



# ST MARGARET MARY'S PRIMARY SCHOOL NEWSLETTER

Newsletter 7, Term 2, Week 4 2026

## Special Announcements

Monday 18<sup>th</sup> May - 1 Green Assembly 2:45pm

Friday 22<sup>nd</sup> May - Winter Sports Gala Day

Tuesday 26<sup>th</sup> May - 1 Green Class Mass

### **Principal's Message**

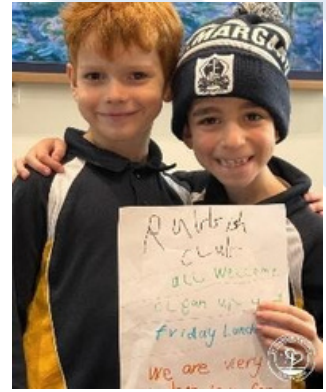
As a school community, we continue to keep former St Margaret Mary's student Chris and his family in our prayers following a serious accident last week. Many within our community will remember Chris as a kind, positive and resilient young man and his strong disposition will continue to help him recover. We know this news as deeply affected many students, families and staff, and we ask that our community continues to surround Chris and his family with prayer and compassion during this difficult time.

Last week our staff resumed our coaching and mentoring work alongside Bridie from The Knowledge Society through classroom observations, coaching and professional reflection. Feedback highlighted calm and settled classrooms, strong use of teacher practice including Opportunities to Respond and Checks for Understanding, and staff who are increasingly open and confident in coaching conversations and reflective practice. Bridie also noted the thoughtful way staff reflect on pacing, reteaching and adapting practice to best support student learning. Thank you to our staff and LSOs for the professionalism, openness and care they continue to show each day.

We are also excited to share that our 2027 Foundation enrolments continue to grow strongly. One Foundation class is now full and we are currently exploring the possibility of a second class for 2027, which would allow for two smaller class groups. Families considering enrolment for 2027 are encouraged to submit applications over the coming fortnight as planning is now well underway.

## Principal's Message

A wonderful example of student voice and leadership occurred recently when Cameron and Filip worked alongside our junior LSO Chase after recognising a need to better support the cleanliness of our school grounds. Together they developed a simple and practical Friday afternoon clean-up plan using gloves, tongs and small buckets to help keep our yard tidy for both parishioners and students. It was a lovely example of the Mary MacKillop spirit of "never seeing a need without doing something about it."



Our Mother's Day celebrations brought great joy to the school community. The Mother's Day Stall was filled with thoughtful, high-quality gifts and wonderful excitement from the children. Thank you to Larissa and her team of angels for the enormous amount of care and work that went into creating such a beautiful experience.



Our Mother's Day Breakfast was another special morning filled with smiles, flowers, warm drinks, photos and conversation. Thank you to Cara, Tram and Ainsley for helping bring the morning together, to the dads and staff who arrived early to set up, and to Ciara, our junior LSO, for the beautiful slideshow.

We are also very excited to share an important new initiative within our Performing Arts program. Next term, students will begin working with Kinect Performing Arts in preparation for our whole school production later this year. This opportunity will build on the excellent work already taking place through our Music and Performing Arts program led by Alicia Wilson and promises to be a wonderful experience for our students and wider community. Please read further in the newsletter for more information and an important save the date for families.

Next week teachers begin preparing semester reports, another significant body of work that reflects the care, professionalism and attention staff give to understanding each child's growth and progress.

## ***Principal's Message***

As part of our strong parish and school connection, we would also like to keep families informed of some important developments within our parish community. St Joseph's Parish (Newport and Spotswood) and St Mary's Parish (Williamstown) are currently exploring opportunities to work more closely together in partnership, with a focus on strengthening faith communities, sharing resources and supporting the future vitality of parish life, while maintaining the unique identity of each church community.

We also warmly congratulate and welcome Paul Sharkey and Gary Nunes, who have recently been invited to join the Parish Pastoral Council. Both bring wonderful gifts and experience in the areas of faith formation, communication and community engagement, and we thank them for their willingness to serve our parish community.

On Thursday evening, our Year 6 students participated in our Confirmation Faith Formation Evening at Sacred Heart. This was a wonderful opportunity to engage in prayer and reflection in preparation for the upcoming Sacrament of Confirmation.



We also look forward to upcoming community events including our Year 1 Assembly and Gala Sports Day.

Thank you, as always, for your ongoing support of our St Margaret Mary's community.

Warmest,

Colleen McCambridge  
*Principal*



ST. MARGARET MARY'S  
PRIMARY SCHOOL  
SPOTSWOOD

# St Margaret Mary's SAVE THE DATE

School Production – Term 3

We are excited to share that next term, Kinect Performing Arts will join St Margaret Mary's as part of an exciting expansion of our Performing Arts program.

Across a 10-week program, students will participate in dance and drama workshops as they prepare for our whole-school production later this year. This program will build upon the wonderful work already taking place through our Performing Arts and Music programs led by Alicia Wilson, continuing to strengthen opportunities for creativity, confidence and performance across the school.

Our staff will work closely alongside Kinect Performing Arts throughout the process, helping bring the production to life as a genuine whole-school community experience.

At St Margaret Mary's, we see the Performing Arts as far more than performing on stage. These experiences help children build confidence, resilience, creativity and teamwork, while creating memories that stay with them long after primary school.

MORE  
INFORMATION  
TO COME!

