St. Paul's Primary School

Wellbeing & Community Newsletter

ISSUE 3

18th September 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 3

Hello St Paul's Families,

Welcome to our Term 3 Wellbeing & Community Newsletter.

This term has been filled with wonderful opportunities for our students to connect, learn and grow within our school community. Some of the highlights included camps at Lady Northcote and Doxa, our Art Show, Book Week and Grandparents Day. These experiences provided valuable opportunities for students to build friendships, celebrate creativity, strengthen connections and create lasting memories together.

In this edition, you'll find information about the importance of celebrating achievements and recognising the progress, effort and growth of our students. We also highlight some of the key Social and Emotional Learning (SEL) skills students have been developing this term, including Topic 5: Stress Management and Topic 6: Help-Seeking. These skills support students to navigate challenges, build resilience, recognise when they may need support and develop positive relationships.

You'll also find updates about the wellbeing supports available at St Paul's, community news, and highlights of the wonderful learning and wellbeing experiences taking place across our 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 and Emotional Learning and Respectful Relationships.
- 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 greatly appreciate the partnership we share with families in supporting the wellbeing, learning and success of every child.

We hope you enjoy this edition and find the information and resources helpful in supporting your child's wellbeing at home and at school.

Meet Your 2026 Wellbeing Leaders

Claudia Razi

Student Wellbeing Leader
Literacy and Numeracy Support (Grade 5)

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Religious Education Leader / Child Safety Officer/ MhiPs

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Works: Mon, Thurs

Cathy Doran

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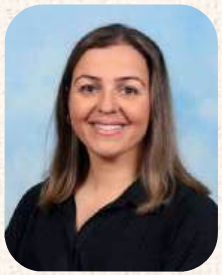
Works: Tuesday - Friday



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

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 6

"People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice."

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 involves ensuring families and community members actively participate in promoting and upholding child safety and wellbeing. Our Catholic communities uphold robust systems, processes, and policies that support staff and volunteers to act with professionalism, integrity, and care, ensuring child safety and wellbeing are embedded in all aspects of school life.

Why Standard 6 matters

- Children and young people have the right to be cared for by adults who are **suitable, trustworthy, and committed** to their safety and wellbeing.
- Child Safe Standard 6 recognises that creating a child-safe environment depends not only on policies and procedures, but on the people who work with children every day. Ensuring that staff and volunteers are **carefully selected, well supported, and guided** by shared values helps build safe, respectful, and nurturing school communities.
- Grounded in our Catholic mission, this standard reflects our responsibility to honour the dignity of every child by acting with integrity, care, and accountability. When adults model child-safe behaviours and values, they create environments where children **feel protected, respected, and able to flourish**.

The Impact

When people working with children and young people are carefully selected, supported, and expected to uphold child safety and wellbeing values in practice, children and young people:

- **Feel safe and protected** because they interact with adults who are trustworthy, professional, and committed to their wellbeing.
- **Experience consistent and appropriate care** as staff and volunteers understand boundaries, expectations, and child-safe behaviours.
- **Benefit from early identification of concerns** because staff are confident to notice, respond to, and report safety or wellbeing issues.
- **Develop trust and confidence** in adults knowing that concerns will be taken seriously and handled responsibly
- **Are better supported to learn, grow, and flourish** in environments where safeguarding is embedded in everyday practice and relationships.

When schools ensure that all staff and volunteers are carefully selected, well supported, and held to clear child-safe expectations, they honour the sacred dignity of every child. This shared commitment reflects our call to act with integrity, care, and responsibility, strengthens trust within the school community, and supports early identification and response to concerns, creating environments where children feel safe, valued, and able to flourish.

Child Safe Standard 7

"Processes for complaints and concerns are child-focused."

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 includes ensuring that children, families and community members can raise complaints and concerns safely, are listened to respectfully, and understand how to access child-focused complaint processes that prioritise children's voices and wellbeing.
Our Catholic communities uphold clear, accessible and child-centred policies and procedures for responding to complaints and concerns, supporting staff and volunteers to act promptly, lawfully and with integrity so that child safety and wellbeing are central to every response.

