



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

Dear God,

On this special World Teachers' Day, we thank you for our teachers
who guide and inspire us every day.



We appreciate their patience, dedication
and the love they show in their classrooms.

Bless them with strength and wisdom,
as they continue to shape the minds and hearts of their students.

May they feel valued and supported in their important work.
Help us to show our gratitude through our actions and words,
making sure they know how much they mean to us.

Amen.



Term 4 - 2026 Dates - Monday, 5 October - Tuesday, 15 December

NOVEMBER

Monday, 2	School closure day
Tuesday, 3	Melbourne Cup Day public holiday
Wednesday 4	Sausage sizzle Wednesday
Thursday, 5	Year 1/2 Excursion - Botanical Gardens
Thursday, 5	Prep Excursion - ACMI
Thursday, 12	Prep 2027 orientation - session 1
Tuesday 17 - Friday 20	Scholastic Book Fair
Thursday 19	Prep Orientation - session 2
Thursday 26	Prep Orientation - session 3
Friday, 27	Senior excursion - Melbourne Museum

DECEMBER

Tuesday, 1	ABC School Concert
Wednesday, 2	Year 6 graduation speeches - church
Thursday, 3	Year 6 graduation speeches - church
Monday, 7	Year 6 graduation speeches - church
Tuesday 8	Year 6 Graduation
Friday, 11	End of Year mass Whole School picnic @ Coburg Lake
Tuesday, 15	LAST DAY TERM 4 - 12:00PM FINISH



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

Today we celebrate World Teachers' Day, a day to recognise the wonderful contributions our St Paul's teachers bring to our children and school. We thank our teachers for their care, expertise, patience, generosity and for the many demands they balance each day.

Our teachers bring learning to life with passion, creativity and care, inspiring our children to grow, discover their gifts and reach their full potential. We are grateful for our passionate teachers and leaders, who go above and beyond to ensure every child has the best opportunity to learn and grow. I feel privileged to work with such a dedicated staff.

Our children wrote beautiful messages to their teachers and it was very special to receive their letters and pictures. It reminded me of the saying, "We remember how people make us feel."

Together, let us shine a light on our teachers and celebrate the extraordinary contribution they make to our school community.



Child Safe Standard 9

During the month of October, Catholic schools cast a spotlight on Child Safe Standard 9 - "Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed." Details can be found on the [Child Safe Standards](#) page.

No Newsletter next week due to short week

SCHOOL CLOSURE DAYS

MONDAY 2 NOVEMBER – SCHOOL CLOSURE DAY

TUESDAY 3 NOVEMBER – MELBOURNE CUP HOLIDAY

*Have a fabulous extra long weekend,
Maria Mercuri.*

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	Valencia S
Prep T	Oisin O
1/2C	Annabelle H
1/2E	Chloe S
1/2F	Chloe M
3/4MH	Ethan M
3/4B	Archer U
3/4D	Josh S
5/6J	Christopher M
5/6T	Ramon G
5/6H	Isabel E



CONGRATULATIONS TO THE FOLLOWING ROCKSTAR READERS

50 nights	75 nights
Anna H - Prep T	Oisin O - Prep T
150 nights	
Miki P - Prep T	



OCTOBER

Miss Sophie James (staff) - 20th

Aleksander F - 31st

Ms Sharon - 31st (staff)

NOVEMBER:

Phoebe L - 2nd

Miki P - 3rd

Miss Christine M - 3rd

Arthur W - 3rd

Egle G - 5th

Anna H - 6th

Atreya D - 7th

Ivalyn C - 8th

Matteo V - 8th

LEARNING & TEACHING

Preparing for Transition to Secondary School

This week, our Year 6 students participated in **headspace** Transitions: 'Primary to Secondary' online workshop. Students explored the changes that come with moving from primary to secondary school, including what might be different, what they are looking forward to and what they may feel unsure about. They reflected on what they can and cannot control, how their values can guide them through change and who they can turn to for support. The workshop encouraged students to recognise that change can bring a mix of emotions and that having strategies and supportive people around them can help them approach this exciting next chapter with greater confidence.



Moving from Year 6 to Year 7 is an exciting milestone, but it can also bring a mix of emotions. Children may feel excited, nervous or unsure about what lies ahead. Having regular, open conversations with your child about how they are feeling can make a real difference.

Supporting your child at home;

Small, everyday conversations can help your child feel heard and supported. Try asking:

- What are you most looking forward to about high school?
- Is there anything you're feeling a little worried about?
- What would help you feel more prepared?
- Who can you talk to if you need help?

For further information and practical advice, *Headspace* has helpful resources for families and young people preparing for the transition to secondary school.

