



ST MARGARET MARY'S PRIMARY SCHOOL NEWSLETTER

Newsletter 2, Term 1, Week 4 2026

**Special
Announcements**

Wed 23rd Feb - 5 Lime Assembly 2:40pm

Tue 3rd Mar - 2 Yellow Class Mass

Mon 9th Mar - Labour Day Public Holiday

Principal's Message

Dear Families,

There is a lovely rhythm settling across St Margaret Mary's as we move through the middle of Term 1. Classrooms are calm and purposeful, and the children are well and truly engaged in their learning.

We began our school liturgical year in a beautiful way with our Ash Wednesday Mass. Ash Wednesday marks the beginning of Lent, a season of reflection, renewal and turning our hearts back to God. During Mass the staff and families of SMM's gifted framed images of St Margaret Mary & our Holy Father Pope Francis to St Margaret Mary's Church and Sacred Heart Church Newport. Father blessed these gifts as a sign of our shared commitment to working together in mission as school and parish.



Our FSG meeting this week was productive and positive. It was wonderful to see parents from across year levels planning ahead for the year. A calendar of events will be shared shortly so families can mark key dates early. Thank you to those who give their time so generously - it genuinely strengthens our community.

I also had the pleasure of meeting with our three Wellbeing Leaders - Alex, Maddi and Patrick - who have thoughtfully prepared a proposal for student lunchtime activities. A budget has been set to support this initiative and we will meet again next Monday to continue refining the plan.



Principal's Message

Prospective parent school tours have begun strongly. It is always a joy to share our school with new families and to see their reaction to the warmth, calm and sense of belonging that is so characteristic of SMM. Our front garden is starting to grow and our new signage are also something to celebrate; they help us create a welcoming presence here in Spotswood.

If you have neighbours, friends or family exploring school options, please encourage them to reach out and join us for a tour. Word of mouth remains one of the most powerful ways families find their way to our community.

*If you have a child who will be starting **Foundation in 2027**, please fill in an enrolment form at your earliest convenience as we begin planning for the 2027 school year. Early enrolments greatly assist us in preparing classes and staffing for the years ahead.*

Another exciting update is the launch of our new website. We encourage families to check it out and join us in spreading the news about the many aspects that make St Margaret Mary's so special.

Thank you, as always, for the quiet, steady support you give your children and our school.

Take care,
Colleen

Student Pick-Up During Break Times



REMINDER: Please families, we request you avoid collecting students during recess or lunch breaks.

These times can be busy with staff prioritising yard duty, first aid.

Students often do not hear announcements straight away which can make you late for appointments.

If you are able, please arrange pick-ups for before or after the breaks.

Recess is 11.00-11.30 and lunch is 1.30-2.15.

Thank you for your understanding and support.



TERM 1, 2026 DATES

Mon 23rd Feb	Assembly - 5 Lime
Wed 25th Feb	Year 5/6 Incursion - Aspiring Leadership Foundation Testing Day
Mon 2nd Mar	Foundation - First Full Week of School
Tue 3rd Mar	Class Mass - 2 Yellow
Fri 6th Mar	Teeth on Wheels Van
Mon 9th Mar	Labour Day Public Holiday - No School
Tue 10th Mar	Whole School Athletics Day
11th - 23rd Mar	NAPLAN
Thu 12th Mar	Foundation 2027 Parent Evening
15th - 22nd Mar	Catholic Education Week
16th - 20th Mar	Bullying No Way Week
Tue 17th Mar	St Patrick's Day Mass in city (School Captains and Liturgy Leaders)
Thu 19th Mar	St Joseph's Feast Day Mass Free Dress Day - gold coin donation
Fri 20th Mar	St Patrick's Feast Day Mass
Mon 23rd Mar	Assembly - 5/6 Red
Mon 30th Mar	Palm Sunday Liturgy (Foundation) - 2:45pm
Tue 31st Mar	Last Supper Liturgy (3/4s) - 2:45pm
Wed 1st Apr	Good Friday Liturgy (5/6s) - 2:45pm
Thu 2nd Apr	Easter Bonnet Parade 12pm Last Day of Term 1 - Students finish at 1pm

