



ST PAUL'S PRIMARY SCHOOL NEWSLETTER

St Paul's Primary School is committed to the care, wellbeing and protection of children, young people and vulnerable people in our community



**Loving God,
On this Feast of the Assumption,
we remember Mary,
who trusted in You completely
and walked with courage and hope.
Help us, like Mary, to see Your presence
in our everyday lives –
in the beauty of creation, in acts of kindness
and in moments of joy.
May her example inspire us
to care for one another,
to work for justice and to live with open hearts.
We pray that our school community
always lifts one another up,
sharing love and light in all we do.
Amen.**



On August 15, we celebrate the Feast of the Assumption. This is when we remember that Mary, the mother of Jesus, was taken into heaven to be with God. Mary's life shows us how to say "yes" to God with love and trust. On this day, we thank Mary for her care and ask her to pray for us, so we can follow Jesus just like she did.

Term 3 - 2026 Dates - July 13 - September 18

	AUGUST
Wed, 19 - Friday, 21	Year 5/6 camp
Mon, 17 - Friday, 21	Bullying No Way Week
Thursday, 27	Book Week Dress Up Day & Parade
Monday, 31 - Sept 4	Australian Teacher Aide Appreciation Week
	SEPTEMBER
Tuesday, 1	Book Week Incursion P - 6
Thursday, 3	Father's Day Breakfast Father's Day Stall
Friday, 4	Book Week Story-Sings Incursion - P -2
Tuesday, 8	Whole School Photo
Friday, 18	Dress Up in you Favorite team Colours Hot Lunch Last Day of Term (1.00pm finish)
Friday 23 October	Year 6 CONFIRMATION



St Paul's acknowledges that our school is on the land of the Wurundjeri people of the Kulin Nation and pay our respects to their elders, past, present and future.



A MESSAGE FROM OUR PRINCIPAL, MARIA MERCURI

I was completely overwhelmed by the kindness shown to me on Principal's Day last Friday. The thoughtful words, drawings, handmade cards, poems and beautiful messages from our students and staff were a true highlight and warmed my heart. I am deeply appreciative of the time, effort and care that went into making the day so meaningful. I feel incredibly grateful and blessed to be part of such a wonderful learning community. It is a privilege to work alongside an amazing supportive school community and dedicated staff and to be surrounded by students who bring a smile to my face every day.

I can't believe we are half way through Term 3, with lots to still look forward to.

[Senior Camp](#) is only five school days away and senior students have been busy preparing for the exciting adventures that await them next week! Good Luck to our senior students and their teachers, who are off to **Alexandra Adventure Resort** camp next week.

[Bullying NO WAY](#) each year our school celebrates **Bullying NO WAY!** This is an opportunity for our students to learn about kindness, inclusion, respectful relationships and standing up for others. Across the week, students will explore what bullying is and how it differs from conflict and unkind behaviour. They will also learn how our words and actions can affect others, how to seek help and how we can support someone who may be having a difficult time. See our [week of activities](#) in this newsletter.

[Father's Day](#) is fast approaching, We will celebrate our special Father's Day breakfast and activities on **Thursday September 3rd**. Dads please keep this date free! Details coming soon.

[Book Week](#) is on its way! Please take a moment to read about the exciting events planned for the week in this week's [news](#). We are looking forward to celebrating this special week and recognising the magic of reading and the many ways it enriches our community.

MACSEYE SCHOOL HOLIDAY PROGRAM -

Holidays are fast approaching and St Paul's will once again be the venue for **MACSEYE SCHOOL HOLIDAY PROGRAM**.

If you would like your children to attend the holiday program, please book into the [SPRING FESTIVAL HOLIDAY PROGRAM](#).



Year 3-6 Athletics Carnival

On Tuesday 18 August students from Years 3-6 will represent St Paul's at the **District Athletics Carnival** at Coburg Athletics Track, competing alongside students from local schools. Mr Smith has been working with the students to develop their skills in preparation for the various events. The carnival will provide our students with an opportunity to challenge themselves, demonstrate perseverance and represent St Paul's with pride. We wish all our athletes the very best!

Year 5 Little Anglers Kits

This week the Year 5 students received Little Angler Kits donated by the Victorian Fisheries Authority. More information can be found at the following web address: [HERE](#)

PLEASE REMEMBER:

NO Monday assembly in Term 3 due to our production rehearsals.
Student Of The Week will be awarded at Friday Morning Gathering.

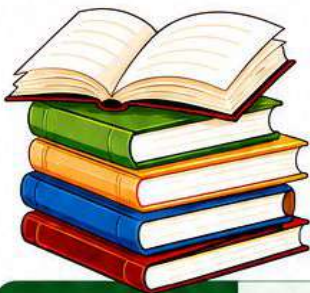
Have a fabulous weekend,
Maria Mercuri

principal@spcoburg.catholic.edu.au

BOOK WEEK



ST PAUL'S
PRIMARY SCHOOL
COBURG



BOOK WEEK

CELEBRATIONS

A Symphony of Stories



TUE 25
AUGUST

LIBRARY READING AFTERNOON

@ 3:30 – 4:00PM

Tues 25 Aug, Wed 26 Aug,
Thurs 27 Aug

Families are invited to visit
the library and enjoy a
book together.