Why Standard 7 matters

Children and young people have the right to be **heard, believed, and responded to** when they raise complaints or concerns about their safety or wellbeing. Child Safe Standard 7 recognises that child safety depends not only on preventing harm, but on how organisations **listen and respond** when concerns arise. **Clear, accessible, and child-focused complaint processes** help ensure that children feel safe to speak up and trust that adults will act in their best interests.

Grounded in our Catholic mission, this standard reflects our responsibility to **seek justice, protect dignity, and respond with care and integrity**. When complaints and concerns are handled respectfully, promptly, and transparently, schools strengthen trust, accountability, and a culture where children's voices are **valued and safeguarded**.

The Impact

When complaints and concerns are handled through child-focused, accessible, and culturally safe processes, children and young people:

- Feel safe to raise concerns knowing they will be **listened to and taken seriously**
- Experience **respectful and supportive** responses that prioritise their wellbeing and dignity
- Develop **trust** in adults and **confidence** that the school will act to protect them
- Are better **supported** through early identification and response to safety or wellbeing issues
- Learn that speaking up is valued and contributes to **safer, fairer school communities**.

When schools create clear, child-focused processes for raising and responding to complaints and concerns, they honour the sacred dignity and voice of every child. This commitment reflects our call to seek justice and act with care, strengthens trust across the school community, and ensures concerns are addressed promptly and responsibly, creating environments where children feel safe, heard, and are supported to flourish.

Child Safe Standard 8

'Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.'

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. This responsibility is lived out not only through policies and procedures, but through the knowledge, skills, and awareness of the adults who work with children every day.

Our commitment to child safety includes ensuring that staff and volunteers receive ongoing education and training that equips them to recognise indicators of harm, respond appropriately to child safety and wellbeing concerns, support colleagues, and build culturally safe environments for all children and young people.

Grounded in our Catholic mission, this standard reflects our call to act with wisdom, care, and responsibility. When staff and volunteers are well informed, confident, and supported through continuous learning, child safety and wellbeing are strengthened across all aspects of school life.

Why CSS 8 matters?

Children and young people are safest when the adults around them understand how to recognise risk, respond effectively to concerns, and create environments that promote safety, respect, and inclusion. Child Safe Standard 8 recognises that safeguarding is not static, it requires **ongoing** learning, reflection, and skill development.

Education and training ensure that staff and volunteers remain informed about evolving risks, legislative obligations, and best practice in child safety and wellbeing. When learning is regular, role-appropriate, and well supported, schools are better equipped to respond early, act consistently, and protect children from harm.
In our Catholic context, this standard reflects our responsibility to grow in wisdom and strength so that we can care for children with competence, compassion, and integrity.

CSS 8 is the capability engine of all the standards; without strong, resourced and determined commitment to CSS 8, none of the other standards will operate effectively in practice.

The Impact

When staff and volunteers are equipped through ongoing education and training, children and young people:

- Are better protected because adults can recognise early indicators of harm or risk
- Experience timely, appropriate, and consistent responses to safety and wellbeing concerns
- Benefit from culturally safe and inclusive environments where they feel respected and understood
- Are supported by adults who feel confident in their roles and responsibilities
- Learn and flourish in school communities where safeguarding is embedded in everyday practice

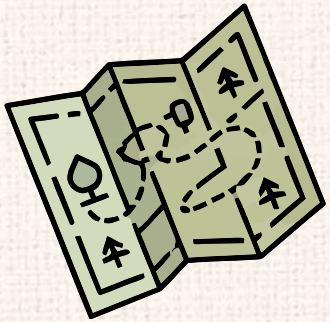
When schools commit to ongoing education and training for staff and volunteers, they strengthen the collective capacity of the community to safeguard children. This shared learning reflects our call to act with wisdom and responsibly, builds confidence across all roles, and ensures that child safety and wellbeing remain central, responsive, and embedded in daily practice.

Camp

"Canoeing at Lady Northcote was awesome! My friend and I put on giant life jackets and got into our canoe, but at first, we just kept spinning in circles. Once we figured out how to paddle together, we zoomed across the lake, played fun games, and got totally soaked. It was the best!"

