



ST MARGARET MARY'S PRIMARY SCHOOL NEWSLETTER

Newsletter 8, Term 2, Week 6 2026



Mon 1st June - Assembly 3/4 Purple
Mon 3rd June - Confirmation 5:30pm
Fri 5th June - Student Free Day - No School

Principal's Message

Dear Parents and Guardians,

As we move into the second half of Term 2, there continues to be a wonderful sense of energy, growth and opportunity across our school community.

We continue to keep our past student Chris Saliba and his family in our prayers as they navigate this challenging time. We pray that Chris feels the support and strength of his faith, family and community as he recovers from his accident.

This coming Sunday, the Church celebrates the Feast of the Holy Trinity, reminding us of the importance of relationship, connection and the way we are called to know and love one another deeply. In many ways, this reflects what we continue to strive for at St Margaret Mary's – a community where every child feels known, valued, supported and encouraged to flourish.

Over the past fortnight, we have had many moments worth celebrating. Our Year 1 Assembly was absolutely brilliant. The confidence and enthusiasm of the students shone through. Thank you to Ms Horwood and Ms Ciara for supporting the children in their learning and the building of their confidence to speak in front of our community. This coming Monday afternoon, our Year 3/4 Purple will share their learning and growth with families. These afternoons continue to strengthen the important partnership between home and school and it was lovely to see so many parents and carers engaging so positively with the children's work.

Principal's Message

Across the school, teachers are currently undertaking the significant work of assessment, moderation and semester report writing. This is always an enormous undertaking and I sincerely thank our staff for the professionalism, care and attention they bring to ensuring reports provide meaningful insight into each child's progress, achievements and next steps for learning.

Last week, I had the privilege of attending the Year 6 Confirmation Reflection Evening led by Fr Elio. It was a genuinely rewarding evening and a beautiful opportunity for parents and children to spend intentional time together reflecting on the Gifts and Fruits of the Holy Spirit. The conversations, affirmations and quiet moments shared throughout the evening were deeply reassuring and a lovely reminder of how important it is that our young people feel loved, heard, supported as they continue to grow in faith and confidence.

The year 3 - 6s had a successful Gala sports day last Friday. Thank you to Mr Mitchell for organising our participation in this combined school's event. Well done to our children who represented our school beautifully!

We are also continuing to experience very strong enrolment interest across the school, with tours and enrolment enquiries remaining consistently high. It is wonderful to see so many families recognising the special sense of community that exists at St Margaret Mary's. Thank you for your contributions to the overwhelmingly positive word of mouth that exists in our community.

The Night at the Museum school auditions created a real buzz at school today, with a huge number of students excited to be involved. The rehearsals were for the four lead roles. All students from Prep to Six will be involved in the performance. It was fantastic to see so many children stepping bravely outside their comfort zones and embracing new opportunities. We were also very fortunate to have the team from Kinect2Dance working alongside our own Music and Performing Arts teacher, Alicia Wilson, helping create exciting experiences for our students from the very beginning of the production process.

Please stay warm and well as we head into our colder days.

Colleen

Important Message



The Royal Children's Hospital Melbourne

Viral Illnesses in Children – Key Information for Families

What are viral illnesses?

Viral illnesses are infections caused by viruses. Common examples include colds, gastro, flu, bronchiolitis, ear infections, chickenpox and tonsillitis. Young children commonly catch many viruses each year, especially in childcare and school settings. It is normal for children to have up to 12 viral infections a year in their early years.

Symptoms vary depending on the virus, but may include:

- Fever
- Tiredness or lethargy
- Runny or blocked nose
- Sore throat
- Coughing or sneezing
- Vomiting or diarrhoea
- Rashes
- Aches and pains
- Reduced appetite

How viruses spread

Viruses spread easily through:

- Coughing and sneezing
- Contact with saliva, mucus, vomit or faeces
- Shared surfaces and objects



As we move through the colder months, we are seeing an increase in common viral illnesses such as colds, coughs and gastro. These illnesses spread very easily in school settings, particularly among young children. If your child is unwell, please keep them home from school to help protect others and reduce the spread of illness throughout our community. Children should only return to school once they are feeling well again.

