

St. Paul's Primary School

Wellbeing & Community Newsletter

WALKING TOGETHER

ISSUE 2
25th June 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 – Term 2

Hello St Paul's Families,

Welcome to our Term 2 Wellbeing & Community Newsletter.

This term has been filled with opportunities for students to connect, learn and grow within our school community. A special highlight was our celebration of National Reconciliation Week, where students engaged in meaningful learning experiences that deepened their understanding of Aboriginal and Torres Strait Islander histories, cultures and contributions.

Through classroom activities, discussions and whole school initiatives, we reflected on the importance of reconciliation and our shared responsibility to build respectful relationships and inclusive communities.

In this edition, you'll find information about the importance of healthy sleep habits, the benefits of our classroom fruit break initiative and practical tips for supporting children to stay safe online. We also highlight key Social and Emotional Learning (SEL) skills students have been developing this term, including Positive Coping and Problem Solving, which help students build resilience, manage challenges and make positive choices.

You'll also find updates on wellbeing supports available at St Paul's, community news and highlights of the wonderful learning and wellbeing experiences taking place across various year levels.

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, including Positive Coping and Problem Solving.
- Wellbeing & Community Updates – News, supports, celebrations and upcoming events for families.

Thank you for being a valued part of the St Paul's community. We appreciate the partnership we share with families in supporting the wellbeing, learning and success of every child.

Thank you for your ongoing support and partnership as members of the St Paul's community.



Meet Your 2026 Wellbeing Leaders



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

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Cathy Doran
Deputy Principal
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Works: Monday - Wednesday



Lisa Peplow
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Kara Brizzi
Learning Diversity Leader
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Works: Tuesday - Friday



Stephanie Garcia
Learning Diversity Support
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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



Sheree Punshon
Catholic Care School Psychologist
Works: Thursday and Friday



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.

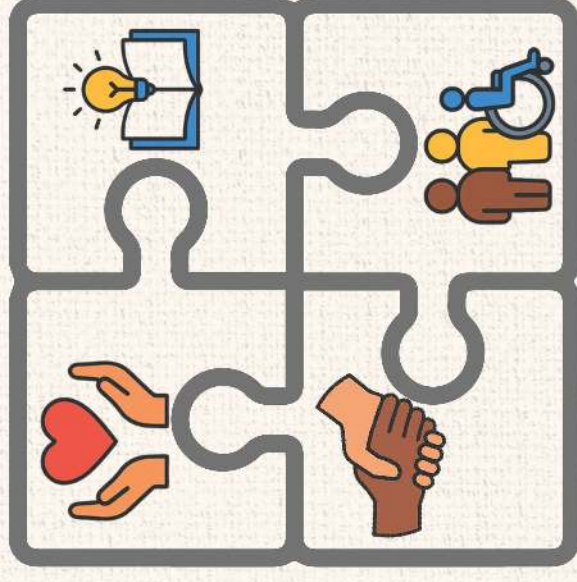
Sheree is a psychologist who started working at St Paul's this year on Thursdays and Fridays. She is excited about joining the community to work alongside the leadership team and extended staff to offer professional and ongoing support. She is looking forward to working with many children across the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

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 by thinking about other people's needs
- always choosing kindness
- showing empathy by being able to walk in another person's shoes.

Child Safe Standard 4

Families and communities are informed and involved in promoting child safety and wellbeing.

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 ensures they have agency and voice about all matters that impact their safety. Our Catholic communities ensure systems, processes, policies and cultures encourage and respect the voices of children and young people.

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 4:

To be aligned, schools must support the following:

- Families participate in decisions affecting their child
- The organisation engages and openly communicates with families and the community about its child safe approach and relevant information is accessible.
- Families and communities have a say in the development and review of the organisation's policies
- Families, carers and the community are informed about the organisation's operations and governance.

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.

"The role of the family in building a culture of life is decisive and irreplaceable" This quote comes in the greater context of Pope John Paul's message about the family being at the heart of the **"civilization of love"**.