AUG  
27

THURSDAY  
AUGUST 27

CENTENARY THEATRE –  
WILLIAMSTOWN  
HIGH SCHOOL

## A night at the Museum

WE LOOK FORWARD TO SHARING THIS EXCITING JOURNEY  
WITH OUR FAMILIES AND WIDER COMMUNITY.



## Outside of Hours School Care



**We are excited to share that St Margaret Mary's will be transitioning to MACSEYE Outside School Hours Care (OSHC) from Term 3.**

To help families learn more about MACSEYE OSHC, online information sessions have been arranged where families can hear directly from the MACSEYE team and ask any questions they may have.

Families who are unable to attend live will still be able to access the information, as both sessions will be recorded and shared afterwards.

These sessions are open to all schools transitioning to MACSEYE in Term 3. Additional school-specific information sessions may also be arranged if needed.

Over the coming weeks, further information and enrolment resources will be shared with families, including details regarding operating hours and fees. We look forward to supporting families through this transition and ensuring everyone has the information needed to access and book care.

### Online Information Sessions

- Tuesday 19 May, 6.30pm – 7.00pm
- Wednesday 10 June, 6.30pm – 7.00pm



ST. MARGARET MARY'S  
PRIMARY SCHOOL  
SPOTSWOOD



# **ST MARGARET MARY'S**

## **COMMUNITY SAFETY NOTICE**

### **Please Take Extra Care Around the School Zone**

Due to current gas works near the train line, the pedestrian crossing connecting South Kingsville residents to the school via Stephenson Street and Hicks Street is temporarily closed.

Alternative walking routes near Brunel Street, Kernot Street and Montgomery Crescent are also partially impacted, meaning many families are now navigating unfamiliar crossings and busier roads. This has increased pedestrian traffic in areas where drivers may not usually expect children and families to be crossing.

#### **PLEASE HELP KEEP OUR COMMUNITY SAFE BY:**

- slowing down around the school precinct
- watching carefully for children crossing unexpectedly
- taking extra care near the train line and alternative walking routes
- remaining patient during busy drop-off and pick-up times
- speaking with children about safe crossing habits

**Thank you for helping protect all children and families during these temporary disruptions.**



# TERM 2, 2026 DATES

<b>Mon 18<sup>th</sup> May</b>	Assembly - 1 Green
<b>Fri 22<sup>nd</sup> May</b>	National Walk to School Day Winter Sports Gala Day
<b>Tue 26<sup>th</sup> May</b>	Class Mass - 1 Green
<b>Wed 27<sup>th</sup> May</b>	National Simultaneous Storytime - 12:00pm
<b>Mon 1<sup>st</sup> Jun</b>	Assembly - 3/4 Purple
<b>Wed 3<sup>rd</sup> Jun</b>	Confirmation Evening - 5:30pm
<b>Fri 5<sup>th</sup> Jun</b>	<b>Student Free Day - No School</b>
<b>Mon 8<sup>th</sup> Jun</b>	<b>King's Birthday Public Holiday - No School</b>
<b>Fri 12<sup>th</sup> Jun</b>	Feast of the Sacred Heart
<b>Mon 15<sup>th</sup> Jun</b>	Assembly - 2 Yellow
<b>Tue 16<sup>th</sup> Jun</b>	Class Mass - Foundation Blue
<b>Thu 25<sup>th</sup> Jun</b>	Parent Teacher Interviews
<b>Fri 26<sup>th</sup> Jun</b>	<b>Last Day of Term - 1pm finish</b>

# Week 4 Awards

FB	<b>Zoe W</b> - For demonstrating our school value of Compassion. You consistently show kindness through your words and actions and are always willing to lend a helping hand.
1G	<b>Mabel B</b> - For demonstrating excellence in her learning. You consistently attempt all tasks to the best of your ability and happily accept staff support to improve your work. Mabel your growth this year has been wonderful!
2Y	<b>Harnoor C</b> - For demonstrating excellence in all areas of her learning. You consistently follow instructions, complete tasks to the best of your ability and ensure you are focused and on task. Keep up the great work!
3/4O	<b>Jenson T</b> - For demonstrating excellence in maths through his strong understanding of fractions and his ability to clearly articulate his mathematical thinking. Well done, Jenson!
3/4P	<b>Jobe</b> - Congratulations to Jobe for showing wonderful confidence when reading to an audience during our class Mass. Even when it can be challenging, he stepped up with courage and did a fantastic job. It's also been great to see his strong engagement in his learning this week. Keep up the great work!
5L	<b>Jasper</b> - For showing great improvement in focus and becoming more involved in his learning. It's great to see your positive input in class, keep up the good effort!
5/6R	<b>Alex F</b> - For showing genuine compassion and kindness by supporting a class member when needed.



### **Student Representative Council**

The Board Game Club, launched by our SRC, has been a wonderful success! It has been fantastic to see students from all year levels across the school coming together each Monday lunchtime to enjoy some quiet, engaging fun through a variety of board games and group activities. The club has quickly become a welcoming space where students can relax, connect with others and build friendships across different year levels.

Beyond the fun, the Board Game Club is also helping students develop many important social and emotional skills. Our students are learning valuable skills such as turn taking, sharing, cooperation, patience and respectful communication. They are practising how to follow rules, solve problems, work as part of a team and manage both winning and losing appropriately. These experiences help students build resilience, confidence and positive relationships with their peers in a relaxed and supportive setting. It has also been great to see our SRC members, particularly Ben R and Kora M in 3/4 Orange who have been assisting with setting up and packing away the games before and during break time.