Explore the [headspace guide to transitioning from primary to secondary school](#) for tips on supporting your child through this important stage.

You can also visit [headspace](#) to explore mental health and wellbeing information, support services and strategies to help young people navigate change.

LITERACY

BOOK WEEK ART COMPETITION

Congratulations to the following students for their **BOOK WEEK** artworks, relating to the 2026 theme:
SYMPHONY OF STORIES.

We had more than forty students submit an entry.

Special Mentions

Victoria JH - Prep P
Fernanda PS - 1/2C
Mia Z - 1/2F
Sofia C - 1/2F
Luna B - 1/2F
Milania P - 3/4MH
Harriet V - 3/4MH
Olivia W - 3/4B
Phoebe L - 3/4B
Gwen S - 5/6T
Zoe Ch - 5/6H
Ava B - 5/6T
Annabel C - 5/6J

Overall Winning Entries

Georgia M - Prep T

Eddie P - 1/2F

Miles S - 3/4D

Gabriela JH - 3/4D

Samantha GO - 3/4D

Sofia K - 5/6H



LITERACY

WORD ORIGINS - SPELLING

Have you ever wondered where the words we use every day actually come from? Through the study of **morphology** (prefixes, base words and suffixes) and **etymology** (the history of words), students learn to break words down into Greek, Latin and Anglo Saxon origins. This helps them to discover the meaning of many unfamiliar words automatically.

Last week I attended a professional learning session about **explicit instruction in spelling**, facilitated by the **Dyslexia SPELD Foundation**. The focus was on explicitly teaching spelling, based on the research of Perfetti (1997), reinforcing the strong correlation between reading and spelling.

In 2027, St Paul's will be implementing **Word Origins** to apply a deeper, structured and explicit approach to teaching spelling in Year 3-6. Each lesson will explicitly teach the layers of words, to strengthen spelling skills.

1. **Phonological** – the sounds we hear in words;
2. **Orthographic** – the letters and spelling patterns we use to write words;
3. **Semantic** – the meaning of words;
4. **Morphological** – how words are built from meaningful parts, such as prefixes, base words and suffixes;
5. **Syntactic** – how words are arranged in sentences according to grammatical rules to communicate meaning.
6. **Etymological** – the origins and history of words, including how their language of origin influences spelling and meaning.

Following this explicit instruction, the students **apply their learning** through various word building activities. Each lesson begins with a **Daily Review**, to reinforce prior learning.

Let's look at an example - CONTRACT

1. con + tract = **2 syllables**
2. c - o - n - t - r - a - c - t
3. **contract** means to drag together /make an agreement
4. prefix **con** = **together** + **tract** = **drag/pull; meaning to draw or bring together**
5. contract is a **noun or verb**
6. Latin **contractus** or **contrahere** meaning drawing together

Noun: The students signed a **contract** about the use of school devices.

Verb: Metal **contracts** when it cools.

How many words can you make using the base **TRACT**?

dis		s
sub		ed
con		ing
re		ion
ex	tract	ible
de	"drag/pull"	or
pro	"draw"	s
abs		able
un	at	ive
		ly
		ness

WELLBEING

When “Why?” Means More Than a Question



Have you ever explained something to your child, only to hear “But WHY?” over and over again?

Sometimes children ask why because they genuinely want to understand something. At other times, their “WHYYYY?” is an expression of frustration or disappointment because they don't like the answer.

Understanding the difference can help us respond in a way that supports our children and avoids unnecessary power struggles.

A rational “why” is when your child is curious and wants an explanation. They are trying to understand something better and answering their question can help them learn.

An emotional “why” is when your child is upset, frustrated or disappointed with your answer. They may not be looking for more information; they may be expressing how they feel and hoping you will change your mind.

Neither is right nor wrong. The trick is to pause and consider what your child may need in that moment.

For example, if your child asks why they can't have another snack before dinner, you might find yourself explaining your reasons again and again. If they are simply disappointed, more explaining may not help. Instead, try acknowledging their feelings while keeping your boundary clear.

You could say:

- “I know you're disappointed. You were hoping to have another snack.”
- “I understand you don't like my answer and that's okay.”
- “Would you like me to explain why, or are you feeling frustrated because it's not what you wanted?”



Sometimes children need an explanation and sometimes they need us to recognise their feelings. They may need both! If you've already explained your reasoning and your child continues asking “WHY?”, consider whether more information is really what they need at that moment.

A little reminder for families: Acknowledging your child's feelings doesn't mean changing your decision or dismissing their questions. It means helping them feel heard and supported, even when the answer is still no.



**TODAY'S TOPIC IS:
SOME THOUGHTS ABOUT FEELINGS**

LIBRARY



St Paul's & Scholastic Book Fair!