Week 4 Awards

FB	<p>Atlas J - For living out our school value of Compassion. You show kindness through your words and actions and are always ready to help others in Foundation.</p>
1G	<p>Eadie L - For showing respect towards everyone she encounters each day. Eadie is always ready to learn and happily supports her peers. Well done, Eadie!</p> <p>Noah B - For taking responsibility over a successful school day, working hard to develop his resilience. Noah, your compassion for others continues to flourish as you problem solve. Well done!</p>
2Y	<p>Ava W - For showing respect for her own and others learning and demonstrating the school value of excellence in everything she does. Well done!</p> <p>Rosie L - For showing integrity and excellence by keeping her work environment tidy and completing tasks with her best effort.</p>
3/4O	<p>Kora M - For showing integrity by cleaning up shared classroom resources without being asked. Keep it up, Kora!</p>
3/4P	<p>Harry T - For showing excellence in Maths this week! Harry worked hard to understand and apply fact families, carefully connecting addition and subtraction number sentences. His persistence and positive attitude towards learning new strategies has been wonderful to see. Keep up the amazing effort!</p>
5L	<p>Maeve G - For demonstrating excellence through confidently contributing thoughtful ideas and explanations, showing a strong commitment to high-quality learning and active participation. You set a wonderful example for others.</p> <p>Daniel L - For demonstrating integrity through positive choices, self-discipline, and a strong sense of responsibility during learning time. You are a wonderful role model.</p>
5/6R	<p>Alex S - For demonstrating excellence by always offering to help when needed and showing great initiative.</p>



Mathematics

Thank you for taking the time to bring your children to school for our beginning-of-year assessment days. These sessions have provided us with valuable insights into each student's current level of understanding in Mathematics and will help guide our teaching and support throughout the year.

Developing strong number knowledge in the early years is essential for building a solid foundation in Mathematics and supporting long-term success in students' learning.

At St Margaret Mary's, we have introduced Number Blast sessions four times a week across the school to strengthen students' number knowledge and develop fluency in Mathematics. These regular, focused sessions support confidence, accuracy, and automatic recall of key number skills.

We know that strong collaboration between home and school is important so that students can see we are working together to support their learning.

From the data we have collected, we have noticed that some students are still developing confidence with correct digit formation. It can be helpful to occasionally check how your child is forming their digits at home and correctly guide them if needed, as this supports accuracy and fluency over time.

Practising number word sequences forwards and backwards within the stated ranges is also a simple and effective way to strengthen number knowledge and build confidence.

On the following page, I have included a summary table outlining the end-of-year expectations for each year level. You may find this helpful when supporting maths learning at home.

Thank you for your continued partnership in your child's learning.

Anne Ablinger
Mathematics - Learning Enhancement Teacher



Mental Strategies Developmental Continuum

Number Range



Melbourne Archdiocese
Catholic Schools

	Foundation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Number word sequence	0 - 10 (f & b) by 1s 0 - 30* (f & b) by 1s	0 - 130* (f & b) by 1s Skip count by 10s (f) to at least 120 Skip count by 5s (f) to at least 120 Skip count by 2s (f) to at least 120	0 - 1000 (f & b) by 1s Count by 100s (f & b) to at least 1000 Count by 10s (f & b) to at least 1000 Count by 5s (f & b) to at least 1000 Skip count by 2s (f & b) to at least 1000	0 - 10 000 and beyond (f & b) by 1s Count by 100s (f & b) to at least 10 000 Count by 10s (f & b) to at least 10 000 Skip count by multiples of 3, 4, 5 & 10	Beyond 10 000 (f & b) by 1s Count by 1000s (f & b) beyond 10 000 Count by 100s (f & b) beyond 10 000 Count by 10s (f & b) beyond 10 000 Skip count by multiples of 3, 4, 6, 7, 8 and 9 Count by multiples of quarters, halves and thirds , including mixed numerals & improper fractions (f & b)	Count by fractions from any number (f & b)* Count by decimals from any number (f & b)*	
Place Value	Name, represent and order numbers, including zero, to at least 20 Quantify and compare collections to at least 20	Recognise, represent and order numbers to at least 120 Quantify sets of objects to at least 120	Recognise, represent and order numbers to at least 1000	Recognise, represent and order numbers beyond 10 000	Recognise, represent and order numbers with one and decimal places - tenths and hundredths	Interpret, compare and order numbers with more than two decimal places - tenths, hundredths and thousandths	
Addition & Subtraction	Addition and subtraction parts ≤ 5 Addition and subtraction whole is ≤ 10	Addition and subtraction parts ≤ 10 Addition and subtraction whole ≤ 20	Addition and subtraction whole ≤ 20 2 digit and 1 digit addition and subtraction in the range 0 - 100 2 digit and 2 digit addition and subtraction in the range 0 - 100	3 digit and 2 digit addition and subtraction beyond 100 3 digit and 3 digit addition and subtraction in the range 0 - 1000	Flexible strategies with 3 digit numbers and beyond	Flexible strategies with 4 digit numbers and beyond Addition and subtraction of fractions with the same or related denominators	Flexible strategies with 5 digit numbers and beyond Addition and subtraction of fractions using knowledge of equivalent fractions
Multiplication & Division	Model equal sharing to at least 10 Model equal grouping to at least 10	Model equal sharing to at least 20 Model equal grouping to at least 20	1 digit x 1 digit 1 digit + 1 digit 2 digit + 1 digit Multiplication facts for 2	Multiplication and division facts for 3s, 4s, 5s and 10s 1 digit x 1 digit (3s, 4s, 5s, 10s) 2 digit x 1 digit (3s, 4s, 5s, 10s) 1 digit + 1 digit (3s, 4s, 5s, 10s) 2 digit + 1 digit (3s, 4s, 5s, 10s)	Multiplication facts up to 10 x 10 and related division facts 1 digit x 1 digit 2 digit x 1 digit 1 digit + 1 digit 2 digit + 1 digit	2 digit x 2 digit 3 digit x 1 digit 3 digit x 2 digit 2 digit + 1 digit 3 digit + 1 digit 4 digit + 1 digit	Flexibly multiply whole numbers Flexibly divide whole numbers Multiply decimals by whole numbers Divide decimals by whole numbers where the result is a terminating decimal Multiply and divide decimals by multiples of powers of 10