A big thank you again to Mrs McCambridge for generously purchasing some larger games for the club. These have been a huge hit with the students and have helped create an exciting and inclusive environment for everyone involved. We would also like to remind our community that we are still gratefully accepting donations of pre-loved board games for students to enjoy.

Our next initiative will be designing a certificate for the Sportmanship Award which will be awarded at an assembly later this term. Stay tuned...



Julia Foott  
*Learning Diversity Leader*



# Teaching & Learning Around the Rooms

## Teaching & Learning

### Coaching Visit – 5 May 2026

Earlier this month we welcomed our external coaching team for a full-day school visit. The purpose of these visits is to observe teaching and learning across our school, provide professional feedback to staff, and set clear directions for continued improvement. We are pleased to share the highlights with our community.

#### ★ What the Coaches Loved Seeing ★

- Calm, settled classrooms – a positive learning atmosphere was observed consistently across the school.
- Strong teaching practice – staff were regularly checking for student understanding and providing opportunities to respond.
- Openness to growth – staff engaged positively in professional reflection and coaching conversations.
- Thoughtful pacing – teachers demonstrated careful consideration of when to slow down and revisit concepts.
- Clear expectations – students across the school demonstrated a solid understanding of classroom routines.
- Responsive leadership – school leaders showed strong knowledge and genuine engagement with the coaching process.

#### INSIDE OUR CLASSROOMS

##### STRENGTHS OBSERVED

- ✓ Calm and settled learning environments
- ✓ Strong questioning and checking-for-understanding skills
- ✓ Students clearly knew and followed expectations
- ✓ Classroom voice and participation routines developing well
- ✓ Strong examples of quality teaching across the school

##### AREAS OF FOCUS

- ✓ Continue building and embedding voice-level expectations
- ✓ Weave routines more consistently across all lessons
- ✓ Support staff to reteach and reinforce routines with confidence
- ✓ Use peer observation and video examples to share strong practice
- ✓ Tighten routines when expectations need refreshing

## Key Coaching Points for Our School

### Routines & Consistency

Routines are continuing to develop across the school. Given significant staffing changes this year, this is entirely understandable. Continued reinforcement and visible leadership will help rebuild and sustain consistency.

### Coaching & Feedback Culture

Staff are engaging well with video self-review, peer feedback, and classroom observations. Coaching can feel challenging – our staff are encouraged to seek leadership support and see feedback as a tool for growth, not judgement.

### Delivery & Reteaching

Taking time to slow down and reteach expectations or concepts when needed is a mark of responsive, high-quality teaching. Our staff are being supported to balance pace with depth and clarity.

### Positive Narration

"What we ignore, we accept." Intentionally naming and celebrating students who are meeting expectations is a powerful tool. Our teachers are building this into daily practice – using names, specific praise, and genuine acknowledgement.

#### STEP 1

##### Ongoing Coaching & Drop-Ins

Regular coaching visits and classroom walkthroughs will continue to build consistency and celebrate great practice.

#### STEP 2

##### Student Voice Level Expectations

Continue embedding and reteaching voice-level routines clearly across all learning spaces.

#### STEP 3

##### Feedforward Development

Develop practical, forward-focused feedback strategies to strengthen routines and support staff growth.

#### STEP 4

##### Positive Narration

Strengthen the use of names, praise, and acknowledgement to reinforce a positive, high-expectation culture.

#### STEP 5

##### Behaviour Curriculum

Revisit behaviour systems with staff, share examples of tiered responses, and ensure consistent understanding of support plans.

#### STEP 6

##### Routine Scripts & Visibility

Continue refining teaching scripts, maintaining coaching schedules, and celebrating strong practice publicly.

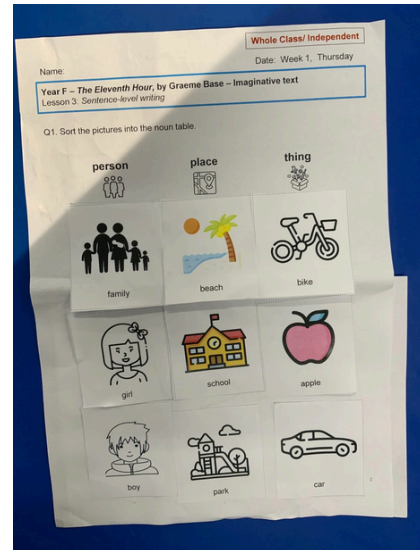
Paul Smith

*Deputy Principal – Director of Learning & Teaching*

## Foundation

Prep Blue students have been thoroughly enjoying reading *The Eleventh Hour*! Through this engaging story, we have been building our understanding of language by learning about nouns (a person, place or thing) and verbs (doing words). Students have been busy sorting and identifying these in fun and interactive ways.

To deepen our understanding of the story, we brought it to life by retelling it through actions and puppets, helping us remember key events and build confidence in speaking. To finish off our learning, students got creative and designed their own animal masks, imagining which animal they would be if they were invited to Horace's party. It was wonderful to see their creativity shine as they connected with the story in such a fun and meaningful way!