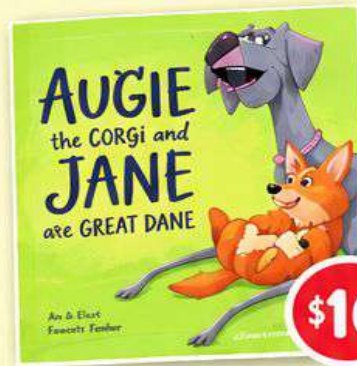
Save the date:
17-19 November



\$12



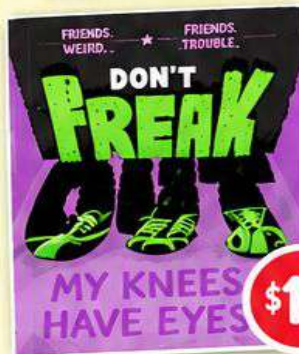
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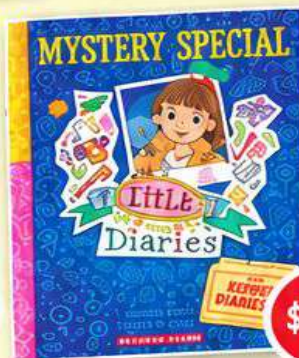
\$10



\$10



\$10



\$10



\$10

Find these books & much more
at the Fair!



Volunteers needed!

Contact Ms Angela -
agangi@spcoburg.catholic.edu.au



SCHOLASTIC

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.

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 9: "Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed."**



Child Safe Standard 9

Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.



Play your part visit: care.macs.vic.edu.au

Reviewed: March 2026

"My people will live in peaceful dwelling places, in secure homes, in undisturbed places of rest."

Isaiah 32:18





Parent/Carer Newsletter

9



Melbourne Archdiocese
Catholic Schools

**Working
together for
Child Safety**

Child Safe Standard 9

"Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed."

As Catholic educators, we have a moral, mission-driven, and legal responsibility to ensure the safety and wellbeing of every student entrusted to our care.

Our commitment to child safety includes creating and maintaining safe physical spaces and responsible online environments where children can learn, play, and connect with confidence. This means thoughtfully designing school spaces, supervising activities, and using digital technologies in ways that protect children's dignity, privacy, and wellbeing.

By actively identifying and reducing risks in both physical and online settings, our schools foster environments where children feel safe, supported, and able to thrive. Child safety is not only reflected in policies, but in everyday practices, supervision, and decision-making across the school community.

This newsletter series provides an overview of what the Child Safe Standards are, how they help keep children and young people safe, and how schools governed by Melbourne Archdiocese Catholic Schools (MACS) are prioritising and achieving this.

Overview of the Child Safe Standards:

The Victorian Child Safe Standards are a set of 11 minimum requirements that all organisations working with children must adhere to.

These standards are designed to:

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

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

As Pope Francis reminds us, "Safeguarding minors and vulnerable persons must be a priority for everyone in the Church" (May 5, 2023). Child Safe Standard 9 reflects this call by emphasising that children are safest when the environments around them, both physical and online, are intentionally designed to protect and support them. Grounded in our Catholic mission, this standard invites us to act with care, vigilance, and responsibility, so that every child experiences school as a place of safety, dignity, and belonging.

Why are safe physical and online environments important?

Children spend a significant part of their lives at school and online. When school spaces, and digital platforms, are well designed, appropriately supervised, and used responsibly, risks are reduced and wellbeing is strengthened.

Safe environments help prevent harm before it occurs and ensure children feel secure, respected, and confident to participate fully in learning and relationships. This includes balancing safety with children's rights to privacy, access to information, social connection, and learning opportunities.

Working together for Child Safety



Why is it important to identify and manage risks?

Proactively identifying and managing risks helps schools respond early to potential concerns and prevent unsafe situations from developing. When risks are recognised and addressed thoughtfully, children are better protected and supported, and families can trust that safety is a priority.

Spotlight on Child Safe Standard 9

"Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed"

Child Safe Standard 9 focuses on how school environments; classrooms, playgrounds, excursions, camps, and digital spaces - are designed, supervised, and used. When schools take a proactive approach to safety in all environments, children feel secure, confident, and supported to learn and grow.

What does this look like?

- **Safe physical spaces:** School buildings, playgrounds and facilities are designed and maintained to reduce risks and promote wellbeing.
- **Appropriate supervision:** Staff actively supervise students during school activities, breaks, excursions and events.
- **Responsible use of technology:** Clear expectations guide the safe and respectful use of online platforms and digital tools.
- **Risk management planning:** Schools identify and manage risks linked to activities, settings and environments.
- **Working with others safely:** When schools engage third-party providers or facilities, child safety is prioritised through clear procurement and safety requirements.