WED 26
AUGUST

WHOLE SCHOOL DRESS UP PARADE

@ 9:00AM – OVAL



THU
27
AUGUST

WHOLE SCHOOL BOOK WEEK INCURSION

Something Special



TUE
1
SEPTEMBER

PREP – YEAR 2 BOOK WEEK STORY SINGS INCURSION

Anna Manuel 🎵



FRI
4
SEPTEMBER

SWAP A BOOK GIVE A BOOK



This year we are
introducing a book swap
as part of our Book Week
celebrations.

Students are encouraged
to bring a book that they
are happy to donate and
swap for another book.

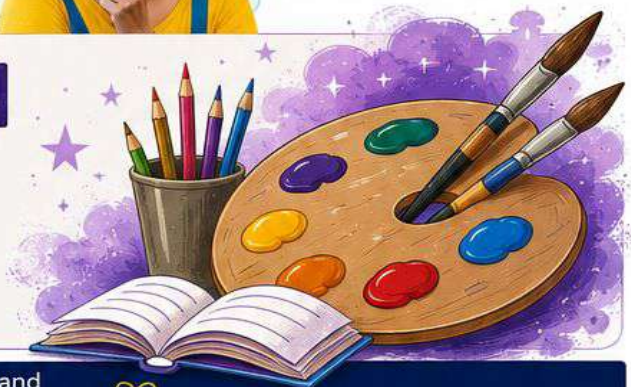
*Trade your
used book for
a new read!*

ART COMPETITION

Students from Prep – Year 6 are invited to create an artwork
based on the theme *A Symphony of Stories*.

Let your imagination run wild! Draw, paint, collage or create
a digital artwork that captures the magic of stories.

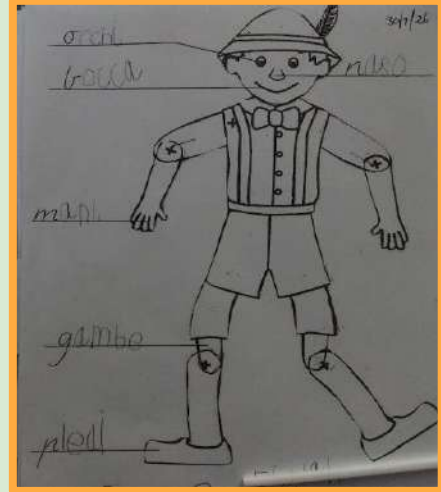
ENTRIES ARE DUE MONDAY, 31 AUGUST.



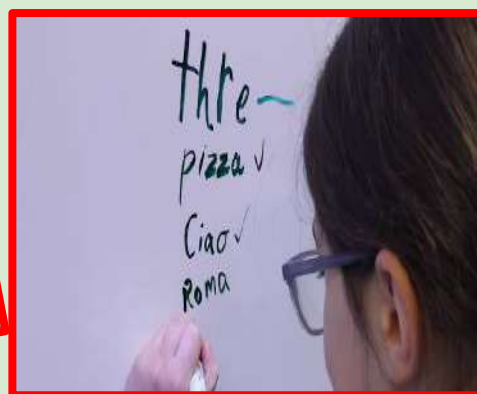
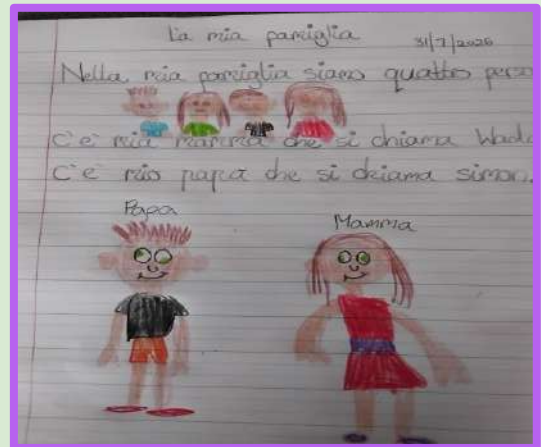
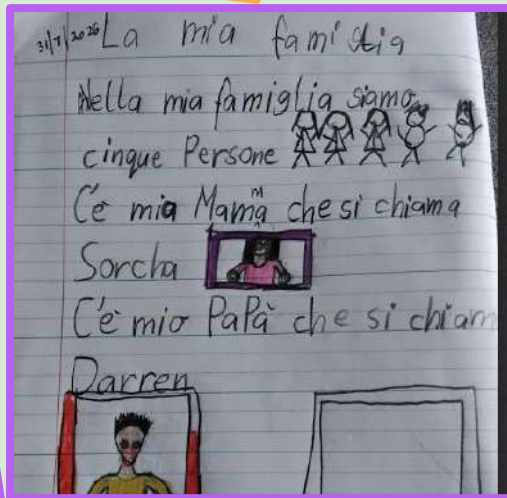
Let's celebrate the joy of reading and
make every story count!