Simple practices such as regular hand washing, covering coughs and sneezes, and staying home when sick all help keep our students and staff healthy and safe.



TERM 2, 2026 DATES

Mon 1st Jun	Assembly - 3/4 Purple
Wed 3rd Jun	Confirmation - 5:30pm
Fri 5th Jun	Student Free Day - No School
Mon 8th Jun	King's Birthday Public Holiday - No School
Fri 12th Jun	Feast of the Sacred Heart
Mon 15th Jun	Assembly - 2 Yellow
Tue 16th Jun	Class Mass - Foundation Blue
Thu 25th Jun	Parent Teacher Interviews
Fri 26th Jun	Last Day of Term - 1pm finish



TERM 3, 2026 DATES

Mon 13th Jul	Student Free Day - No School
Tue 14th Jul	Term 3 begins for students
Tue 28th Jul	Book Fair
Tue 28th Jul	Grandparents Day
Tue 4th Aug	AUSLAN Incursion
Wed 5th Aug	First Eucharist Evening - 6:30pm
Thu 6th Aug	Mary Mackillop Mass
Tue 11th Aug	Feast of St Mary of the Cross
Tue 18th Aug	Whole School Book Week Incursion
Sat 22nd Aug	First Eucharist
Wed 26th Aug	Foundation 2027 Drop In
Thu 27th Aug	School Production
24th - 28th Aug	BOOK WEEK
Thu 3rd Sep	Foundation 2027 Drop In
Fri 4th Sep	Father's Day Breakfast
Fri 18th Sep	Last Day of Term

Please Note: These are the known dates so far

Week 6 Awards

<p>FB</p>	<p>Oliver Z (Specialist Award) - For displaying excellence in AUSLAN and Music by putting in his best efforts and showing excellent concentration during learning activities</p> <p>Victor T- for demonstrating the school value of Excellence by applying his knowledge of nouns, verbs and adjectives to his independent writing. Keep up the great work!</p>
<p>1G</p>	<p>Elena T - For demonstrating excellence in Mathematics, working hard to expand her number knowledge and share her answers during class discussions. Elena your growth this year has been wonderful to see!</p>
<p>2Y</p>	<p>Reggie F - For demonstrating respect towards his own and others learning and showing excellence by focusing on completing all tasks.</p> <p>Kees L - For demonstrating excellence towards his learning through increasing his engagement with whiteboard routines and learning tasks. Wonderful to see you showing us what you know! Keep it up!</p>
<p>3/4O</p>	<p>Charlotte S - For demonstrating excellence through her persistence in developing strategies to support herself when completing writing tasks. Keep it up, Charlotte!</p>
<p>3/4P</p>	<p>Jackson D - Congratulations to Jackson for consistently demonstrating our school values of Excellence, Respect, Integrity and Compassion. He is a kind, caring and supportive peer who always looks out for others and sets a wonderful example in our classroom. Thank you for the positive way you approach your learning and support those around you. Keep up the fantastic work!</p>
<p>5L</p>	<p>Hannah L - For your outstanding focus and commitment to your learning. It is fantastic to see you working so consistently and independently. Great work Hannah!</p>
<p>5/6R</p>	<p>Aurelie F- For displaying the value of Excellence through her well researched and clearly organised factual recount on the 1967 Referendum. Well done, Aurelie!</p>



Student Representative Council News

The SRC met this week again and are excited to be launching the Sportsmanship Award at Assembly. This will only be given out once or twice a term. Mr Mitchell will be responsible for choosing who receives this award, however peers may wish to nominate their classmates if they feel they are deserving of one. Some of the criteria for this award includes team spirit, respect, fairness, integrity and willingness to have a go - award recipients do not necessarily need to be the best at sport or the most athletic students to receive this award. We are hoping to give out this award for the first time at our Week Nine Assembly.

Our School Captains, Georgia and Jackson, as well as Mrs Foott collaborated to create a potential design for this award. We are very proud of our SRC students for coming up with this fantastic initiative and we look forward to learning who the first recipient will be.