Child Safe Standard 5

"Equity is upheld and diverse needs respected in policy and practice."

As Catholic educators, we have a moral, mission-driven and legal responsibility to uphold and actively promote the human flourishing, wellbeing and safety of every student entrusted in our care. Our commitment to the protection of children and young people is grounded in the Gospel message and related principles of justice, inclusion, and respect. This ensures the diverse needs of every child are recognized and treated with both dignity and care. Our Catholic communities strive to create faith filled, welcoming and inclusive environments where the dignity of every child and young person is promoted, equity is embedded, and the unique needs of every child are respected.

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"There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus."

(Galatians 3:28)

National Reconciliation Week

National Reconciliation Week runs from Wednesday 27 May to Wednesday 3 June 2026. This year's theme, 'All In', invites us to commit to reconciliation through shared responsibility, meaningful action and ongoing learning.



On 29 May, we celebrated National Reconciliation Week with a range of meaningful activities. Uncle Colin shared a Welcome to Country and led a Smoking Ceremony, providing students with an opportunity to learn about and respect Aboriginal culture and traditions. Students also planted hibiscus seeds in their own pots, which will be transferred to the school garden next term once they have started to grow.

Benefits of Good Sleep

Good sleep plays a big part of your child's growth, health and happiness.

A regular sleep routine supports your child's body, brain and emotions as they grow.

The key benefits of good sleep

- **Physical health:** Sleep supports your child's growth and strengthens their immune system, helping their body stay healthy and fight off illness.
- **Concentration and learning:** When your child is rested, they can focus more easily, which helps them learn new skills and fully engage in play.
- **Mood and behaviour:** Good sleep helps your child manage their emotions and behaviour. It can lower their irritability and helps them feel calm, settled, and more resilient throughout the day.
- **Long-term mental health:** Healthy sleep habits in childhood lay the foundation for positive mental health as your child grows.



Recommended length of sleep for children and adults

The National Sleep Institute recommends these hours of sleep:

- 12–17 for newborns and infants
- 11–14 for ages 1–2
- 10–13 for ages 3–5
- 9–11 for ages 6–13
- 8–10 for ages 14–17
- 7–9 for adults

Nourishing Young Minds

At St Paul's, we are committed to supporting the wellbeing of our students, recognising that healthy bodies contribute to healthy minds. One way we encourage healthy habits is through our Fruit Break initiative.

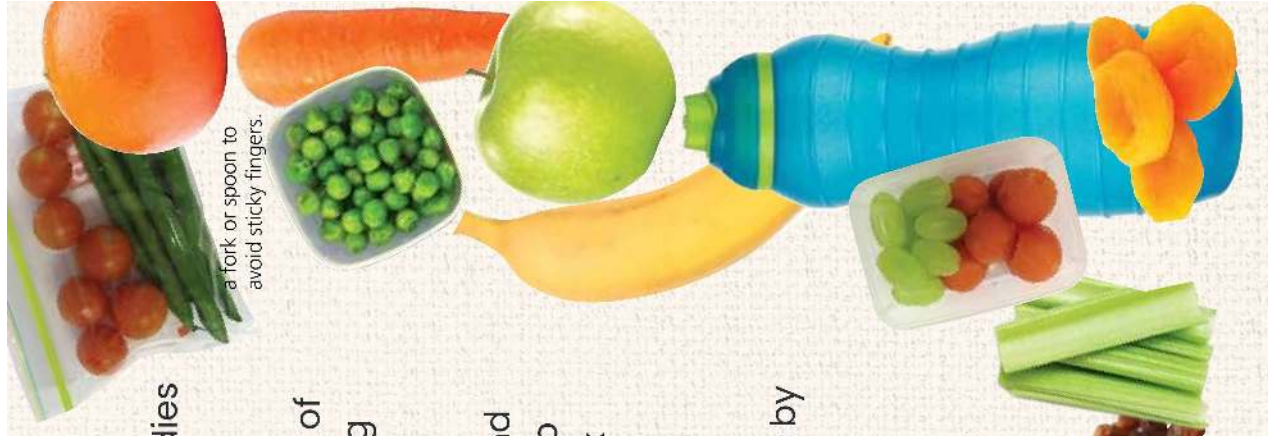
During designated times throughout the school day, students are encouraged to enjoy a healthy snack of fresh fruit or vegetables and drink water. This short break allows children to refuel and rehydrate, helping them maintain their concentration, energy levels and engagement in learning.