ITALIAN

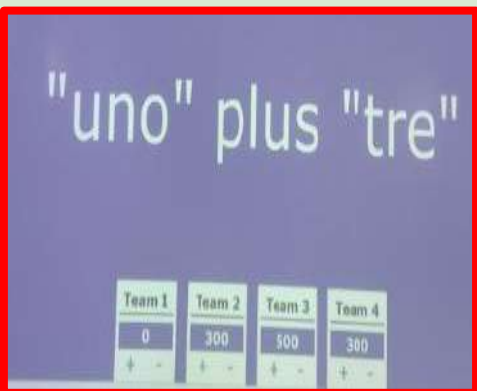
In Prep we are putting our Italian to the test with body parts!! We are learning and writing simple words like *la testa* and *le mani*, through fun games and activities. They are loving the game "Simone dice" Simon Says.



Our 1/2 Italian classroom has been full of family talk, filled with learning words for different family members from *mamma* and *papa'* to *fratello* and *sorella*.



The Year 3 to 6 students are developing their Italian language skills in a fun and engaging way. They are enjoying playing word games and quizzes that help strengthen memory, concentration and communication skills, whilst enjoying a friendly competition.



PERFORMING ARTS



Our whole school production rehearsals are well and truly underway! Our students have been working hard to learn their class dance routines, with lots of enthusiasm and energy. We are so proud of their commitment and can't wait to see all their hard work come together on stage!



PHYSICAL EDUCATION

PE UPDATE

In preparation for the **District Athletics Carnival** and the **St Paul's Athletics Carnival**, all grades have been focusing on developing their relay skills, including how to perform a smooth and efficient baton changeover and how to run a relay race effectively.

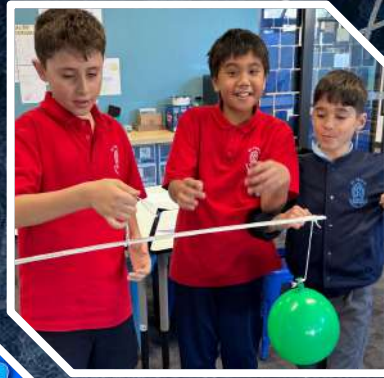
Our middle and senior students have been learning the skills, rules and strategies required to play AFL games, developing their kicking, handballing, marking and teamwork skills. Our junior students have been building their AFL skills through a range of fun skill drills and small group games, with a focus on participation, movement and working together.

It has been fantastic to see students building their confidence, developing new skills and working together during PE lessons.

Relay Practice



STEM



Prep students explored and sorted materials by properties, such as shiny, dull, smooth, rough, hard and soft. Year 1/2 investigated changing weather conditions and created simple weather reports using meteorological vocabulary and safety advice. Year 3/4 tested whether air has mass by comparing inflated and deflated balloons on a simple balance. Year 5/6 investigated gases by combining vinegar and bicarbonate soda to produce carbon dioxide and observe how gas takes up space.



Small Acts BIG IMPACT

Bullying No Way Week
17-21 August 2026

♥ Bullying No Way! Week Notice, Include, Connect, Act, Grow

Next week, we will be taking part in Bullying No Way! week. This is an opportunity for our students to learn about kindness, inclusion, respectful relationships and standing up for others. Across the week, students will explore what bullying is and how it differs from conflict and unkind behaviour. They will also learn how our words and actions can affect others, how to seek help and how we can support someone who may be having a difficult time.

Each day will have a special focus:

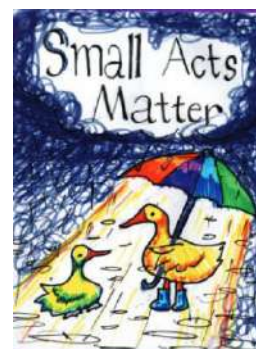
Monday – NOTICE: Kindness starts with noticing.

Tuesday – INCLUDE: Everyone belongs.

Wednesday – CONNECT: Our words build relationships.

Thursday – ACT: Be an upstander.

Friday – GROW: Small acts build a kinder community.



♥ Wear a Splash of Purple – Thursday

On Thursday, we invite all students to wear a splash of purple to show our support for Bullying No Way! week and our commitment to creating a school where everyone feels safe, included, valued and connected.

Families can find more information and helpful resources at [Bullying No Way!](#). Together, we can help create a kinder community where everyone knows they belong.





Small Acts BIG IMPACT

Bullying No Way Week
17–21 August 2026

Bullying – important conversations to have with your child

By working collaboratively within our community, we can collectively help reduce bullying.

Families play an important role in helping children understand bullying and know how to respond to it.

If your child tells you about things at school, or you observe something in public that involves conflict or bullying, take the opportunity to talk about what bullying is.

You can learn more about [what defines bullying at bullyingnoway.gov.au](https://www.bullyingnoway.gov.au/what-defines-bullying).

Questions you could ask:

- What do you think bullying is?
- Have you seen it? How did you feel?
- Have you ever felt scared at school because of bullying?
- As well as me, who are the other adults you would talk to when it comes to things like bullying?
- Have you or your friends left other kids out on purpose? Do you think that was bullying? Why or why not?
- Have you ever tried to help someone who is being bullied? What happened? What would you do if it happens again?

Remind your child that bullying is never okay and discuss how they can respond safely if they experience or witness it.

Encourage them to seek help from a trusted adult and keep seeking support if needed.

By promoting open communication, we empower children to stand up against bullying and create a safer environment where everyone can feel that they belong.

