture that facilitates participation and are responsive to input from children and young people.

### The Child Safe Standards

The Child Safe Standards are a set of guidelines that help organisations create safe environments for children and young people.

They make sure that children are protected from harm, listened to, and respected. These standards require organisations to have strong leadership, clear policies, and a culture that puts children first.

As a parent or carer, you can expect organisations to involve families, empower children, train staff properly, and respond to concerns quickly and respectfully.

This standard focuses on empowering children and young people by ensuring they are informed, respected, and actively involved in decisions that affect them. This participation helps build a school culture that is safe for them and values their voice.

# Child Safety

MACS has zero tolerance for any form of child abuse and is deeply committed to upholding and embedding the highest standards of child safety across our schools.

We are guided by our Catholic faith and the unique and unrepeatable dignity of every person in our care. We are dedicated to creating an inclusive and protective environment where every child can feel and be safe.

We are responsible for inspiring and enabling every child to flourish and enrich the world.

Child safety is a shared responsibility between MACS, its employees including its Board, Executive Leadership Team, School Principals, teachers, staff and the wider community.

## **Mandatory Reporting – What Parents Need to Know**

In Victoria, all teachers in schools are mandatory reporters. This means they are legally required to report concerns about a child's safety.

### **What does this mean?**

If a teacher believes a child is being harmed, or is at risk of harm (especially physical or sexual abuse), they must report this to child protection services.

### **How do teachers decide to report?**

A report may be made if a teacher:

- is told something by a child
- notices concerning behaviour or injuries
- receives information from others

### **What happens next?**

Child protection authorities assess the situation and decide what support or action is needed. The school continues to care for and support the child.

Our priority is your child's safety

Mandatory reporting helps keep children safe. It is part of our commitment, as a Catholic school, to care for every child with respect and compassion.

If you have any questions, please contact the school.



# 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.

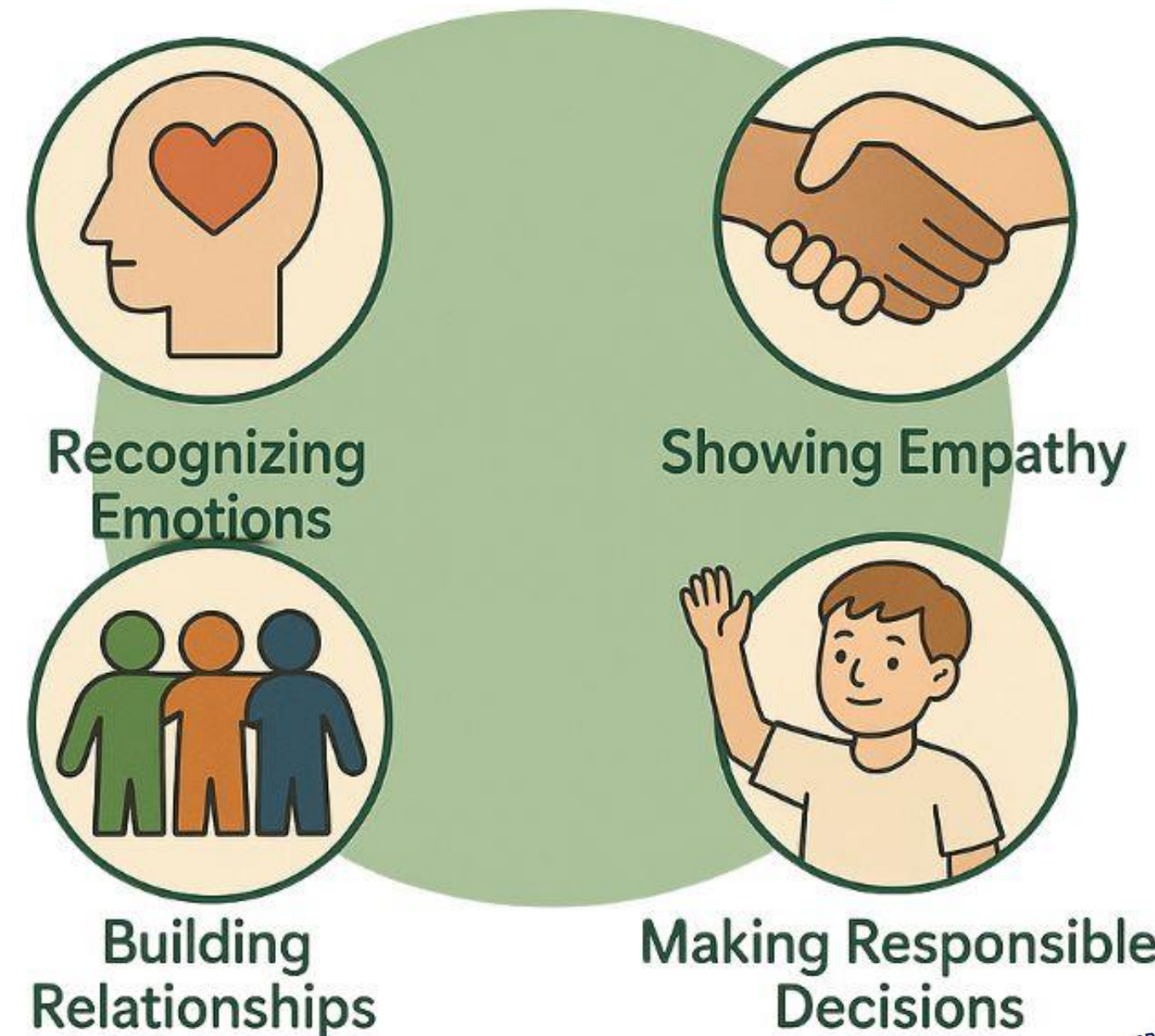
Through SEL, students learn to:

- 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.

This program teaches students how to:

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

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.

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.



## 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 their strengths help them navigate challenges, contribute to a positive community, and build self-confidence.



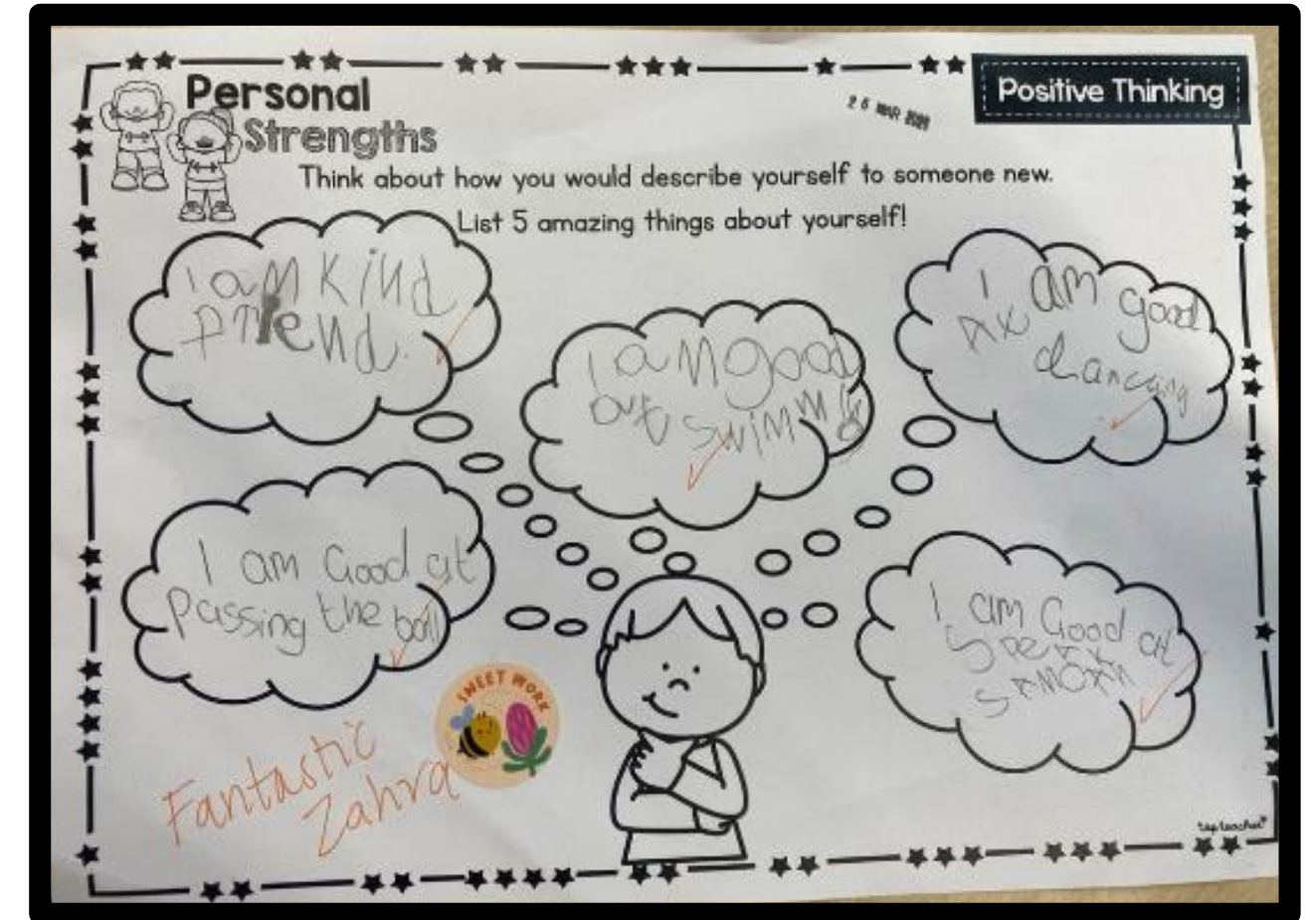
# Emotional Literacy – Student SEL Work Showcase