In other news, one of our junior members, Rosie, was proud to share one of her ideas at our SRC meeting. She has suggested a movie afternoon at the Sun Theatre for the end of term. This would be organised through the FSG. It is great to see the younger members of our school community having a voice and sharing their ideas. The SRC this year has been a great platform for student agency and we are so proud that our children are helping to shape our already wonderful school community. Stay tuned for more details.



Julia Foott
Learning Diversity Leader



Teaching & Learning Around the Rooms

Teaching & Learning

Dear Parents and Carers,

It has been another busy and productive week at St Margaret Mary's, with a strong focus on teaching, learning, student support and community connection across the school.

This week, classes have continued to engage in rich learning experiences across the curriculum. Our Year 1 students celebrated their Class Mass, providing a meaningful opportunity to connect learning, faith and community. We also had several opportunities for families to come into the school through our 2027 Foundation Parent Meetings, Family Meetings and School Tours. These conversations are an important part of building strong partnerships with families as we prepare for future enrolments and continue to share the learning and wellbeing culture of our school.

Across the week, staff have also been engaged in collaborative planning and professional learning. Our leadership and teaching teams participated in a range of meetings focused on literacy, learning diversity, wellbeing, student engagement and ongoing school improvement. These meetings allow us to review student progress, plan targeted support, and ensure that our teaching practices remain consistent, evidence-informed and responsive to the needs of our learners.

A key focus this week has been literacy. Staff continue to work together to strengthen classroom practice, with a focus on explicit teaching, opportunities for students to respond, checking for understanding and supporting students to build strong reading and writing skills. Our literacy meetings and planning conversations help ensure that students experience clear instruction, guided practice and feedback that moves their learning forward.

We also continued our work in inclusive learning and student support. Meetings with families, teachers and support staff allow us to review adjustments, monitor student progress and ensure that students are accessing the support they need to participate fully in learning. This includes ongoing work around Learning Diversity, wellbeing and targeted intervention. At St Margaret Mary's, we remain committed to ensuring that every student is known, supported and challenged.

Teaching & Learning

There were also several transition and enrolment events throughout the week, including 2027 School Tours and Foundation meetings. These opportunities allow new families to see our classrooms in action and understand how we support students academically, socially and emotionally. We are proud to share the calm, welcoming and purposeful learning environment that our staff and students create each day.

Our school production preparations are now underway, with students beginning to engage in music, movement, rehearsal and performance opportunities. This week, auditions for lead roles will also take place, giving students the chance to demonstrate their confidence, expression and enthusiasm for performing. The production is a wonderful opportunity for students to build creativity, teamwork, communication skills and resilience, while contributing to a shared whole-school event. We look forward to seeing students bring their energy and talents to the stage as rehearsals continue.

Thank you to our staff for their continued commitment to planning, teaching, assessment and student support, and thank you to our families for your ongoing partnership. The strength of our school community is reflected in the many conversations, meetings and learning opportunities that take place each week.