For more information, [visit bullyingnoway.gov.au](https://www.bullyingnoway.gov.au).

Small Acts, Big Impact.

***Every small action helps create a safer and more respectful
community for all young people.***

ONLINE SAFETY

Part Two Online Safety

When Online Words Hurt!

Last week, we explored the importance of talking with our children about their online world. This week, we look at what we can do when those online experiences become hurtful.

As part of our ongoing focus on online safety, we're sharing some practical ways to support children when they receive mean or upsetting messages online.



What Happens When Our Children Receive Mean Messages?

Sooner or later, many children will receive a message that leaves them feeling upset, embarrassed or angry. As parents, our first instinct is often to jump in and fix the problem. Sometimes, however, the greatest gift we can offer is to stay calm and help our child think through what to do next. If your child comes to you after receiving a hurtful message, start by listening. Resist the urge to immediately solve the problem. Simply saying, "That must have been really upsetting," lets them know they have been heard.

From there, you might encourage them to:

- Pause before replying. Messages written in anger rarely improve the situation;
- Save screenshots if the messages are repeated, threatening or particularly hurtful;
- Block or mute the person if appropriate;
- Speak to a trusted adult if they are unsure what to do next.

One thing I often remind students about is that they are in control of their response. We can't always control what others choose to write, but we can choose how we respond. Walking away from an online argument is not giving up. It is often the strongest and wisest choice.

Most importantly, let your child know they never have to deal with these situations alone. Whether it is a parent, grandparent, teacher or another trusted adult, reaching out for support is a sign of strength, not weakness.

By keeping the lines of communication open at home and continuing these conversations at school, we can help our children develop the confidence, resilience and good judgement they need to navigate the online world with kindness and respect.

Read the online family book together. It's designed to help children from age 7 to explore online safety through simple, open conversations. .

[Visit the eSafety Parents Hub](#)



STUDENT AWARDS

Student of the Week

Student of the Week awards will be presented at our Friday Morning Gathering at 8:45am.

Be sure to check our Friday newsletter each week to see if your child's name is featured.

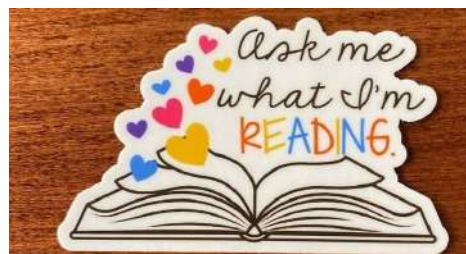
Families are welcome to attend the Friday Morning Gathering at 8:45am.

CONGRATULATIONS TO THIS WEEK'S CERTIFICATE RECIPIENTS

Class	Name
Prep P	Sofia L
Prep T	Egle G
1/2C	James P
1/2E	Nico M
1/2F	Mia Z
3/4MH	James R
3/4B	Alessio T
3/4D	Charlie S
5/6J	Charlotte F
5/6T	Meghna R
5/6H	Zoe C

CONGRATULATIONS TO THE FOLLOWING ROCKSTAR READERS

25 nights	50 nights
Harvey F - Prep P Georgia M - Prep P	Grace B - Prep P Liliana C - Prep P Julia P - Prep P Saksham L - Prep P



AUGUST
Johnny S - 10th
Mr Edward Faraci - 10th



LEARNING DIVERSITY

NCCD

WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year.

The NCCD is conducted across all Australian schools to track students who receive support or reasonable adjustments due to disability, helping governments and education authorities allocate funding and resources.

The NCCD collection counts:

- the number of school students receiving an adjustment or 'support' due to a disability;
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to a diagnosed or imputed (undiagnosed) disability, across a period of 10 weeks.

The NCCD provides funding to allow for every student with a disability [to access education on the same basis as a child without disability \(where possible\)](#). This funding supports our students in their learning within the classroom environment, through participation in intervention programs, the provision of our school Speech Therapist and counsellor, together with support around social and emotional issues, to name a few examples.

The NCCD uses the definition of disability as found in the [Disability Discrimination Act 1992](#).

As a school, we are bound by the [Disability Standards for Education](#).

Please see the information below for and read further details about NCCD via this [link](#).



WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year.

The NCCD is a collection that counts:

- the number of school students receiving an adjustment or 'help' due to disability.
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. This 'help' allows them to access education on the same basis as a child without disability. The NCCD uses the definition of disability in the Disability Discrimination Act 1992.

Schools provide this information to education authorities.

Go to [What is a reasonable adjustment?](#) below to learn about adjustments.

WHY IS THIS DATA BEING COLLECTED?

All schools in Australia must collect information about students with disability.

The NCCD:

- ensures that the information collected is transparent, consistent and reliable
- provides better information that improves understanding of students with disability
- allows parents, guardians, carers, teachers, principals, education authorities and government to better support students with disability

Student with disability loading

Funding from the Australian Government for students with disability is based on the NCCD through the student with disability loading.

Students with disability who are counted in the top three levels of the NCCD (extensive, substantial and supplementary) attract the loading. Funding is based on a per student amount at each of the three levels of additional support. The amount of the loading reflects the level of support students with disability need to participate fully in school, with higher funding for those who need higher levels of support.