Helping Children Manage Big Feelings



1 Name the feeling

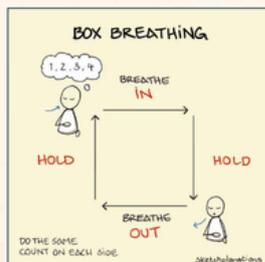
Encourage children to say:

- "I feel frustrated."
- "I feel nervous."
- "I feel disappointed."

2 Calm the body

Try simple strategies to encourage deep breathing.

For example:



3 Solve the problem

Once calm:

- What happened?
- What could I try next time?
- Do I need help?



How you can help at home

- Model calm responses
- Talk about feelings openly
- Keep predictable routines
- Celebrate effort, not just outcomes



Teaching & Learning Around the Rooms

Teaching & Learning

Why We Use Cold Calling in Classrooms

At St Margaret Mary's, we are committed to evidence-informed teaching practices that strengthen learning, engagement and confidence for every student.

One instructional routine you may hear your child mention is **"cold calling."** We would like to explain what this means, why we use it, and how it supports your child's learning.

What is Cold Calling?

Cold calling is a structured questioning strategy where the teacher chooses a student to share an answer without asking for hands up. This means:

- Everyone thinks.
- Everyone prepares an answer.
- The teacher selects who shares.

It ensures that learning is active and inclusive for all students – not just the quickest or most confident volunteers

Why Do We Use It?

Research in the Science of Learning shows that students learn best when they:

- Retrieve knowledge from memory
- Stay actively engaged
- Practise explaining their thinking
- Participate regularly

Cold calling helps teachers:

- Check understanding across the whole class
- Strengthen memory and retention
- Build oral language skills
- Ensure equitable participation
- Maintain attention and focus

When students know they may be asked to contribute, they are more likely to stay mentally engaged in the lesson.

What It Looks Like in Practice

Cold calling at SMM is:

- Calm and respectful
- Used after thinking time
- Supported with scaffolds
- Focused on learning, not performance

Teachers often say:

- "Everyone think..."
- "Turn and talk..."
- "Write your answer first..."
- "I'm going to choose someone to share."

This ensures students have time to process before speaking.

How We Ensure Psychological Safety

We understand that speaking in front of others can feel daunting, especially for younger children.

To support confidence, teachers:

- Provide think time before asking
- Use supportive language
- Offer sentence starters if needed
- Allow students to build on others' answers
- Maintain a warm and encouraging tone

Cold calling is never used to embarrass students. It is used to help them grow.

Benefits for Students

Over time, this routine helps children:

- Develop confidence in speaking
- Strengthen memory and recall
- Improve vocabulary
- Explain their reasoning
- Engage consistently in learning

In the early years, it particularly supports:

- Phonics and reading recall
- Early numeracy understanding
- Oral language development

What You Might Hear at Home

Your child might say:

- "The teacher picked me!"
- "We don't put our hands up."
- "Everyone has to think."

These are signs that active learning is happening.

Our Commitment

At SMM, we aim to build classrooms where:

- Thinking is expected from everyone
- Mistakes are part of learning
- Participation is inclusive
- Confidence grows over time

If you would like to know more about our instructional practices, please don't hesitate to contact your child's teacher.