-SMA Student

"At Camp Doxa, we explored nature, made fun crafts, played games and enjoyed a cosy movie night with our friends. It was so much fun!" - MMA Student



St Mary of the Cross MacKillop Feast Day

Saint Mary of the Cross MacKillop's feast day is August 8th. Each year we attend Mass to honour her life, educational work, and legacy as Australia's first saint. Known for her deep compassion and commitment to helping others, Mary reminds us of the power of kindness and community. Let's honour her legacy by looking out for one another and living out her famous words:
"Never see a need without doing something about it."

Grandparents Day

We had so much joy welcoming our beloved grandparents and special family members into our classrooms!
It was a time for generations to connect, learn, and create wonderful memories together within our classrooms.
Thank you to everyone who joined us; your presence, laughter, and wisdom mean the world to our school community!

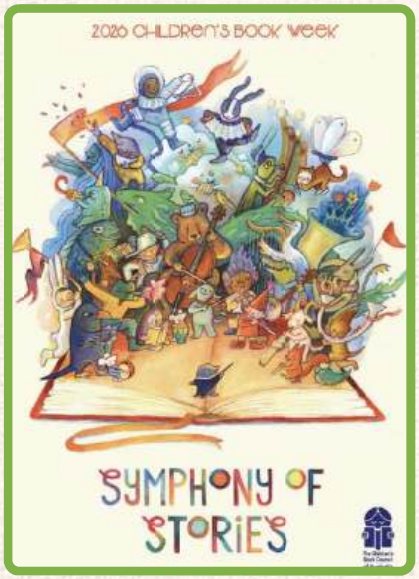
Book Week

What a magical week of reading and imagination! Children's Book Week is Australia's annual celebration of storytelling, honouring the Children's Book Council of Australia (CBCA) Book of the Year Awards and bringing communities together through a shared love of literature.

Embracing this year's theme, "Symphony of Stories," our students explored how different characters, voices, and tales harmonise to spark creativity.

Highlights of our week included:

- *Curl Up & Read*: Students snuggled up with their favourite books for peaceful, uninterrupted reading time.
- *The Book Week Parade*: Our school was filled with colour, excitement, and incredible costumes as favourite book characters stepped off the page and onto the Gym stage!



Thank you to all our families for your wonderful support with costumes and for encouraging a lifelong love of reading at home!

Art Show

Creativity and self-expression are important for children's wellbeing. The Art Show provides students with an opportunity to showcase their talents, celebrate effort and share their learning with the community.

SEL Learning Recap

In Term 3, students from Prep to Grade 6 explored the second 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

This topic is about how students can deal with stress, challenges, and difficult emotions.
Students learn to:

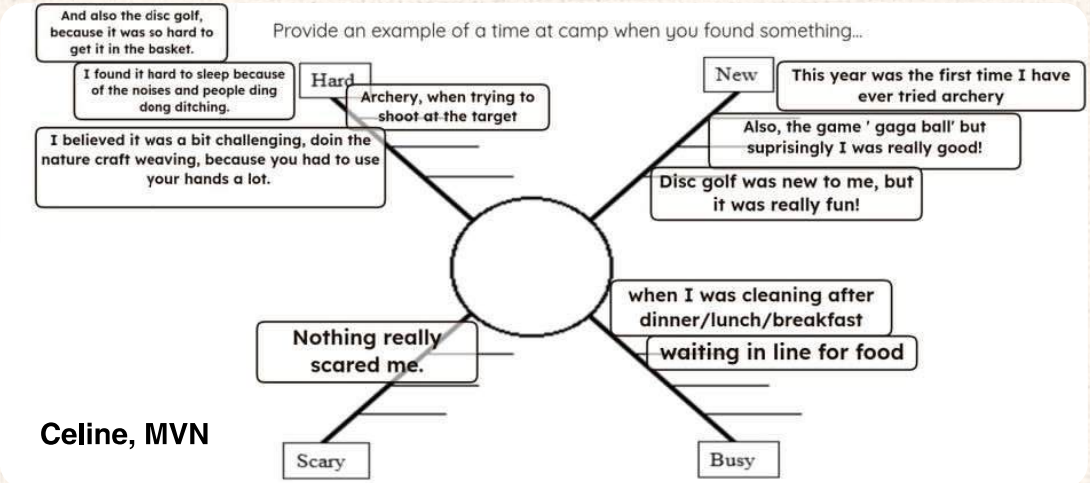
- Recognise when they are feeling stressed or overwhelmed.
- Use positive coping strategies to manage difficult situations.
- Practise positive self-talk, such as “I can do this” or “I can try again.”
- Build resilience and confidence when facing challenges.
- Make healthy choices that support their wellbeing.