Australian Government recurrent school funding is provided as a lump sum to school authorities including state and territory governments, which can then distribute the funding to their member schools according to their own needs based arrangements.

The Government expects schools and school systems to consider their funding from all sources (ie Australian Government, state and territory and private) and prioritise their spending to meet the educational needs of all of their students, including students with disability.

WHAT ARE THE BENEFITS OF THE NCCD FOR STUDENTS?

The information collected by the NCCD helps teachers, principals, education authorities and governments to better support students with disability at school.

The NCCD encourages schools to review their learning and support systems and processes. This helps schools to continually improve education outcomes for all students.

WHAT MUST SCHOOLS DO FOR STUDENTS WITH DISABILITY?

All students have the right to a quality learning experience at school.

Students with disability must be able to take part in education without discrimination and on the same basis as other students. To ensure this, schools must make reasonable adjustments if needed for students with disability. Educators, students, parents, guardians, carers and others (eg health professionals) must work together to ensure that students with disability can take part in education.

The Disability Discrimination Act 1992 and the Disability Standards for Education 2005 describe schools' responsibilities.

WHAT IS A REASONABLE ADJUSTMENT?

An adjustment is an action to help a student with disability take part in education on the same basis as other students.

Adjustments can be made across the whole school (eg ramps into school buildings). They can be in the classroom (eg adapting teaching methods). They can also be for individual student need (eg providing personal care support).

The school assesses the needs of each student with disability. The school provides adjustments in consultation with the student and/or their parents, guardians and carers.

Schools must make reasonable adjustments if needed. The Disability Standards for Education 2005 define 'reasonable adjustment' as an adjustment that balances the interests of all parties affected.

WHO IS INCLUDED IN THE NCCD?

The definition of disability for the NCCD is based on the broad definition under the Disability Discrimination Act 1992.

The following students are examples of those who may be included in the NCCD if they need monitoring and adjustments:

- students with learning difficulties (such as dyslexia)
- students with chronic health conditions (such as epilepsy or diabetes).

WHO COLLECTS INFORMATION FOR THE NCCD?

Schools identify which students will be counted in the NCCD. They base their decisions on the following:

- adjustments provided for the student (after consultation with the student and/or their parents, guardians and carers)
- the school team's observations and professional judgements
- any medical or other professional diagnoses
- other relevant information.

School principals must ensure that information for the NCCD is accurate.

WHAT INFORMATION IS COLLECTED?

A student is counted in the NCCD if they receive reasonable adjustments at school due to disability. Each year, schools collect the following information about the student, including:

- their year of schooling
- the level of adjustment received
- the broad type of disability.

For students who have more than one disability, the school uses professional judgement to choose one category of disability. They choose the category that most affects the student's access to education and for which adjustments are being provided.

A high level summary of the NCCD data is available to all Australian state and territory governments to improve policies and programs for students with disability.

HOW IS THIS DATA USED?

The NCCD data informs funding and work by schools and sectors. It ensures that support for students with disability becomes routine in the day-to-day practice of schools. The NCCD also supports students in the following ways:

- The NCCD helps schools better understand their legislative obligations and the Disability Standards for Education 2005.

- Schools focus on the individual adjustments that support students with disability. This encourages them to reflect on students' needs and to better support students.
- The NCCD facilitates a collaborative and coordinated approach to supporting students with disability. It also encourages improvements in school documentation.
- The NCCD improves communication about students' needs between schools, parents, guardians, users and the community.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) annually publishes high-level, non-identifying NCCD data.

WHEN DOES THE NCCD TAKE PLACE?

The NCCD takes place in August each year.

IS THE NCCD COMPULSORY?

Yes. All schools must collect and submit information each year for the NCCD. This is detailed in the Australian Education Regulation 2013. For more information, ask your school principal or the relevant education authority.

HOW IS STUDENTS' PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students is an essential part of the NCCD.

Data is collected within each school. Personal details, such as student names or student identifiers, are not provided to federal education authorities. Learn more about privacy in the Public Information notice.

FURTHER INFORMATION

Contact your school if you have questions about the NCCD. You can also visit the [NCCD Portal](#). There is also a [free e-learning resource](#) about the Disability Discrimination Act 1992 and Disability Standards for Education 2005.

This document must be provided to parent/guardian and carers.

SCHOOL COMMUNITY

SAVE THE DATE

FATHER'S *Day Breakfast*

3RD SEPTEMBER

7:30 - 8:30AM



LIBRARY

PREMIERS' READING CHALLENGE

Our students continue to show great enthusiasm for the PRC! Each book they read adds to our school's overall total and gives them the opportunity to discover new stories, ideas and exciting worlds. Well done to all our wonderful readers -keep it up!

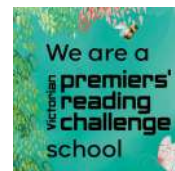
Our latest whole school book tally is 1668 books!

Have you signed up for the PRC?

Please contact me if you don't have your PRC login details
& would like to join the Challenge!