Research shows that eating fruits and vegetables and drinking adequate water can improve mental and physical performance. Many children do not drink enough water during the day and may forget to do so unless reminded. Dehydration can lead to headaches, irritability and reduced concentration. Fruit Break provides students with a regular opportunity to drink water and stay hydrated, supporting their overall wellbeing.

In addition to boosting focus in the classroom, Fruit Break helps children develop positive lifelong habits by encouraging them to choose healthy foods and water as their preferred snack and drink options.

We encourage families to continue to support this initiative by packing a variety of fresh, colourful fruits and vegetables, along with a clearly labelled water bottle, each day. Together, we can promote healthy choices and continue building a vibrant, healthy school community.

Thank you for your ongoing support.



a fork or spoon to avoid sticky fingers.

How to Keep your Child Safe Online:



Have open conversations, often

The most important tip we can give you is to start talking to your child regularly about their online activities and interactions.

Supervision is essential

This means knowing what your child is doing online, who they are interacting with and what platforms, apps or games they are using.

Be approachable if your child needs help

Coming forward isn't always easy and your child may feel reluctant to tell you about online issues if they believe they will be punished or have their devices taken away. This also makes children more secretive about device use and at greater risk of exploitation.

Check privacy settings

We recommend that you research and understand app settings, including privacy settings. This could include turning off location settings, setting profiles to private, or turning off chat functions.

Know how to report

If something goes wrong online, it is critical your child is supported. You need to know how to take action and report.





Safety Tips

Supervision can involve:

- Sitting with your child while they're using a connected device
- Being in the same room as your child while they're using a connected device
- Monitoring audio chat during online games by ensuring it is played through speakers
- Being engaged in your child's online activities through regular conversations
- Using software to monitor your child's device use.

Supervision is not only critical to prevent an incident from occurring, but can also be a way for you to quickly take action if something goes wrong.

What can I do?

- Know when and where your child is using a connected device
- Encourage your child to ask permission before using a connected device
- Research what technical options, such as parental controls, are suitable for your family.



If your child is using a connected device, they may access content or have interactions that you may not always know about.

Constant supervision is recommended for this age group so that you have full oversight of the types of apps or games they're using and whether they're interacting with other people.

Your child should understand the importance of asking for your permission before using a device. This will also help you know when they're online.

You may also set expectations around your child's device use at home, which can include restricting connected devices to family areas such as the kitchen or living room.

ThinkUKnow's Family Online Safety Contract can help you have discussions with your child about their device use and manage supervision at home.



WHERE TO GET HELP AND SUPPORT

It's important to remember that nothing is so bad that you can't tell someone. You can always ask for help if something goes wrong online, you don't need to manage these issues alone. Here are a list of options to report crime, as well as support services.



Australian Centre to Counter Child Exploitation
<https://www.aacce.gov.au/>
 Provides information on online safety and ways to report online crimes.



Crime Stoppers
 1800 333 000
<https://crimestoppers.com.au/>
 Crime Stoppers is the trusted information receiving service to share what you know about unsolved crimes and suspicious activity without saying who you are.



Police
 000 | 131 444
 Call 000 if you or someone you know is in immediate danger. Call 131 444 for police non-urgent help or your local police station.



ThinkUKnow
<https://thinkuknow.org.au/>
 ThinkUKnow can provide resources on online safety as well as information and resources for reporting online crimes.



eSafety Commissioner
<https://www.esafety.gov.au/>
 eSafety provides online safety resources and training for teachers, parents and children. Online safety help to take down serious cyberbullying material and intimate images/videos resulting from image-based abuse.