Topic 6: Help Seeking

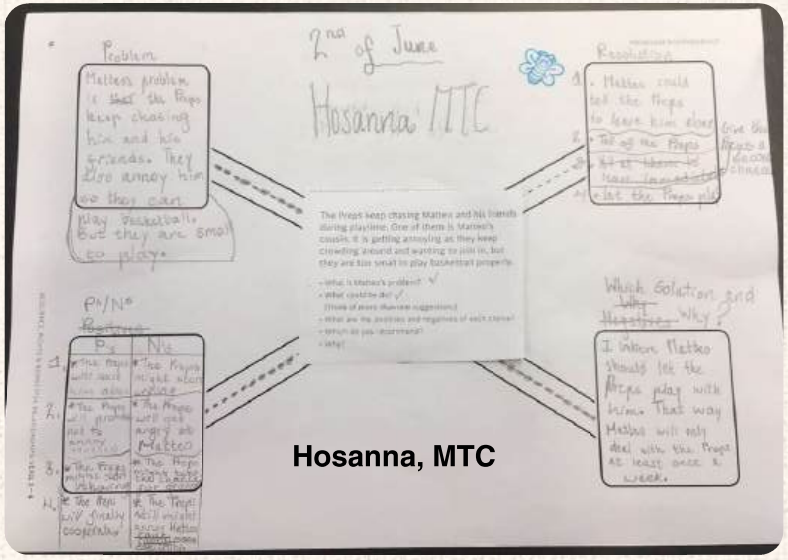
This topic is about knowing when and how to ask for help when you are experiencing a problem, feeling worried, or finding something difficult.
Students learn to:

- Recognise when they need help.
- Identify trusted adults and people they can talk to.
- Understand that asking for help is a strength, not a weakness.
- Know what to do if their first attempt to get help doesn’t work.
- Support friends while also knowing when to involve a trusted adult.