Ms Angela - Library

agangi@spcoburg.catholic.edu.au



**Congratulations to the following students
who have recently completed the PRC!**

PREP P: Aleksander F Ciara O'D Saksham L	3/4B: Phoebe L George C Chantelle L Gabriella C Luca L N
3/4D: Miles S Adam T Samantha G-O Gabriela J H Harrison G Adam I Riva B Alexander N	3/4MH: Harriet V Milania P Anh L 
5/6H: Zoe C Isabella U	5/6J: Aoibheann O'D Alexander P
5/6T: Henry V Gwen S	

We Completed the PRC!



Each month we will be placing information in this newsletter about the Victorian Child Safe Standards, which are a set of 11 minimum requirements that all organisations working with children must meet.

MACS Care, an initiative of MACS (Melbourne Archdiocese Catholic Schools) is designed to highlight and bring awareness to these standards and how they apply in our school setting.

This month our focus is **Child Safe Standard 7: "Processes for complaints and concerns are child focused."**



Melbourne Archdiocese
Catholic Schools

Child Safe Standard 7

Processes for complaints
and concerns are child-
focused.



Play your part visit: care.macs.vic.edu.au
Reviewed: March 2026

*"Speak up for
those who
cannot speak for
themselves;
ensure justice"*

Proverbs 31:8



Parent/Carer Newsletter



7



Melbourne Archdiocese
Catholic Schools

**Working
together for
Child Safety**

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.

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 schools governed by Melbourne Archdiocese Catholic Schools (MACS) are doing to prioritise and achieve this.

Why is it important that complaints and concerns are child-focused?

Children are safest when they know that adults will **listen** to them, take their concerns **seriously**, and act in **their best interests**.

When schools have clear and child-focused processes for handling complaints and concerns, children and families are **more likely to speak up early**.

This helps schools respond **quickly**, provide **appropriate support**, and **prevent harm**.

Child-focused processes also **promote fairness, transparency, and trust**, ensuring that concerns are addressed respectfully and with care for everyone involved.



Child Safe Standard 7

Child Safe Standard 7 reminds us that children and young people have the right to be heard, listened to, and responded to with care and justice. As scripture tells us:

“Learn to do good; seek justice” (Isaiah 1:17)

This teaches us that safeguarding children is not only about protection, but about acting justly when concerns are raised. It calls us to listen attentively, respond wisely, and place the dignity and wellbeing of children at the center of our actions.

By ensuring that complaints and concerns are handled through clear, accessible, and child focused processes, Child Safe Standard 7 supports a school culture where children feel safe to speak up, families feel confident to raise concerns, and issues are addressed promptly and fairly, strengthening trust across the whole school community.

Working together for Child Safety



What does this look like in a school environment?

- **Clear and accessible policies and processes:** We provide simple, child-friendly and family-friendly ways to raise concerns or make complaints, including clear information about who to contact and what to expect.
- **Listening and taking concerns seriously:** All concerns raised by children, parents, carers, staff, or community members are treated with respect and care.
- **Timely and thoughtful responses:** Concerns are responded to promptly and thoroughly, with appropriate action taken to support safety and wellbeing.
- **Appropriate reporting and cooperation:** Where required, concerns are reported to relevant authorities, and the school cooperates fully to ensure children are protected.



How Parents, Carers and Guardians can get involved!

Child Safe Standard 7 works best when schools and families partner together to support children's safety and wellbeing. Families can help by:

- **Encouraging children to speak up:** Let your child know they can talk to you or a trusted adult at school if something doesn't feel right.
- **Knowing how to raise concerns:** Get familiar with the school's complaints and concerns policy and processes and who to contact if needed.
- **Sharing concerns early:** If you notice changes in your child or have a worry, raising it early helps the school respond quickly and appropriately.
- **Working in partnership:** Engage openly and respectfully with the school, knowing that listening, fairness, and child wellbeing guide how concerns are managed.



Want to know more?

If you have any questions or would like to learn more about how we're supporting child safety, please get in touch.

More information on the Child Safe Standards can be found via the [Commission for Children and Young People \(CCYP\) website](#).

Check out these additional resources below to learn more:

The Australian Human Rights Commission offers practical guides, resources and information on how to develop, review and maintain Child Safe organisations: [AHRC: Child Safe Organisation Resources](#)

The Federal Government has a National Office for Child Safety; National Principle 6 Processes to respond to complaints and concerns are child focused reflects Child Safe Standard 7.

Resources regarding National Principle 6 can be found here: [National Office for Child Safety](#)

Choose a Main Course item, then select 1 or 2 Items from the Snack/Drink Menu to make up a 2 or 3 Course Lunch Pack

Main Course Menu

BAKERY - All items freshly baked this morning!

	2 Course	3 Course
Cheese & Vegemite Scroll <i>(M)</i>	\$6.45	\$9.15
Savoury Bite 'Little Frank' Roll	\$6.45	\$9.15
Topped with Only Cheese Roll <i>(M)</i>	\$6.45	\$9.15
Cheese & Bacon Roll	\$7.45	\$10.15
Frankfurt 'in a blanket' with Sauce & Cheese (2)	\$10.95	\$13.65

PIZZA / SAUSAGE ROLLS / GOZLEME / PASTIZZI / QUESADILLA / PASTIES - SERVED AT ROOM TEMPERATURE!