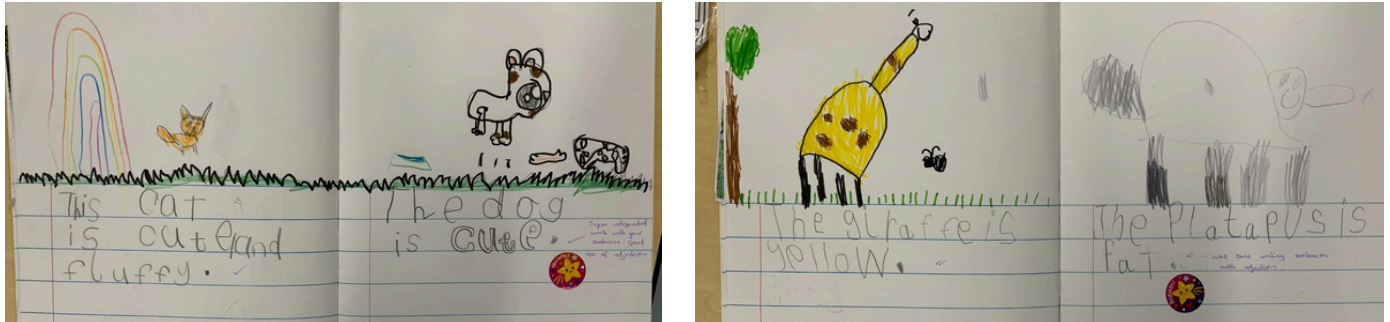


Paul Smith

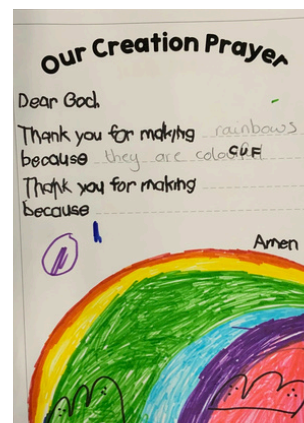
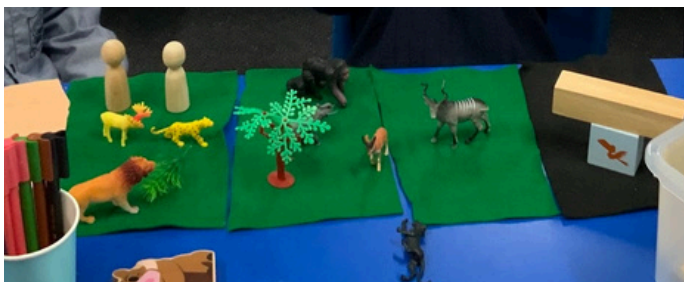
Deputy Principal - Director of Teaching & Learning

Foundation

In Literacy, we read the story Fang Fang's Chinese New Year and explored how adjectives can be used to describe nouns. Students learnt how describing words can tell us more about an object's colour, size and texture. Together, we practised using adjectives to describe everyday objects around our classroom and worked collaboratively to construct simple descriptive sentences. It was wonderful to see students becoming more confident in adding detail and interest to their writing.



In Religion, we have been learning about God's Creation and exploring the wonderful world God made for us. We used our senses to describe different parts of God's creation around our school and discussed the special things we can see, hear, touch and smell in nature. Students sequenced the events of the Creation story in order and reflected on the many things they are grateful for in God's world. We also wrote our own prayers explaining what we are thankful for in God's creation and why, which will be combined to create a special class prayer book. Students worked collaboratively in groups to create a creative representation of the Creation story using a variety of classroom materials and resources. Next we will be learning how we can be Stewards of God and what we can do to take care of the Earth.



Year 1

Our new focus text, *The Most Magnificent Thing*, has been a hit in 1 Green this fortnight! The rich book features themes of creativity, determination and the importance of applying self-regulation strategies when things feel a bit overwhelming. The students co-created our context display by drawing various magnificent things, showcasing the artists we have in our class!



Why is the dog Jute sitting there and not Whacking? Where is the one going? What is the one doing?

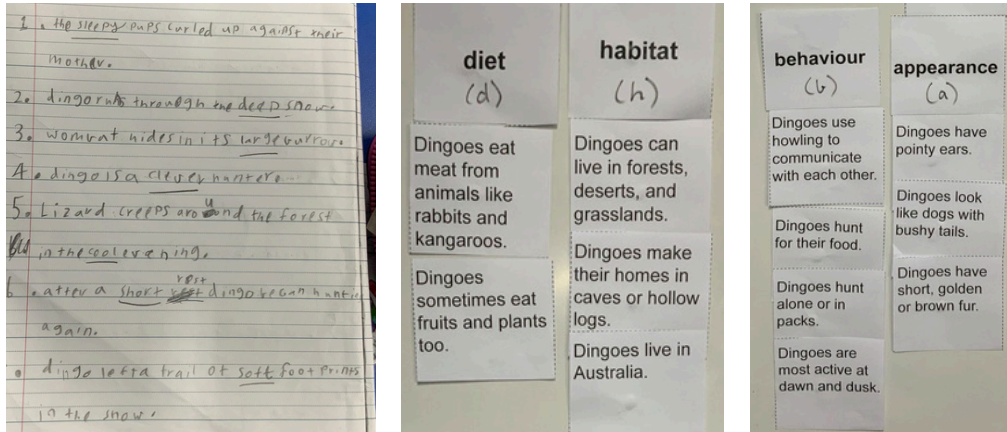
What did the man not look at the dog? Who is his or her one? Is the dog sad? Would subatomic check on the dog? Do the dog have a home? Is it a dog? Niamh