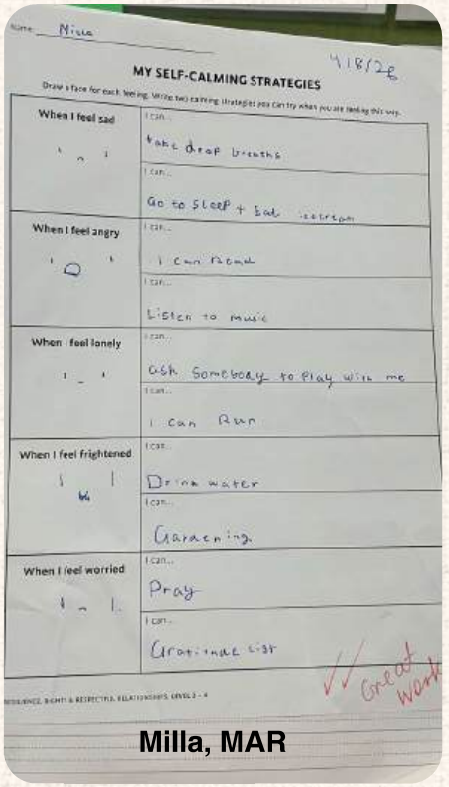
Student SEL Work Showcase



Celine, MVN



Hosanna, MTC



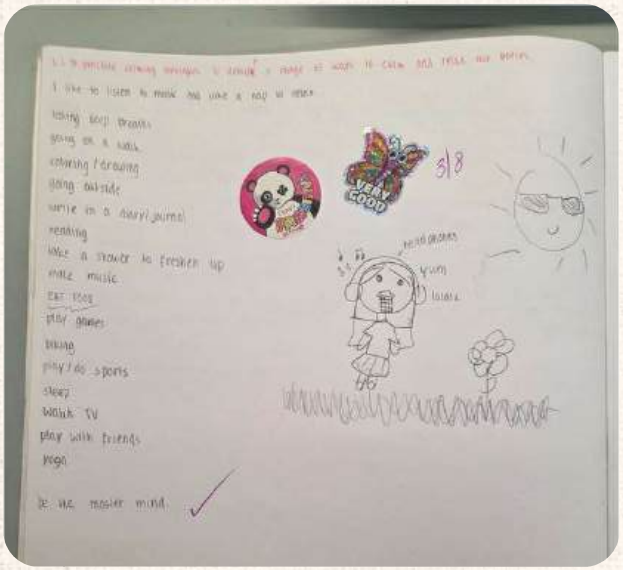
Milla, MAR

Year 4

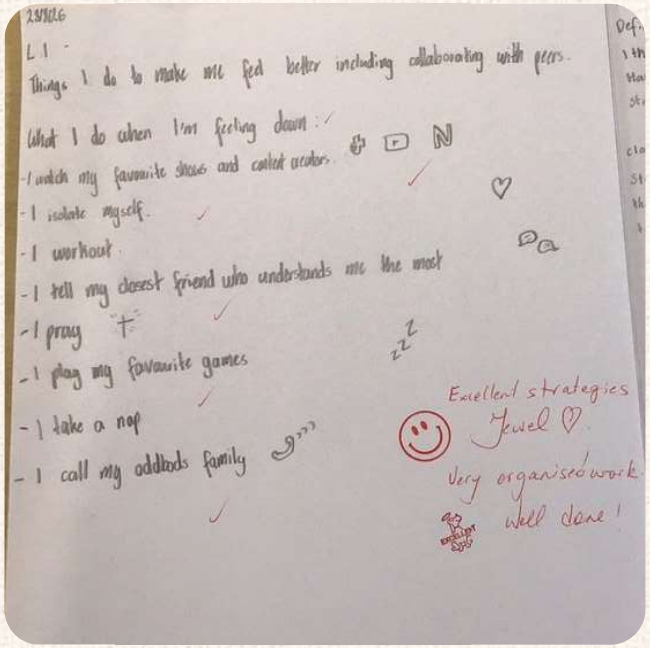
Year 4 students learned how persistence and adaptability can help them overcome challenges and find positive solutions.

Student SEL Work Showcase

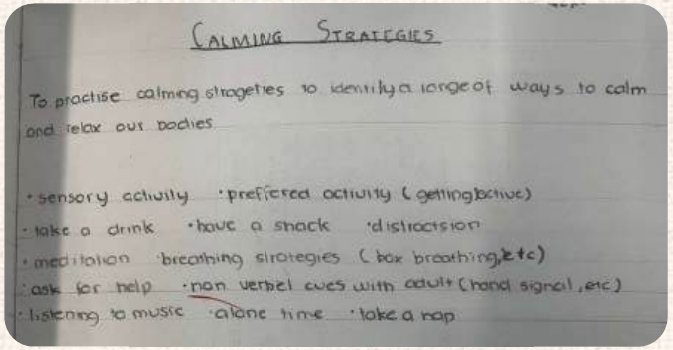
In Year 5, students learnt helpful strategies to respond to stressful or challenging situations.



Hao, SAS



Jewel, SCL



Kim, SSR

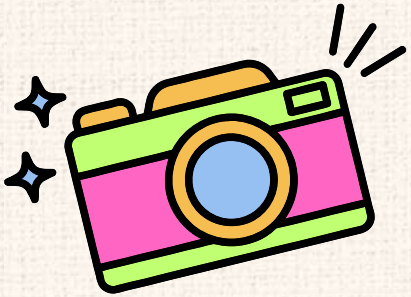
Celebrating Growth and Achievement

As Term 3 comes to an end, it is important for children to reflect on how much they have learnt and grown.

Celebrating effort, persistence and improvement helps students develop a growth mindset and encourages them to continue challenging themselves.

Family Conversation Prompts

- What is something you can do now that you couldn't do earlier this year?
- What challenge are you most proud of overcoming?
- When did you keep trying even when something was difficult?
- What goal would you like to work towards next term?
- What are you most proud of this term?



Try This at Home

Memory Lane: Look back at photos from earlier in the year and talk about growth and achievements.

Goals: Set one small goal for Term 4 and discuss steps to achieve it.

- ⭐ Mistakes help our brains learn and grow.
- ⭐ Praising effort and persistence builds resilience.
- ⭐ Learning new skills creates new connections in the brain.
- ⭐ Every child grows at their own pace and in their own 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