Together, we continue to create classrooms where every learner is engaged, supported and challenged to flourish.

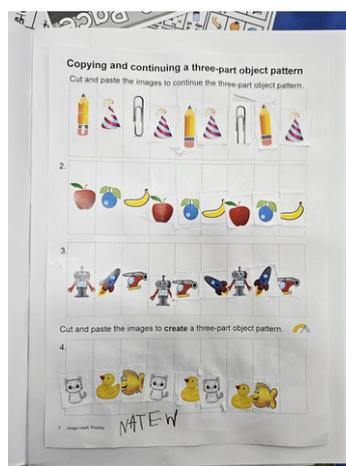
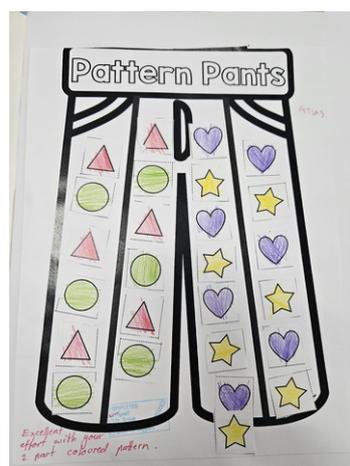
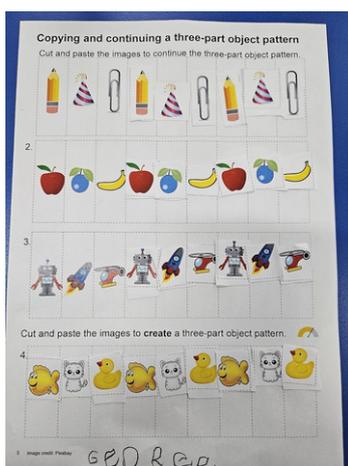
Foundation

Spot It, Copy It, Make It - Patterns in Foundation!

Foundation Blue students have been busy mathematicians as we explore the wonderful world of patterns! We have been learning how to identify, copy and create patterns using colours, objects and everyday materials.



Students have worked hard to recognise what comes next in a pattern and to carefully copy patterns shown to them. A big focus has been understanding the “unit of repeat” - the part of the pattern that keeps repeating over and over. This has helped us become confident pattern detectives!



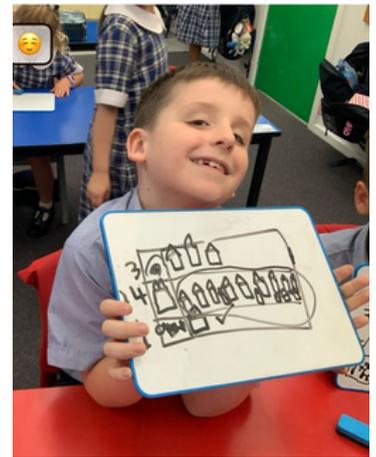
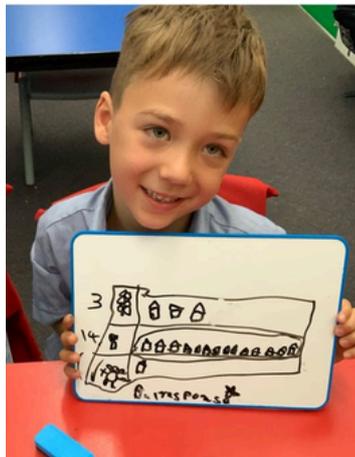
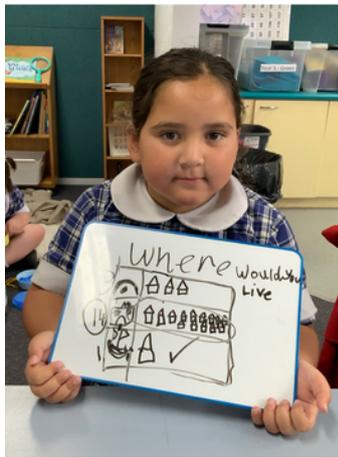
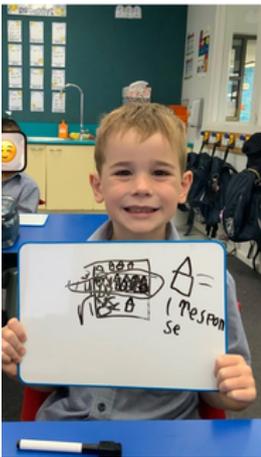
We have also enjoyed creating our own 2-part (AB) and 3-part (ABC) patterns using colours, blocks, counters and classroom objects. It has been wonderful to see students explaining their thinking and confidently sharing how their pattern repeats.