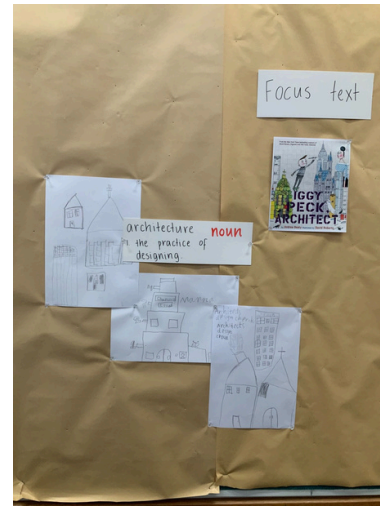
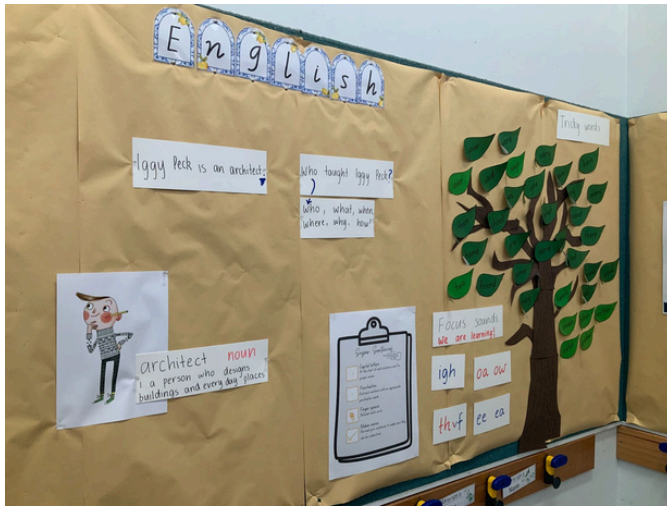


Prep Blue students have been enjoying special discussions about how important our mums and special people are in our lives. We shared what makes them so special, what they mean to us, and the different ways we can show our love and appreciation. Students then put their ideas into action by writing heartfelt messages and creating beautiful pieces of artwork to give as thoughtful gifts. It has been a lovely way for students to express their gratitude and celebrate the wonderful people who care for them .

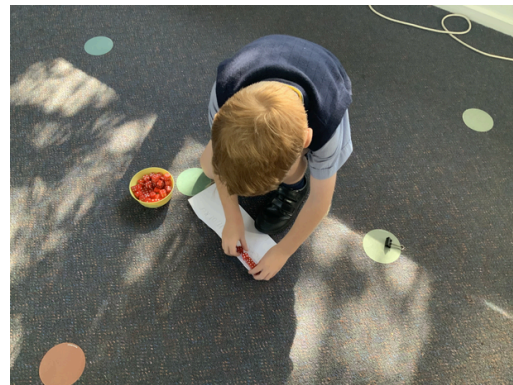


## Year 1

In Literacy, the 1 Green students have explored Iggy Peck Architect, a wonderful story about self-expression and creativity. They have taken on the role of an architect, designing their own buildings and taking responsibility over the creation of our classroom display. The students have generated statements and questions to respond to the text and applied this knowledge to their writing. We have focused on creating 'rich' sentences that are interesting to read and feature vocabulary explicitly taught within the book.



In Mathematics, the students are enjoying the hands-on approach to our Measurement unit. To explore direct and indirect comparisons of length, the students have measured their arm span, hand span and participated in hunts around the room for objects longer/shorter/the same as a stimulus. They also continue to consolidate partitioning and place value concepts within daily review and our number blast sessions.



In Core Knowledge, we have celebrated the different family structures in our room within our Changes in Daily Life History unit. The students are becoming time travellers, as they compare how the structure, personal roles and traditions of families have changed over time. They are also discovering how household objects have changed over time, including that phones used to have a cord!

## Year 2

It has been a busy and exciting fortnight in 2 Yellow!

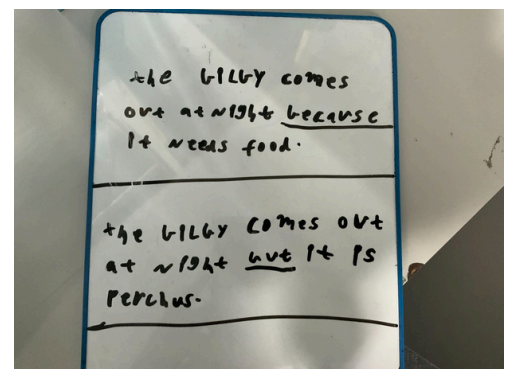
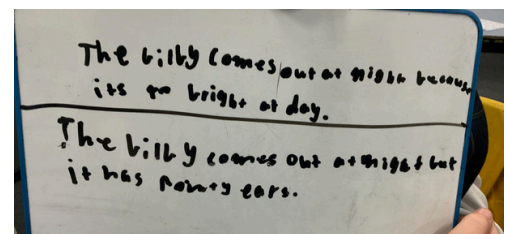
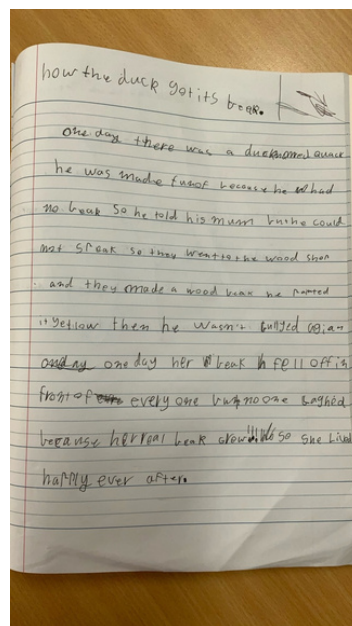
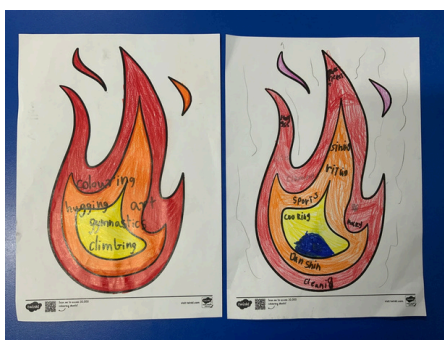
In Literacy, students explored prefixes and suffixes, practised the comprehension strategy of questioning, and learnt how to use the conjunctions "because" and "but" in their writing. We also researched and wrote short information texts all about wombats.