How Parents, Carers and Guardians can get involved:

Child Safe Standard 9 works best when schools, families, and staff work together to ensure children's safety. Families can help by:

- **Talking with your child:** Encourage conversations about school, friendships, and online experiences.
- **Supporting safe online behaviour:** Discuss digital safety, privacy, and respectful online communication at home.
- **Raising concerns early:** Contact the school if you notice anything that may affect your child's safety or wellbeing.
- **Partnering with the school:** Work collaboratively with staff to support safe environments for all children.

Want to know more?

If you have any questions or would like to learn more about how we support child safety, please contact your school directly. More information about the Child Safe Standards is available through the [Commission for Children and Young People \(CCYP\)](#).

Additional Resources

The e-Safety Commission has a huge amount of resources designed to support and assist parents with issues related to online safety, including Webinars, toolkits, FAQs about social media, Gaming and many more, these can be found here:

[e-Safety Commission - Parents Resources](#)

The Australian Government Signals Directorate also provides a significant amount of information and guidance for parents regarding cyber safety; these resources can be found here:

[ASD: Protect your Family](#)

Dear Parents and Carers,

We have quite a few things to share with you this week!

First, with summer approaching, the children are required to wear hats. We would therefore like to remind you to choose a hat specifically for Before and After School Care. You are welcome to leave it in our office and your child will be the only one using it. We do have spare hats available, which we wash once a week, but we recommend that each child has their own hat to use.

Our second piece of news is that I, Rina, will be taking a loooong holiday! I'm heading back to my home country for a while to spend some good time with friends and family. My last day before going on leave will be Friday, 8 November and I'll be returning to work on 1 February.

I think I'm going to miss you all so much! I'll send some photos to the children through Lezley, so they can be part of my holiday

Rina



COMMUNITY NOTICES

1 NOV

SONGS OF HOPE

20 DEC

EMILY YAMAMOTO

MINERVA GALLERY
224 DANKS STREET, ALBERT PARK

MON, WED, FRI 3-6PM
SAT 2-5PM



GENEROUSLY SUPPORTED BY



1 NOV

SONGS OF HOPE

2PM

Launch Event

MEET AT MINERVA GALLERY
224 DANK STREET, ALBERT PARK



GENEROUSLY SUPPORTED BY



PARISH NEWS

ALL SOULS' DAY MASSES & ANNUAL MEMORIAL MASS

On All Souls' Day, we come together in prayer to remember and honour our loved ones who have passed away, entrusting them to God's eternal love and mercy.

✝ ALL SOULS' DAY MASSES

Monday 2 November 2026

You are warmly invited to attend Mass at either of our parish churches

- 10:00 am – St Paul's Church, Coburg
- 7:00 pm – St Oliver's Church, Pascoe Vale



ANNUAL PARISH MEMORIAL MASS

Friday 6 November 2026

🕒 7:00 pm at St Paul's Church, Coburg

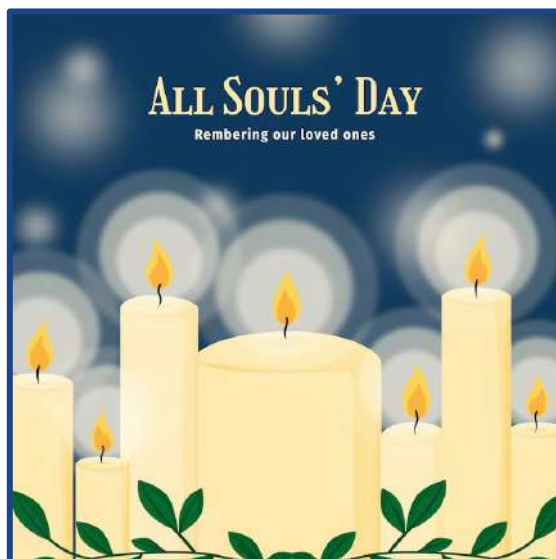
This special Memorial Mass is an opportunity to gather as a faith community, remember those we love and find comfort and hope in prayer. ❤️

We extend a special invitation to all those who have lost a loved one in the past 12 months.

You are welcome to bring a framed photo of your loved one to be placed in front of the altar as we pray together and honour their life.

May the souls of all the faithful departed, through the mercy of God, rest in peace.

All are welcome. We look forward to coming together in prayer and remembrance.





St Paul's & St Oliver Plunkett's Family, Ministers & Volunteers Parish Picnic

 **Saturday October 31st**

 **11-2pm**

 **Games & Prizes**

 **St Paul's Parish Hall,
562 Sydney Road
Coburg 3058**

Everyone welcome!

Bring a plate to share

RSVP