Year 1

1 Green students have continued to work hard in this past fortnight, eager to participate in classroom discussions and build upon their knowledge. We have focused on informative texts within English, using the book *A Year on our Farm* to discuss how the seasons change over the year, with students applying this to their own lives. The students have enjoyed looking at the local nature and are excited to see the leaves change from our classroom window.



In Maths the students are using their whiteboard routines to engage in our daily reviews and OCHRE lessons. The fortnight's topic, data, was an exciting opportunity to get to know each other's thoughts and preferences (including who most wants to live on a pirate ship and how many people like strawberry ice cream).



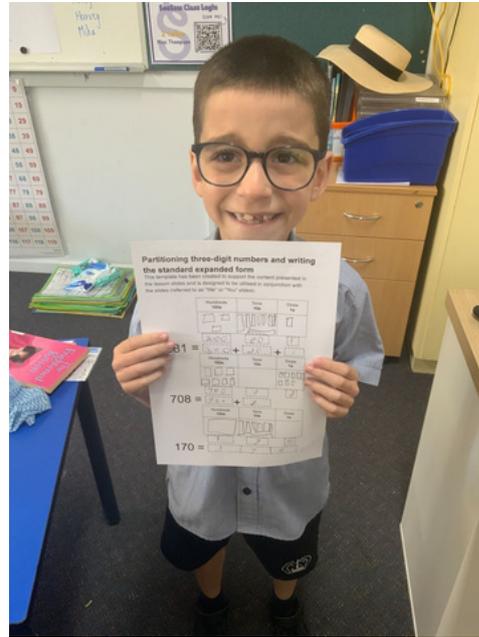
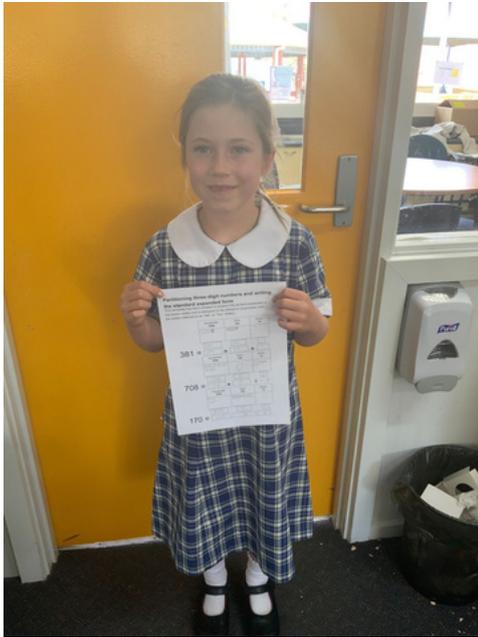
1 Green continues to review and demonstrate the RICE values each day, discussing each morning how they sit ready to learn, respond to teacher direction and show respect for each other's learning.

What a great start to the year!