In Maths, we used informal units to measure and compare the length of different objects and revised a range of addition strategies to strengthen our number skills.

During Core Knowledge, we explored several Aboriginal Dreamtime stories and then attempted to create and write our own unique stories. We also had thoughtful discussions about the pros and cons of tourism at Uluru.

In Religion, we briefly learnt about Mary as the mother of Jesus in recognition of Mother's Day. We have now begun learning about the story of Pentecost and discussing the special gifts and talents God has given each of us.

In SEL, we focused on recognising the emotions of others and explored simple ways we can show kindness every day. Students enjoyed creating their own classroom kindness bingo cards to encourage positive actions towards others. Well done to all students for their wonderful effort and enthusiasm throughout the fortnight!



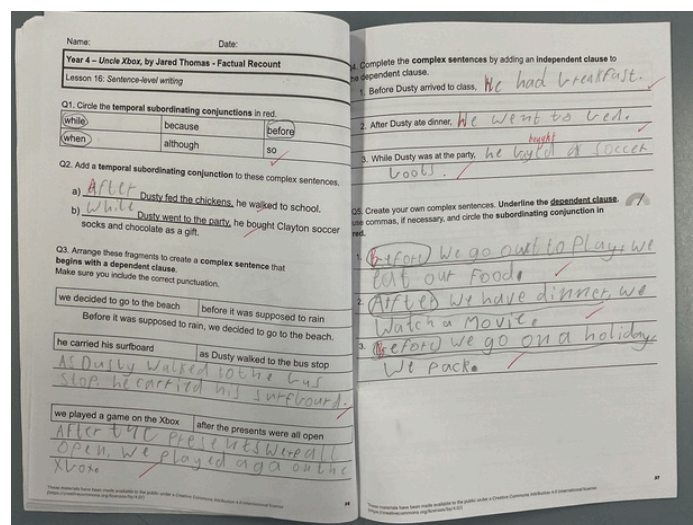
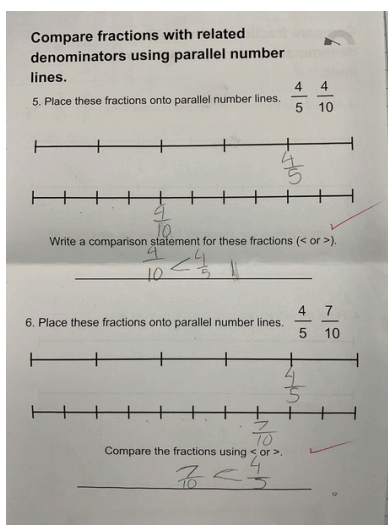
## Years 3 and 4

### 3/4 Orange

This fortnight, 3/4 Orange have continued to work hard and show great enthusiasm across all learning areas. In Literacy, we have been developing our factual recount writing by learning how to structure strong body paragraphs and adding to our recounts about the First Fleet. Along the way, we have learned many interesting facts about Australian history.

In Numeracy, we completed our unit on fractions, learning how to add fractions on a number line and compare fractions sizes. We have also begun a unit on measurement, revising our understanding of formal units of measurement.

In History, we have been exploring the life of Julius Caesar and learning about the hierarchy of Roman society. In Religion, we have focused on how God created each of us uniquely and why it is important to celebrate and respect our differences. In SEL, we have been reflecting on and setting both personal and academic goals to support our growth throughout the term.



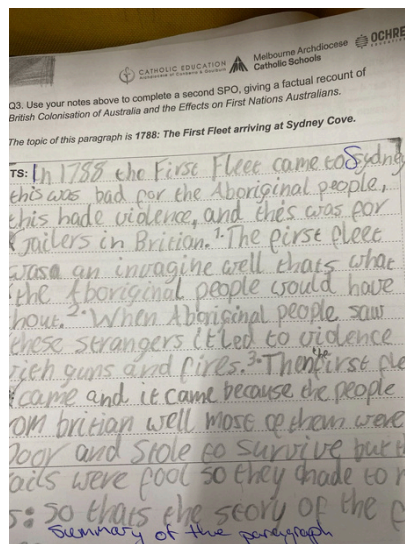
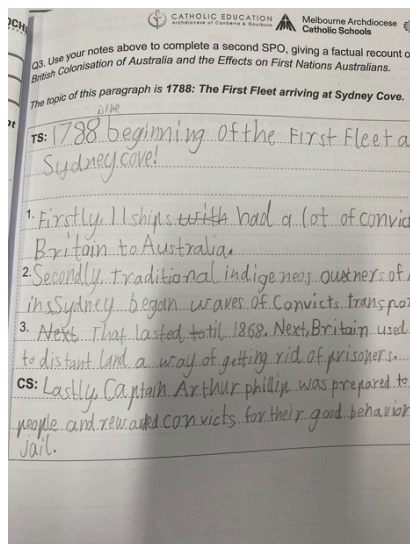
## Years 3 and 4

### 3/4 Purple

In Literacy, students have been reading our class novel Uncle Xbox and developing their comprehension skills, while also writing a recount based on historical information about Captain Cook's arrival in Australia.