The students continue to focus on questions, including generating written questions with who, what, when, where, why and how prompts. In doing so, they are thinking critically when responding to literature and applying their knowledge of spelling rules, letter-sound relationships and boundary punctuation.

1 Green continues to explore Measurement in Mathematics, including length, mass, capacity. They compared the length of their hand and arm spans with one another, alongside comparing the length of various classroom objects (even Miss Horwood's laptop). The students even used compared the mass of wrapped items in their lunchboxes. These hands-on, engaging activities connect their concept knowledge to everyday life.

Year 2

This fortnight in 2 Yellow, we have been busy with lots of exciting learning across all subject areas. In Literacy, we have been reading a multilayered imaginative and informative text called Dingo. Through this text, students have been learning how to use sentence-level adjectives to enhance their writing and add more detail for the reader. We have also been sorting facts about dingoes into categories to help us clearly structure our own information texts.



In Maths, students have been developing their understanding of adding 2-digit numbers using a variety of visual and concrete materials and strategies, including regrouping. It has been wonderful to see students confidently explain the different methods they use to solve problems. In Religion, we have begun exploring the meaning of saints and why they are important role models in our faith. Students have been conducting their own research about a chosen saint, using the iPads to find and record interesting facts.

In Core Knowledge, we have started learning about the culture and geography of Japan. Students explored where Japan is located in the world, its islands and geographical features, and discovered why Japan is known as "The Land of the Rising Sun." We also began creating origami cranes, which has certainly helped us build resilience, patience, and our ability to carefully follow instructions.



In SEL, students have been discussing real-world problems and exploring positive ways to solve them to ensure everyone feels happy, safe, and cared for.

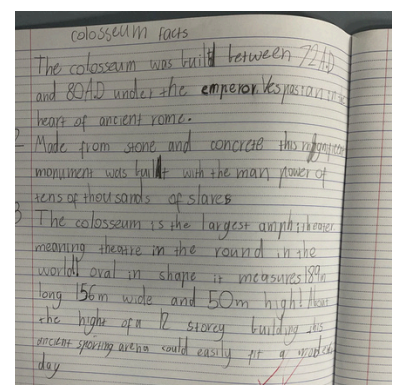
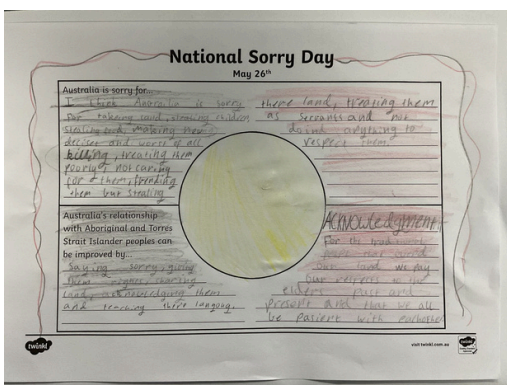
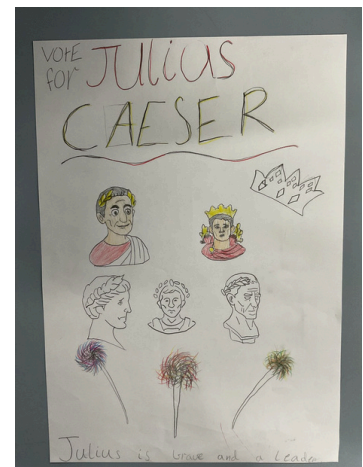
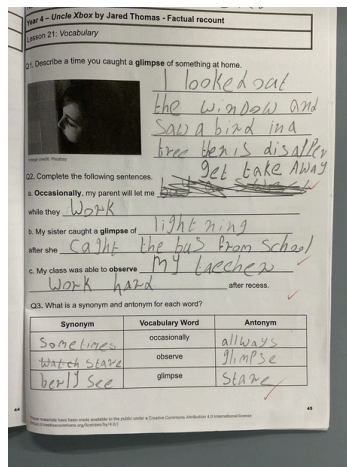
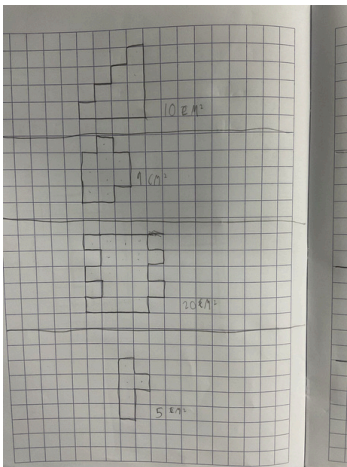
We are so proud of the enthusiasm, resilience, and curiosity shown by all students in 2 Yellow this fortnight!