Bullying. No Way!
<https://bullyingno.way.gov.au/>
 Bullying. No Way. provides information and support for schools, TIs, teachers and other communities on preventing, preventing and responding to bullying.



headspace
<https://headspace.org.au/>
 headspace focuses on youth mental health, providing information, online and phone support, as well as walk-in locations around Australia.



Kids Helpline
 1800 55 1800
<https://kidsline.com.au/>
 Kids Helpline is Australia's only free (even from a mobile), confidential 24/7 online and phone counselling service for young people (aged 5 to 25). Kids Helpline is available online and available via WebChat, phone or email anytime and for any reason.



Lifeline
 13 11 14
<https://www.lifeline.org.au/>
 A national service providing all Australians experiencing a personal crisis with access to 24-hour confidential support and suicide prevention.



ReachOut
<https://au.reachout.com/>
 An online mental health service for young people and their parents. The service provides support and information to help any young person who visits their service. There is also an online forum to chat and connect with others (aged 14-25).



School support services
 If you need assistance, support or advice if something goes wrong at your school, our counselling service can help provide guidance.



QLife
 1800 184 527
<https://qlife.org.au/>
 A national service that provides anonymous and free LGBTIQ+ peer support. QLife is a safe space to talk about sexuality, identity, gender, bodies, feelings or relationships.

SEL Learning Recap



In Term 2, students from Prep to Grade 6 explored the second 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

In this topic, students explored strategies to help them manage challenges, emotions and stressful situations. Through discussions and activities, they learned to identify positive coping strategies and reflect on their choices when faced with difficulties.

A key focus was positive self-talk, using encouraging thoughts to approach challenges with confidence. By practising positive self-talk, students are building resilience and developing valuable skills to support their wellbeing.

Topic 4: Problem Solving

In this topic, students developed problem-solving skills through a range of practical learning activities. They explored how to think critically, consider different options and evaluate the consequences of their choices when faced with challenges.

Through personal, social and ethical scenarios, students practised applying critical and creative thinking skills to solve problems effectively. These skills are an important part of building resilience and supporting positive decision-making in everyday life.



Positive Coping – Student SEL Work Showcase

When i am Jealous at School i can read a book and breathe in and out.

When i am jealous at home i hug my mum and dad and i read a book with them.

lovely ideas, Tina

Tina, JJG

Strategies

My strengths at school is being respectful when i help other people. ✓

My strengths at home is caring for my family when i help my family. ✓

school

home

Byron

11/10/2024

Byron, JKL

Personal Strength 23/1/24

My Strength is honesty. I can show this at home by telling the truth when i broke the glass.

My Strength is patience. I can show this at school by waiting to get something from the canteen.

Petros, JSM

Year 2

Students are learning to identify their personal strengths at home and school, and to describe strategies that can help themselves and others respond to different emotions in positive ways.

Problem Solving – Student SEL Work Showcase

In Year 3, Students are learning strategies to use in each zone and to consider different options when faced with challenges. They are also developing their ability to evaluate the consequences of their choices to help them make positive decisions.

Roads and Roundabouts Problem solving

Identify how persistence and responsibility can be used when faced with challenging situations.

Tell them to play game

Tell them to play game

Someone says mean words and teasing them

Come up to them and say she/he dose not like please stop!

Tell the teacher

The roundabout is the place where you are when you are going around and around, trying to work out which is the right road to take.

Maya, MEF

Identify strategies to use when you are in each of the zones.

Red Zone → Sit alone.

Yellow Zone → Go for a walk.

Yellow Zone → take deep breaths

Green Zone → Eat food

Blue Zone → read a book

Eva, MMB

Roads and Roundabouts Problem solving

Identify how persistence and responsibility can be used when faced with challenging situations.

Just was sleeping and fell his for more on street

LAURICAN

Tell me but don't speed over from the police.

JOY BAN

The roundabout is the place where you are when you are going around and around, trying to work out which is the right road to take.

HE ATTEMPTING TO TELL DEAD

LEVI

if you see a teacher the teacher will help you.

Wala Lala

Cindalela, MAM



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