In Maths, we have begun our new unit on measuring length, where students are learning to estimate, compare and measure using a range of formal and informal units.

In History, the class is thoroughly enjoying learning about Ancient Rome, with a particular focus over the next fortnight on Julius Caesar and his impact on Roman society. A special congratulations to our class for the outstanding way they led the community Mass. Well done 3/4 Purple!



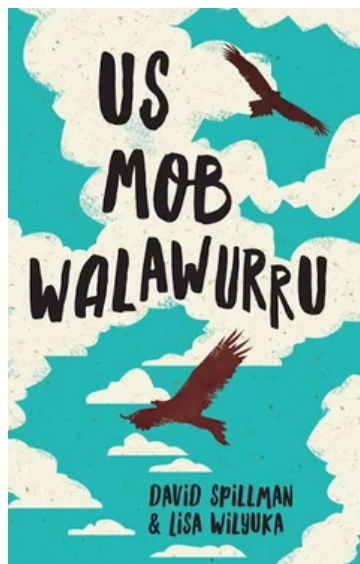
Object	M	CM
goals	2	200
money bars	2	200
church windows	1.50	150
gate	3	300
hockey	3	300
ball hoop		

### 5 Lime

This fortnight in 5 Lime, students have been diving deeper into our class novel, *Us Mob Walawurru*. We have been exploring the different perspectives of characters and discussing how cultural understanding shaped the way people viewed the world in the 1960s Northern Territory, Australia. Students have been using this understanding to make connections in Core Knowledge, where we are developing a factual recount of the 1967 Australian referendum and learning how to organise and structure our writing effectively.

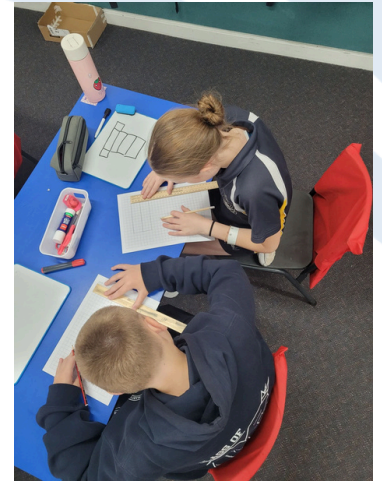
In Maths, we have been learning about 3D objects, identifying nets and cross-sections, and exploring how they relate to different shapes. This has been a great hands-on unit, with students creating their own nets and testing their knowledge through a fun 3D object bingo activity.

SEL has brought out our students' creativity as they design their own "I Am" posters, showcasing their greatest strengths while adding personalised fonts, colours, and patterns to make them unique. We also participated in our second Inform and Empower session, which focused on building a healthy relationship with devices. Students explored the benefits of green time, the importance of sleep, and the impact of excessive screen use.

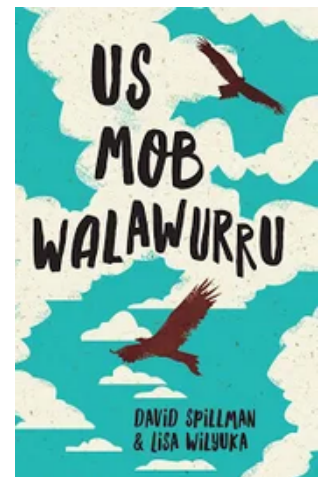
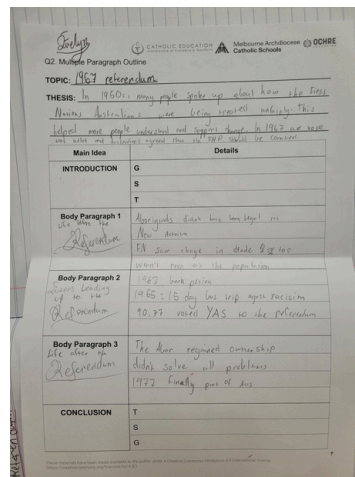


## Years 5 and 6

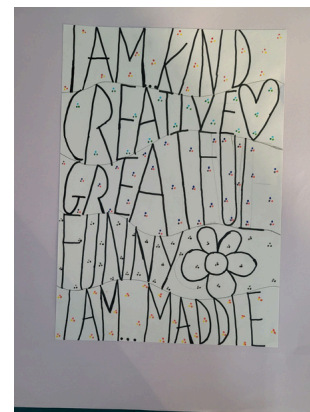
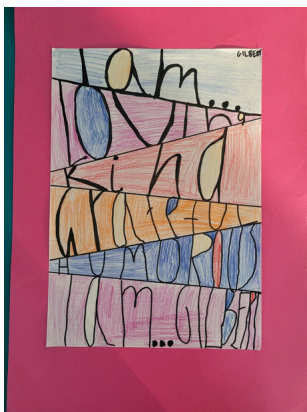
In Maths, we have been exploring 3D shapes and their properties, including identifying faces, edges and vertices. Students have enjoyed creating their own nets and testing whether they fold into accurate 3D shapes, before consolidating their understanding through some fun and competitive games of bingo.



In Literacy, we have been engaging with our class novel *Us Mob Walawurru*, an Indigenous text set in the 1960s. This has supported rich discussions around historical context and perspective. Students have also been using the text as inspiration for their writing, developing factual recounts about the 1967 Referendum, with a focus on organising information clearly and using appropriate language features



In SEL, we have been focusing on identifying our personal strengths. Students completed a survey to help recognise their strengths and areas for growth, and used these insights to create a piece of artwork that celebrates what makes them unique. We also participated in our second Inform and Empower session, which focused on building a healthy relationship with devices. Students began exploring the benefits of green time, the importance of sleep, and the impact of excessive screen use.