Years 3 and 4

3/4 Orange

3/4 Orange have continued to engage enthusiastically in their learning over the past fortnight. In Numeracy, we finished our unit on measurement, with a focus on calculating area and perimeter, and have now begun exploring data and how information can be collected, represented, and interpreted. In Literacy, we completed our class novel Uncle Xbox and wrapped up our unit on writing a factual recount, with students showing great growth in their ability to organise and present information in chronological order. Alongside this unit of work, we have been learning about the First Fleet. This tied in nicely with National Sorry Day which we recognised on Tuesday the 26th of May. We also celebrated National Simultaneous Storytime by reading Luna Roo as a class and designing our very own jerseys.

In SEL, we have continued developing our understanding of SMART goals, learning how to set achievable personal and academic goals to support our growth. In History, we concluded our unit on Ancient Rome with students learning about Roman buildings, gladiators, chariot races, and the fascinating connection between Cleopatra and Julius Caesar. It has been wonderful to see students showing curiosity, effort, and enthusiasm across all areas of learning.



3/4 Purple

3/4 Purple have been busy across a range of exciting learning experiences over the past fortnight. In History, students have been captivated by our learning about Ancient Rome, exploring the thrilling world of gladiators and chariot races and gaining insight into daily life in Roman times.

In Literacy, students completed their study of *Uncle Xbox* and developed their skills in writing factual recounts, demonstrating growing confidence in sequencing events and presenting information clearly. Our investigations into the First Fleet also created meaningful opportunities to acknowledge and reflect on National Sorry Day, which we recognised on 26 May.

In Maths, students concluded their learning in measurement by applying their knowledge of area and perimeter, and have now begun a new focus on data, where they are learning how to gather, organise, display and analyse information in different ways.

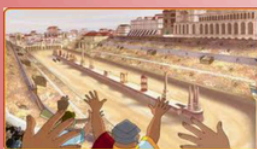
The colosseum, originally known as the Flavian Amphitheatre, is a massive stone oval in the middle of Rome, Italy. Commissioned around AD 72, it is the largest ancient amphitheatre ever built and could accommodate up to 50,000 spectators who gathered to watch gladiator combats, animal hunts, and public spectacles.



What was the Circus Maximus and how was it used?

The Circus Maximus was the first and biggest stadium in Rome. Situated in the valley between the Aventine and Palatine Hills, it could hold up to 250,000 to 300,000 spectators.

It was used for Chariot Racing, Public games and Religious festivals.



5 Lime

This fortnight in 5 Lime, students have continued exploring our class novel, *Us Mob Walawurru*. Through our reading, we have been making connections to our prior knowledge of Aboriginal culture while also discovering how life, traditions, and rules in the story differ from our own experiences today. Students have engaged in thoughtful discussions and shown great curiosity as they deepen their understanding of the characters and their world. We also had the pleasure of participating in the National Simultaneous Storytime, using it as a special opportunity to read and connect with our buddies and students from Year 1.