**Meklit,  
JKC**



**Cindy,  
JEM**



**Zahra,  
JCT  
Grade 1**

In SEL, we shared our strengths and learned about feelings, kindness, and being a good friend.


# Getting to Know Our Emotions - Student SEL Work Showcase

In Grade 6, students explored character strengths they admire and value, as well as recognise both comfortable and uncomfortable emotions to better understand themselves and others.

LI: To identify the character strengths & you admire or value in others.

FICTIONAL CHARACTER	REAL PERSON
This is: <u>Kung Fu Panda</u>	This is: <u>Jannik Sinner</u>
I admire this character because they are someone who: (Describe their actions here.) <u>I admire this character because Po (from Kung Fu Panda) because of his determination, hard work and always pushing for greatness.</u>	I admire this person because they are someone who: (Describe their actions here.) <u>I admire Jannik Sinner because he always wants more greatness even though he's already a great. He is always determined to achieve more goals in his career. He also shows sportsmanship because he helps other players when they're injured or hurt.</u>
The strengths I see in this character: <u>Determination</u>	The strengths I see in this person: <u>Generosity</u>

LI;



Arthur, SRH

5326

Comfortable	Uncomfortable
<ul style="list-style-type: none"> <li>• Exited</li> <li>• Happy</li> <li>• cheerful</li> <li>• Positive</li> <li>• proud</li> <li>• Energetic</li> <li>• Tired</li> <li>• Lonely</li> <li>• Curious</li> <li>• Amused</li> <li>• shock</li> </ul>	<ul style="list-style-type: none"> <li>• Nervous</li> <li>• Sad</li> <li>• depressed</li> <li>• Lonely</li> <li>• Regretful</li> <li>• Overwhelmed</li> <li>• Boredom</li> <li>• Hurt</li> <li>• Frustration</li> <li>• Afraid</li> <li>• Anxious</li> <li>• curious</li> <li>• Shy</li> <li>• Shock</li> <li>• Confused</li> <li>• guilt</li> <li>• Embarrassment</li> </ul>

word cline:

Content - pleased - happy - excited - Proud - Thrilled - loved - Joyful

5/3

Keira, SCK

FICTIONAL CHARACTER	REAL PERSON
This is: <u>Adrien (Cat Noir)</u>	This is: <u>Virgil Van Dijk</u>
I admire this character because they are someone who: (Describe their actions here.) <u>Creativity - knows many ways to help defeat Hawkmoth</u> <u>Self control - knows that if he gets he loses his temper the akuma will get to him and he can prevent that</u> <u>Trustworthy - Marinette counts on him to defeat the akumatized people</u>	I admire this person because they are someone who: (Describe their actions here.) <u>Fairness - Slide tackled a Galatasaray player hard and the ref didn't see it but then he told the ref and then he got a yellow card</u> <u>Determination - Van Dijk works his hardest to win matches and to win trophies</u> <u>Courageous - Tries his hardest to vs teams that he knows that he will lose to but still</u>
The strengths I see in this character: <u>Creativity</u> <u>Self control</u> <u>Trustworthy</u>	The strengths I see in this person: <u>Fairness, determination, Courage</u>

19/3

CHARACTER STRENGTHS

Optimism	Honesty	Trustworthiness	Self-control
Humour	Courage	Compassion	Creativity
Fairness	Loyalty	Generosity	
Determination	Tolerance	Enthusiasm	

RESILIENCE, RIGHTS & RESPECTFUL RELATIONSHIPS: LEVEL 5 - 6

Theodore, SED

# 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.

## 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 us.

Claudia Razi and Lisa Peplow

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