## Specialists

### Performing Arts

Students in Performing Arts have been busy developing their skills across Music and Drama this term. Our Preps have begun creating their own body percussion songs, using stomping, clapping, clicking and tapping while keeping to the beat. Students are developing their understanding of rhythm and working together to perform simple patterns and sequences.



The Juniors have been learning to play boomwhacker instruments and are exploring the notes in the C scale through a range of play-along activities. Students are building their listening and ensemble skills as they perform together.



In the Middles, students have started learning the ukulele. They have been practising different strumming patterns and learning a variety of chords while developing confidence with the instrument.

Our Seniors have begun a Drama unit focused on improvisation and performance. Students are participating in a range of drama activities designed to build confidence and communication skills. We will soon begin practising for our performance of Cinderella Rap for the Foundation students – stay tuned!

## District Cross Country Championships

On Thursday the 30th of April some students from years 3-6 participated in Cross Country. Ten other schools from our district participated such as Yarraville West, St Augustine's, Kingsville Primary and more. Some of our students made it to the next round which is the Division.

They were Grace from 5 lime, Georgia from 5/6 red Olivia from 3/4 orange and Ava from 3/4 purple. We are proud of all of the people that participated from our school because they all gave it their best. We all had the best time and we thank all the teachers that helped out on the day.

By Patrick and Georgia



James Mitchell  
*Physical Education Teacher*

## Literacy

Students will have the opportunity this week and next to show their learning and progress through our Term 2 Persuasive Writing Piece “Should students be able to choose their own bedtime?” We are sure there will be a lot of heated arguments and fantastic reasoning for both sides of the debate!

As part of our Library regeneration project, we will be asking for volunteers to assist with cataloging, covering and re-housing books. If you are able to help at all with this vital work, please add your name to the Library Volunteer sign-up sheet, which will be displayed on the library window, near the chessboard.

Library Volunteer Sign Up Sheet

Date	Name
Wednesday 20th May - 2.15 - 3.15pm	
Tuesday 26th May - 9 - 10am	
Wednesday 27th May - 2.15 - 3.15pm	
Wednesday 3rd June - 2.15 - 3.15pm	
Wednesday 10th June - 2.15 - 3.15pm	

St Margaret Mary’s students have been registered for the Premiers’ Reading Challenge 2026. This year’s theme is ‘Stories to discover. Stories to tell’. It’s all about discovering new books, and a love of reading. The Challenge is for children from birth to Year 10. Participants and their parents, carers or teachers are encouraged to set a reading goal and choose from thousands of wonderful books throughout the Challenge.

Parents and carers – we’re going to need your help. Reading together is one of the most powerful ways we can help kids build their literacy skills, and the confidence to pick up books on their own. Your child has been given their individual log on, but will need your support to meet their reading goal. The Challenge isn’t a competition. Everyone is on their own reading adventure. Participants who complete their reading goal will get a certificate signed by Jacinta Allen and past Premiers of our state.



Lucy McCarthy  
*Literacy Learning Enhancement Leader*

## **Mental Health in Primary Schools (MHiPS) News**

### **This week's topic is help-seeking**

Help-seeking is about clearly communicating difficulties or challenges to gain help and meet needs. It's an essential life skill that improves health, learning and well-being. Learning the coping skill of help-seeking from a young age is a protective factor for long-term mental health.

A comprehensive study divides help-seeking into four stages (Rickwood, 2005)

1. Recognise you have a problem and may need help from someone else
2. Be able to articulate and express it so others can understand (providing trust exists)
3. Information about help sources (where and how to access) must be available
4. The help seeker is willing and able to tell the source of help how they are feeling

Help-seeking supports us to get our needs met. If our needs are not met, we find it difficult to function. Being able to help-seek enables us to:

- Learn new skills
- Gain support to cope with situations
- Get the assistance or resources required

### **Who to seek help from:**

- Peers and friends, teachers, family members, specialists, specific organisations, qualified experts, health professionals, e.g., GPs, paediatricians, psychologists
- Other forms of help seeking, e.g. reputable websites, resources and brochures

### **What are some things that stop help-seeking in young people?**

Research has identified the following:

- It's perceived as a sign of weakness or a source of embarrassment, shame or stigma ("What will others think about me?")
- Thinking they should be able to handle things on their own
- Fear of parents', caregivers' or significant people's reactions
- Peer pressure
- Not having a trusted source to approach
- Poor mental health literacy, e.g. what's not normal to cope with or where to get help
- Concerns about confidentiality or privacy
- Inability to clearly communicate or articulate the problem, e.g. unable to recognise, understand or express feelings
- Feeling hopeless, e.g. help won't make a difference

## What helps young people to seek help?

Research says:

- Having good past experiences
- Having trusted available adults, e.g. parents, teachers and friends
- Emotional literacy (confidence to clearly express their emotions and difficulties)

## AT SMM we encourage help-seeking by:

- Ensuring students understand how seeking help will benefit them
- Positively reinforcing students for asking for help (I'm glad you came for help with this)
- Normalising it
- Role modelling (I might need to ask \_\_\_\_\_ for help)
- Naming emotions (to help articulate how they are feeling clearly so the right help can be offered)
- Encouraging students to name a person/people they can go to to seek help
- Encouraging students to take learning risks to build confidence, e.g. asking a question to get help
- Directing students and families to supporting resources, depending on the issue
- Facilitating referrals to external supports or agencies that have the expertise to help