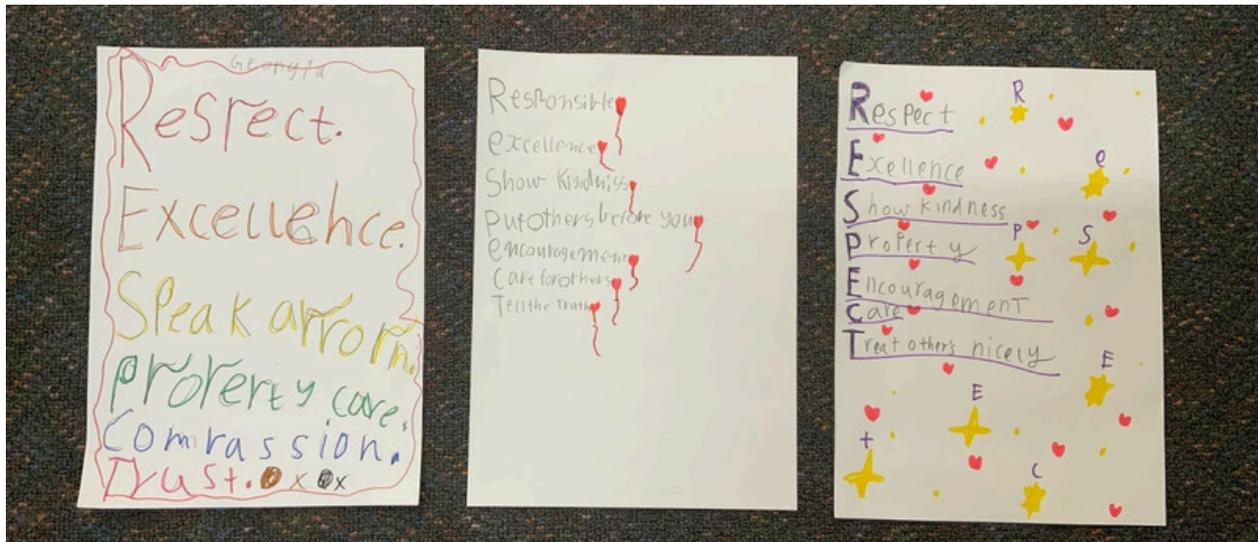


Year 2

In 2 Yellow, we have been doing all things number and place value. We can identify 3 digit numbers, order them, represent them as MAB blocks and show the partitioning into hundreds, tens and ones.

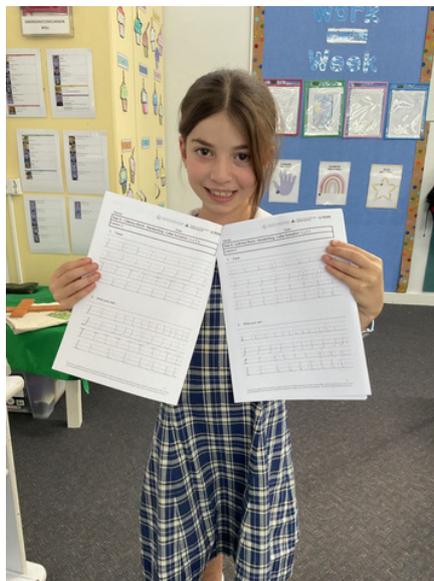


We have also been exploring what respect means and the many ways we can show it by upholding the values and rules of St Margaret Mary's. We were able to brainstorm different words or phrases that align with respect.



Years 3 and 4

Over the past fortnight, 3/4 Orange have continued to work hard across all learning areas. In Numeracy, we began learning about fact families, exploring the relationship between addition and subtraction and building fluency with number facts. In Literacy, we have been developing our note-taking skills and have started learning how to structure and write a persuasive text, while continuing to enjoy our class novel 'Kensuke's Kingdom'. In SEL, we have been focusing on using our laptops responsibly and understanding how to be safe, respectful digital citizens. In Religion, we created our beautiful class prayer cloth, prepared for Lent by making thoughtful Lenten promises, and learned about the significance of Shrove Tuesday as we begin this important season in the Church calendar. We are having so much fun!



Years 3 and 4

3/4 Purple have been busy building their understanding of different strategies for addition and subtraction, including using fact families and number lines to strengthen number fluency and problem-solving skills. In Literacy, we have continued our class novel *Kensuke's Kingdom*, while further developing our persuasive and narrative writing skills. Students are working on structuring their ideas clearly and supporting their opinions with strong reasons and examples. In Geography, we have been exploring rivers from around the world and investigating their importance to farms, cities and communities. This has led to rich discussions about how waterways support agriculture, transport and daily life. It has been wonderful to see the class engaging thoughtfully across all learning areas.



Adding two-digit numbers on an empty number line
Add using the number lines.

18/12/16

a. $72 + 19 = 91$

10 9
8 1

72 82 90 91

b. $43 + 38 = 81$

30 8
4 4

43 + 30 73 77 81

81

Year 5

It's been a busy few weeks as we are settling into our routines and expectations in 5 Lime. Our students have adjusted wonderfully to stepping into the senior year level. They have been role-modelling excellent behaviour during daily routines and have eagerly welcomed the new Prep students to SMM, sharing their eating times with their little buddies.



As we continue building our classroom community, students have been exploring symbols that remind us of prayer and have been working together to create a class prayer cloth that we will proudly display in our room. We are also discovering more about how each of us learns best, recognising that everyone requires different strategies and approaches to gain knowledge in the classroom.



Years 5 and 6

It's been a busy and productive couple of weeks in 5/6 RED!

We have been settling into our literacy and numeracy routines and students are showing great focus and consistency in their learning. Our student leaders have also been busy settling into their roles as school captains and taking on their responsibilities with enthusiasm. Our school captains led their first assembly, confidently presenting the Student of the week awards.



Other captains have been actively supporting around the school by assisting yard duty teachers, managing sports equipment and showing our new Foundation students the ropes.



We are incredibly proud of the initiative, responsibility, and leadership our students are already demonstrating.

We also hosted the first Whole School Mass for Ash Wednesday.

Students represented our class with great pride as they helped to present and lead the Mass. They demonstrated reverence, confidence, and maturity, and were excellent role models for the rest of the school throughout the service.