Ricotta & Spinach Pastizzi (2) <i>(M)</i>	\$8.95	\$11.65
Margherita Pizza TWIST <i>(M)</i>	\$9.95	\$12.65
Sausage Roll with Sauce	\$9.95	\$12.65
Margherita PITA Pizza <i>(M)</i>	\$9.95	\$12.65
Quesadilla (Chicken) served with Sour Cream <i>(H)</i>	\$10.95	\$13.65
Ham & Pineapple Pizza Slice	\$10.95	\$13.65
BBQ Chicken Pizza <i>(H)</i>	\$10.95	\$13.65
Pepperoni Pizza <i>(H)</i>	\$10.95	\$13.65
Vegetable Pastie with Tomato Sauce <i>(H, V)</i>	\$12.75	\$15.45
Herbed Chicken Gozleme <i>(H)</i>	\$13.45	\$16.15
Lamb & Beef Gozleme <i>(H)</i>	\$13.45	\$16.15
Mushroom & Spinach Gozleme <i>(Vg)</i>	\$13.45	\$16.15
Spinach & Cheese Gozleme <i>(V)</i>	\$13.45	\$16.15

SUSHI HAND ROLLS (2pc) - Soy Sauce (GF) Provided

Teriyaki Chicken Hand Rolls <i>(H)</i>	\$12.45	\$15.15
Crispy Chicken (Schnitzel) Hand Rolls <i>(H)</i>	\$12.45	\$15.15
Cooked Tuna Hand Rolls <i>(GF)</i>	\$12.45	\$15.15
Avocado Hand Rolls <i>(GF, Vg)</i>	\$12.45	\$15.15
Cucumber Hand Rolls <i>(GF, Vg)</i>	\$12.45	\$15.15
Vegetarian Hand Rolls <i>(GF, Vg)</i>	\$12.45	\$15.15
Tofu Hand Rolls <i>(GF, V)</i>	\$12.45	\$15.15

RICE PAPER ROLLS (2pc) - (Wednesday, Thursday & Friday only)

Chicken Rice Paper Rolls <i>(GF, H)</i>	\$13.45	\$16.15
Vegetarian Rice Paper Rolls <i>(GF, Vg)</i>	\$13.45	\$16.15

SANDWICHES / ROLLS / WRAPS / CROISSANTS / PANCAKES

Strawberry Jam Sandwich (1.5) <i>(Vg)</i>	\$7.45	\$10.15
Vegemite Sandwich (2) <i>(Vg)</i>	\$8.95	\$11.65
Plain Cheese Sandwich (2) <i>(M)</i>	\$9.95	\$12.65
Simple Salad Roll <i>(Vg)</i>	\$9.95	\$12.65
Croissant with Ham & Cheese	\$9.95	\$12.65
Pancakes with Strawberries, Blueberries & Honey	\$10.95	\$13.65
Wholegrain Ham & Cheese Sandwich (1.5)	\$10.95	\$13.65
Cheese & Salad Roll <i>(M)</i>	\$11.50	\$14.20
Roast Beef, Chutney, Cheese & Lettuce Roll	\$11.50	\$14.20
Turkey, Cranberry, Lettuce & Cheese Sandwich (1.5)	\$11.50	\$14.20
Chicken, Mayonnaise & Salad Roll <i>(H)</i>	\$12.75	\$15.45
Mexi Style WRAP w. Chicken, Salsa, Cheese, Salad, Corn Chips <i>(H)</i>	\$12.75	\$15.45

SALADS / PICNIC BOXES / POKE BOWLS

Fresh Fruit Salad - Main Course Size <i>(GF, Vg)</i>	\$11.50	\$14.20
Ham Picnic Box <i>(GF)</i>	\$11.50	\$14.20
Vegetarian Picnic Box <i>(GF, V)</i>	\$11.50	\$14.20
Greek Style Salad with Feta & Olives <i>(GF, V)</i>	\$12.75	\$15.45
Tortellini Pasta Salad <i>(V)</i> (Wednesday, Thursday & Friday only)	\$12.75	\$15.45
Poke Bowl with Teriyaki Chicken <i>(H)</i>	\$13.45	\$16.15

GF SANDWICHES

GF Ham & Cheese Sandwich (1.5)	\$10.95	\$13.65
GF Chicken (with Mayo) & Cucumber Sandwich (1.5)	\$10.95	\$13.65

Snack/Drink Menu

FRESH FRUIT & VEGETABLES

Apple pieces, Lemon juice, Cinnamon & Brown Sugar	+\$1.00
Fresh Fruit Combo	+\$1.00
Freshly Chopped Orange Segments	Included
Freshly Chopped Watermelon Pieces	Included
Whole Fruit - Apple	Included
Whole Fruit - Banana	Included
Whole Fruit - Mandarin	Included
SPC Diced Peaches in Juice	Included
Carrot, Cucumber, Red & Yellow Capsicum	Included
Cherry Tomatoes, Tasty Cheese & Rice Crackers	Included
Corn Wheels & Lightly Steamed Broccoli	Included
Edamame (Lightly Salted)	Included