In Maths, we have been learning all about decimals. Students have been exploring place value beyond the decimal point, identifying decimals on number lines, and comparing and ordering decimals using their understanding of value. It has been wonderful to see students building confidence with these new concepts through hands-on activities and class discussions.

In Core Knowledge, we have been learning about the Australian colonies during the 1800s. Students have been investigating what life was like during this time, including the infrastructure, people, and lifestyles that shaped early Australia. Our discussions have encouraged students to think about how life in the colonies compares to the world we live in today.

In Religion, we have been learning about the Fruits of the Spirit – and discovering that they are much more than the fruit we eat each day! Students have been exploring qualities such as kindness, patience, love, and self-control, and reflecting on how these traits can be demonstrated in our everyday lives. These conversations have sparked thoughtful discussions and encouraged students to consider the positive impact they can have on others.

Grade 6 Confirmation Reflection Day

Our Grade 6 students recently participated in a Confirmation Reflection Day as part of their preparation for the Sacrament of Confirmation on Wednesday 3rd June. Students walked to Sacred Heart Primary School where they met with Bishop Ashe and joined the Year 6 students from Sacred Heart for a practice of the Confirmation Mass.



Back at school, students took part in a range of reflective activities centred around the Fruits of the Holy Spirit. Students reflected on and ranked the Fruits of the Spirit based on which they felt were most important to them and shared the reasons behind their choices. They also selected an important person in their life and reflected on how that person has demonstrated the Fruits of the Spirit through their actions and example. In the afternoon, students read special letters written by their parents and took time to reflect on their Confirmation journey and the support they have received throughout their lives. Students then wrote letters back to their parents expressing gratitude for all they have done and sharing their hopes for the future.

It was a special and meaningful day that supported students as they continue preparing for this important milestone in their faith journey.



Specialists

Performing Arts

In Performing Arts this fortnight, our Prep students have begun learning about the different percussion families and have loved exploring a variety of percussion instruments. They are also learning a new song called Dr Knickerbocker, practising how to keep a steady beat while completing all the actions. Students have especially enjoyed beginning each lesson with a Cosmic Yoga warm-up session and have been very keen to show Mrs Wilson just how flexible they are!

Our Grade 5/ 6 students shared plenty of laughs while playing a freeze frame drama game, where they worked collaboratively in small groups to improvise scenes based on different settings such as a child care centre, the zoo and a hospital. Meanwhile, students in Grades 3-6 are very excited about the upcoming auditions for our school production, A Night at the Museum. Many students have already been enthusiastically practising their lines and preparing themselves for auditions. There has been a wonderful buzz and excitement around the Performing Arts room!



Alicia Wilson
Performing Arts Teacher

GALA DAY

On Gala day the seniors and some of the middles spent time playing Soccer and Netball fairly and being very sportsman-like as they were playing against the district teams. They showed many school values and were showing leader traits. What an unforgettable Gala Day for our netballers they tried hard and made it a smooth sailing day. Our A Team was an absolute powerhouse. They had lightning fast, fierce defensive, strong passes and shooting that barely missed the goal.

Along with the B team they showed great sportsmanship and lifted each other up through every loss. Even though they didn't win every game they still showed respect to the other team by lining us up and giving high-fives. To them every win mattered but at the end of the day it was so much fun that it really didn't matter if they won or lost. More than the wins it was the cheering on the sidelines that really counted. And pure team spirit showed them the way. Both of the soccer teams played very well, the B team and the A team, both won their respective championships by a lot. The scores were high, as the A team won their second game by 18, and the B team won their first game by 4. The players who participated in the soccer games played very well. In total, the soccer players played very well and won.

The A's and the B's both had good days and were very joyful. Most of us also had a chance to try something different like a new position or even a new sport, but at the end of the day both teams all had fun and they both managed to come home with the flag.

Written by the Sport Captains: Avery, Gilbert, Alex F and Freddie



James Mitchell
Physical Education Teacher

Cross Country

In other sporting news this fortnight, we would like to give a big congratulations to Olivia, Ava and Grace who ran Cross Country on Wednesday the 27th of May. They represented St Margaret Mary's with such pride and joy.