We are proud of how thoughtfully and respectfully our students represented both our class and the wider school community.

Specialists

STEM - Foundation

Foundation kicked off their 'What Are Things Made Of?' unit by exploring the materials used to make everyday objects. Students examined a variety of common items and identified the materials used to create them, building an understanding of the difference between natural and synthetic materials. To support their investigations, students were introduced to simple scientific tools such as magnifying glasses and binoculars, learning how these tools help scientists observe objects more closely. Students then applied their learning by creating their own pair of binoculars.

Materials are what things are made from.
Different materials have different uses.



Glass

Glass is a hard, transparent (see-through) material. It is made from sand. We use glass to make windows, bottles and glasses.



Specialists

STEM - Year 1

The Year 1s launched into their 'Pushes and Pulls' unit by exploring the fundamental principles of forces. Students investigated how pushes and pulls can be used to create a funny face, before manipulating playdough using these forces. Through hands-on exploration, they discovered that an object's shape can change when a force is applied. Students also explored how pushing or pulling an object can affect its motion and direction, building their understanding of how forces work in everyday situations.



Specialists

STEM - Year 2

The Year 2s tuned into their 'Making Sounds' unit by exploring how sound is created through vibration. Students observed how their vocal cords vibrate when making sound and explored sounds found in nature as well as those made by people. They went on a sound scavenger hunt around the school to identify and record different noises in their environment. Using everyday objects such as rulers, rubber bands, and paper, students investigated how vibrating materials produce sound and how different actions create different types of sounds.



Specialists

Performing Arts

There has been wonderful energy in Performing Arts!

Our Senior students have learned their very first ukulele chord and are confidently practising their strumming patterns. It's been exciting to hear whole classes playing together as they strengthen their timing and musical skills.

In the Middles, students are diving into rhythm, learning to read, write and play music using different notes and their beat values. Through clapping, percussion and engaging rhythm activities, they are building strong foundations while having lots of fun.



Parent Information

Important reminder for families - Student medical information and medication

To support the safety and wellbeing of all students, families are reminded to notify the school of any medical conditions, allergies or health care needs affecting their child, including asthma, anaphylaxis, diabetes, seizures or other diagnosed conditions.

If your child has a medical condition or requires medication to be administered at school, please ensure that the school is provided with a current **Medical Management Plan** authorised by your child's treating medical practitioner, along with any required medication.

Families are asked to advise the school **as soon as possible** if there are any changes to their child's medical needs, treatment or prescribed medication.

Updates and documentation can be provided through the school office or by contacting the school directly. Please note that new or updated medical plans must be received before the school can implement changes to a student's care at school.

Thank you for helping us to keep all students safe and well at St Margaret Mary's.

Paul Smith

Deputy Principal / Director of Inclusive Learning & Teaching

From the Wellbeing Leaders

We are writing to you about our quiet area this year. We will use the grass area behind the church. This area is a cool-down zone for students across the school at playtimes. In this area, we will offer a plethora of activities. In the beginning, the use of the area will be timetabled to avoid crowding. Students can also chat and colour in this area. Please provide a colouring book labelled with your child's name to bring to school and keep in the classroom tub marked colouring books if your child would like to colour. Pencils will be provided.

From Yr 6 SMM Wellbeing Captains



SMM FAMILY
SOCIAL NIGHT
FRIDAY 27TH FEB

Spotswood RSL from 4pm

Bring the kids, catch up with
some familiar faces and meet
a few new ones.

Stay for a drink or dinner &
the kids can have a run
around

Parent Information

St Margaret Mary's Primary School

181 Hudsons Rd, Spotswood 3015 | 03 9391 3118 | smm.spotswood.catholic.edu.au

 @stmargaretmarysspotswoodps  @smmspotswood



Educating for the future

Meet our Principal, Colleen McCambridge, on a tour of our brilliant school!

Foundation 2027 Information Night:
Thursday 12th March 2026

School Tours:

Every Monday at 10:00 AM and Thursday at 2:15 PM,
or by appointment at a mutually convenient time.

Book a
tour



Don't Miss Out



Complete your form today!



TeethOnWheels
a positive dental experience

The Importance of Early Dental Visits

Regular 6-monthly dental check-ups play a big role in keeping children's teeth and gums healthy as they grow. These visits help children stay familiar with the dental environment, build confidence, and reduce anxiety over time. Checking in twice a year also means we can catch any concerns early, provide personalised care, and guide children in developing strong, long-term oral health habits. Keeping up with 6-monthly visits is one of the simplest and most effective ways to support your child's healthy smile.

With government assistance, your child may qualify for FREE DENTAL CARE!