## How you can work in partnerships with us:

- Enact some of the actions above so they are reinforced at home and school
- Ensure children can nominate trusted adults they can seek help from or talk to
- Talk to your child about external services for help, such as: Kids | eSafety Commissioner, e.g. click on "I want help with..." or Kids Helpline

Our Year 6 Wellbeing Leaders have visited each class this week to publicise Kids Helpline and provided students with a card to promote this free, confidential and professional help service



Kath Novak  
MHiPS Leader

# ACTIVE KIDS ARE HEALTHY KIDS



JOIN US  
**FRIDAY 22 MAY 2026**



**Until they're ten, children must always hold  
an adult's hand when crossing the road**



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4



Melbourne Archdiocese  
Catholic Schools

Working  
together for  
Child Safety

## Child Safe Standard 4

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

As Catholic educators, we have a moral, mission-driven and legal responsibility to uphold and actively promote the wellbeing and safety of every student entrusted in our care. Our commitment to the protection of students ensures they have agency and voice about all matters that impact their safety. Our Catholic communities ensure systems, processes, policies and cultures encourage and respect the voices of children and young people.

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

### Overview of Child Safe Standard 4:

To be aligned, schools must support the following:

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

### The Child Safe Standards

The Child Safe Standards are a set of guidelines that help organisations create safe environments for children and young people.

They make sure that children are protected from harm, listened to, and respected. These standards require organisations to have strong leadership, clear policies, and a culture that puts children first.

As a parent or carer, you can expect organisations to involve families, empower children, train staff properly, and respond to concerns quickly and respectfully.

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

Working together for Child Safety



### What does this look like in a school environment?

- **Keeping families informed:** We provide parents, carers and the community with regular updates about child safety and wellbeing so everyone knows what is being done to keep children safe and so parents and carers can continue the conversation at home.
- **Inviting parent, carer and community involvement:** We create varied opportunities for families, carers and community members to participate in surveys, forums or school events that focus on child safety and wellbeing, and seek their feedback
- **Working together:** We build trust and open communication with families, carers and the wider community. We ensure families, carers and members of the community have access to a variety of communication channels.
- **Welcoming different perspectives:** We are always open and welcoming of ideas that help keep children safe. We create varied ways for people to provide us with their feedback and share their ideas. We also actively seek to go beyond the school gate to meet families and the wider community at different places of learning, so we are all walking together.

### How Parents, Carers and Guardians can get involved!

Child Safe Standard 4 is about making sure schools, families, carers and the wider community work together to keep children safe. Here are some simple ways families can help:

- **Stay informed:** Read school updates about safety and wellbeing
- **Keep talking:** Have regular, open conversations with your child about what safety feels like for them and how they feel when they are at school or other places away from home. Ensure they know they have trusted adults they can speak to if they are concerned. Make sure they know who these adults are.
- **Get involved:** Attend school events, take part in surveys or forums that seek your feedback. Let your children see that you prioritise this connection with the school.
- **Share your perspective:** Contact the school with any ideas or thoughts you have that will help everyone to keep children safe. You may be able to offer a unique perspective or idea that the school has not considered.

### 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 from below to learn more:**

The Australian Institute of Family Studies (AFIS): [Parents' Involvement in their Children's Education Community Engagement](#)

The Australian Institute for Teaching and School Leadership (AITSL): [Strengthening Parent Engagement to Improve Student Outcomes](#)

### Working together for Child Safety



Reviewed: January 2026



# FACT SHEET FOR PARENTS, GUARDIANS AND CARERS

## 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.

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### 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.

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### 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, carers 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 attributed as *Fact sheet for parents, guardians and carers*.


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## Community News



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### Upcoming Tour Dates

- 19 March
- 28 May
- 31 March
- 11 June
- 23 April
- 23 June
- 14 May
- 16 July

[www.stmaryscollege.vic.edu.au](http://www.stmaryscollege.vic.edu.au)




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GIRLS' COLLEGE  
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**Open Mornings** 9:15 - 10:30am  
(All Dates)

**Thursday: 5 March, 30 April,  
18 June, 18 July, 13 August**

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Step into our classrooms to see learning in action and enjoy a tour with our student ambassadors.

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(03) 8398 2000  
[www.msj.vic.edu.au](http://www.msj.vic.edu.au)




**MOUNT ST. JOSEPH**  
GIRLS' COLLEGE  
Virtue Courage

**Open Day**

**Sunday, 17 May 2026**  
**10am - 2pm**

Come and discover our welcoming learning and faith community.

Meet our Principal, connect with our passionate staff and students, and experience our dynamic curriculum first-hand.

Enjoy a guided tour of our innovative facilities, led by our wonderful student ambassadors.



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## Who?

Kids 5-12

## When?

Sunday, May 24  
2-4pm

**FREE EVENT!**

## Where?

Newport Park Athletics Track  
(Williamstown Little Athletics Centre)

## What?

Athletics Games and Activities, Face Painting,  
Meet Nana Owusu-Afriyie, Ava & Leo and Lots More!



Register here!



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:**



@stmargaretmarysspotswood



St Margaret Mary's Primary School - Spotswood



Melbourne Archdiocese  
Catholic Schools



**ST. MARGARET MARY'S  
PRIMARY SCHOOL  
SPOTSWOOD**