BAKERY - SWEET

ANZAC Biscuit	Included
Choc Chip Cookie	Included
Cinnamon Doughnut	Included
Cornflake Cookie	Included
Finger Bun with Sprinkles	Included
"Not Cross" Bun	Included
Blueberry Muffin	+\$1.00
Carrot Cup Cake <i>(GF/DF/Vg)</i>	+\$1.00
Choc Cup Cake <i>(GF/DF/Vg)</i>	+\$1.00
Jam Drop Biscuit <i>(GF)</i>	+\$1.00
Passionfruit Melting Moment Biscuit	+\$1.00
Yo Yo Biscuit	+\$1.00

SUSHI

1pc Tuna Sushi <i>(GF)</i>	+\$1.00
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POPCORN / HARVEST SNAPS / VEGE CRACKERS / LEGUMES / DRIED FRUIT

Popcorn - Slightly Sweet, Lightly Salted	Included
Popcorn - Lightly Salted	Included
Harvest Snaps <i>(GF/DF/Vg)</i>	Included
Salt & Vinegar Vegie Crackers <i>(GF/DF/Vg)</i>	Included
Lime & Black Pepper Chickpeas	Included
Roasted Chickpeas	Included
Balsamic & Sea Salt Fava Beans	Included
Dried Pineapple Pieces by "Peels"	+\$1.00

DIPS WITH MINI RICE CAKES / CORN CHIPS

Avocado Dip with Mini Rice Cakes	+\$1.00
Spicy Capsicum Dip with Mini Rice Cakes	+\$1.00
Spring Onion Dip with Mini Rice Cakes	+\$1.00
Tzatziki Dip with Mini Rice Cakes	+\$1.00
Corn Chips with Salsa <i>(GF)</i>	+\$1.00
Mango Chutney with Vegie Chips <i>(GF, Vg)</i>	+\$1.00

YOGHURTS / BOWLS / CUPS

Raspberry Jelly Cup	Included
Strawberry Yoghurt (Dairy Farmers)	+\$1.00
Vanilla Yoghurt (Dairy Farmers)	+\$1.00
Stewed Rhubarb and Apple Crumble	+\$1.00

DRINKS

Apple Juice	Included
Blackcurrant & Apple Juice	Included
Orange Juice	Included
Chocolate Milk	Included
Strawberry Milk	Included
Full Cream Milk	Included



GF = Gluten Free, DF = Dairy Free, H = Halal, V = Vegetarian, Vg = Vegan

Descriptions, dietary and allergen information available on our website.

www.classroomcuisine.com.au

ORDER NOW

Spring Festival

School Holiday Program

21 Sept - 2 Oct

September school holiday fun is coming!

Get ready for two weeks of fun, adventure and creativity with the MACSEYE Holiday Program.

From exciting excursions and sports to creative activities, STEM challenges and special experiences, there's something for everyone!

Not enrolled with MACSEYE yet?

Enrol now so you're ready to book when Holiday Program bookings open.

Stay tuned for more details!

Coming soon!



SCHOOL UNIFORM

It is wonderful to see our students wearing their uniforms with pride. Our school uniform is an important part of our identity, fostering a sense of belonging for every child.

To ensure we all maintain these high standards, please take a moment to review our current guidelines:

School Shoes: Black shoes - all black soles - are part of the St Paul's uniform. Children can wear runners on their sports day. Some black school shoes examples include:



Jewellery - Only stud earrings can be worn. For safety reasons no dangling earrings to be worn. Necklace that displays religious symbols eg: crucifix, etc.

Watches - Smart watches must have connectivity switched off.

Hair - Hair of shoulder, or longer, length must be tied back with hair accessories in school colours - black or blue hair ties. Hair should not cover eyes.

Hair colour must be of natural colouring - no extreme hair colours.

All hair accessories (eg. clips, ribbons, headbands) to be blue, black or white in colour.

Decorative hair accessories must not be worn.

**NEW UNIFORMS CAN BE PURCHASED FROM
SPARTAN WORLD UNIFORM SUPPLIER**

To place an order, please visit: [Spartan School World](#)



SECONDHAND UNIFORMS - \$10 an item - Packed & processed on Wednesday only

Email - office@spcoburg.catholic.edu.au

Thank you for supporting our uniform policy.

SCHOOL COMMUNITY NOTICES



Year 7 Enrolment

for 2028

Unlock Your Child's Learning Potential



Apply now
Visit Our Website 
www.mercycoburg.catholic.edu.au

- **Applications Close**
14 August 2026
- **Offers Sent**
16 October 2026
- **Acceptances Due**
6 November 2026



Apply Now



**YEAR 7 2028
ENROLMENT APPLICATIONS
CLOSE FRIDAY 14 AUGUST**



PASCOE VALE HADFIELD CRICKET CLUB



WE OFFER:

- Woolworths Blast
- Junior Mixed and All Girls teams
- Senior Men's and Women's teams

JOIN NOW!

CONTACT US:
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f: [PVHCC Pascoe Vale Hadfield Cricket Club](#)
p.v.h.c.c
www.pascoealasc.org.au

REGISTRATION:
www.play.cricket.com.au
then search
"Pascoe Vale Hadfield"
to select our programs.

SAVE THE DATE

Parish Dinner

Friday, 16 October 2026

Join us for an
evening of fellowship,
joy, and community

All are warmly welcome

Details to follow