Our Dental Services Include:

- ✓ Check up
- ✓ Professional Cleans
- ✓ X-rays
- ✓ Fluoride Treatments
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- ✓ Fillings



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TERM 1, 2026 - REGISTER NOW @
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SPECIALISED CHESS COACHING

Since 2002, we have been providing our popular Chess For Schools program in schools throughout Melbourne and Greater Geelong



'I am thrilled with the tremendous success of the chess program run by Chess for Schools. The students' adoration for the program is evident as they eagerly anticipate lunchtime on Tuesdays, bursting with excitement. The instructors' dedication, patience and attentiveness foster an engaging and nurturing learning environment, igniting the children's passion for chess as their skills flourish'.

Jessica Ward, Teacher - Loreto Toorak.

HOW CAN CHESS BENEFIT YOUR CHILD?

- Educational:** Improved IQ, critical thinking, concentration, analytical skills, memory.
- Social:** Develop new friendships, social interaction skills, sportsmanship.
- Emotional:** Confidence, self-esteem, resilience through winning and losing games.

CLASS STRUCTURE:

Different lessons are taught each week from a structured syllabus ranging from tactics, strategies, master openings, traps & special moves. After the lesson children are paired up in a fun tournament play off. Prizes are awarded to the top 3 players at end of term.

BOOK HERE  CHESSFORSCHOOLS.COM.AU

CLASS DETAILS - ST MARGARET MARYS PRIMARY

DAY	TIME	LOCATION	DATES	COST
Mondays	1.30pm - 2.15pm	Multi-purpose Room	02 February to 23 March	\$145 per child per term

"Alex loves chess club and gets very upset if he misses a session. His chess has definitely improved and his teacher, Anita feels that it helps with his math in class in terms of concept and thinking. Keep up the great work!"

Katherine Lambert: Hampton Primary School

Child Safe Standard 1

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

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

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

Overview of the Victorian Child Safe Standards

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

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

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

Our Commitment

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

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

"I have come so that they may have life and have it to the full"
(In 10:10)

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

Working together for Child Safety



MACS CARE

Parent/Carer Newsletter 1 2 of 2

Spotlight on Child Safe Standard 1

Creating a Culturally Safe Environment for Aboriginal Children

Child Safe Standard 1 relates to children and young people feeling culturally safe, respected, and valued.

What does this look like in a school environment?

- **Celebrating culture:** We include and celebrate Aboriginal culture in our classrooms/events e.g. NAIDOC Week, researching stories to share, inviting guest speakers.
- **Taking a stance:** We lead by example against racism and swiftly respond if it is observed.
- **Working together:** We contact and engage with Aboriginal families and communities to make sure our school is welcoming and inclusive. We ask families what they need to feel supported at our school.
- **Ongoing development:** Our staff receive training and knowledge to better understand and support cultural safety.

How Parents, Carers and Guardians can get involved!

Here's how you can support:

- **Familiarise** yourself with the school's child safety policies and understand how they support student wellbeing.
- **Provide feedback** when you notice something that may impact a child's safety or wellbeing.
- **Support** your child when they express their views and that their opinions are valued and heard.
- **Join in** on school activities, parent committees or forums that promote child safety and wellbeing.

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!

- [Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation](#)
- [Koori Heritage Trust](#)
- [Aboriginal Catholic Ministry Victoria](#)
- [AIATSIS: Map of Indigenous Australia](#)
- [Yoorrook Justice Commission](#)

Working together for Child Safety



Reviewed: January 2026



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SATURDAYS	SUBBIES	AGES 8 - 10 10:30AM - 1PM
FRIDAY 13TH & 20TH FEBRUARY	JUNIORS	AGES 11 - 13 5:30PM - 8PM
MONDAY 9TH & 16TH FEBRUARY	MASTERS IGNITE	AGES 28+ 7:30PM - 10PM
SUNDAYS	MASTERS RADIANCE	AGES 28+ 4:30PM - 7PM

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At St Margaret Mary's, we hold the care, safety and wellbeing of our children as a central and fundamental responsibility of all staff of our school.



As a Catholic Community we respect the Yalukit Willam and Boonwurrung peoples of the Kulin Nation, traditional custodians of the land upon which our school resides, and commit ourselves to reconciliation and justice for all in our community and nation.

St Margaret Mary's students are independent life-long learners inspired by Gospel values and empowered with a sense of purpose and responsibility. They confidently engage with others and are equipped with skills to adapt to an ever changing world.

Follow our social media accounts for the latest news and learning from around the school:



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St Margaret Mary's Primary School - Spotswood



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