James Mitchell
Physical Education Teacher

Mental Health in Primary Schools (MHiPS) News

This week's topic is: Behaviour as Communication

Behaviour is a form of communication. Children often demonstrate varying forms of behaviour, especially if they are unable to express their emotions and feelings. Understanding behaviour as a form of communication can help us tune into a child's unmet needs. Psychologist Abraham Maslow developed a hierarchy of needs to explain motivation and behaviour, and sometimes this can be a useful lens through which to view children's behaviour.

1. Physiological Needs

Everyone's behaviour can be affected by, for example, sleep quality, medication, hunger/diet, movement/physical activity, hydration, temperature, physiological challenges and illness. Attending to these helps regulate the body; otherwise, we can lack focus, feel irritable, react disproportionately or show other behaviours.

2. Safety and Security

Adverse Childhood Experiences (ACEs) are stressful events or circumstances that children may experience during childhood. Research shows a strong predictive relationship between the number of ACEs in childhood and physical health, mental health and social and behavioural problems occurring throughout life, and impacting the next generation (Hughes 2017). It affects individuals from all demographic groups. It's helpful to:

- Have regular and predictable routines
- Engage in family rituals and make time to connect, talk and reassure
- Be boringly consistent with responses
- Minimise too much change
- Ensure children receive age-appropriate exposure, information and responsibility
- Provide age-appropriate boundaries to guide behaviour, e.g. following rules

The following article advises on helping children feel safe and getting support:

[Traumatic events: first response to help children and teenagers](#)

3. Belonging and Connectedness

As social beings, we need to feel accepted by others. Children who feel disconnected can behave in challenging ways, e.g. disengaging, dominating, avoiding, withdrawing/being passive, bullying or getting into conflicts. Children may need to:

- Learn how to build rapport, manners and social skills
- Use/be aware of positive body language and voice/tone
- Develop problem-solving, assertiveness and conflict resolution skills

4. Self-esteem and Competency

Children need to:

- Be encouraged and recognised for their own attempts and efforts
- Achieve age-appropriate goals on their own
- Make meaningful contributions

If children experience frequent failure, comparison, or are shielded from taking healthy risks, this can sometimes lead to behaviours such as frustration, avoidance, disruptive behaviour or low confidence. This is usually to cover up feelings of inadequacy, embarrassment or fear of disappointment

5. Self Actualisation

When foundational needs are met, children can take healthy risks, engage in learning, strive for excellence, be creative and curious, solve problems, and build resilience.

Adults who view **behaviour as communication** can shift the focus from viewing the behaviour as deliberately uncooperative, requiring punishment or being someone else's fault, to understanding what the child lacks/needs, to improve the behaviour, function better and have positive relationships in life.

Thanks for working in partnership with us to support your child's mental health and wellbeing at SMM!

Kath Novak
MHiPS Leader

MACS

CARE

Parent/Carer Newsletter

5



Melbourne Archdiocese
Catholic Schools

Working
together for
Child Safety

Child Safe Standard 5

Equity is upheld and diverse needs respected in policy and practice.

As Catholic educators, we have a moral, mission-driven and legal responsibility to uphold and actively promote the wellbeing and safety of every student entrusted in our care. Our commitment to the protection of children and young people is grounded in fairness, inclusion, and respect for diversity, ensuring every child is treated with dignity and care. Our Catholic communities strive to create welcoming and inclusive environments where diversity is honoured, equity is embedded, and the unique needs of every child and young person are respected.

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 and practices.
- 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.

"There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus."

(Galatians 3:28)

Working together for Child Safety



How do our schools ensure every child is treated fairly and their unique needs are respected?

- In our schools, we believe that every child has the right to be treated fairly, included, and supported according to their individual needs and background. These three principles are part of **Child Safe Standard 5**, which focuses on equity and diversity.
- **Equity** is about fairness, recognising that children may need different levels of support to participate fully in learning, activities, and school life.
- **Inclusion** means creating environments where all children, regardless of culture, ability, language, or background, feel valued, respected, and welcomed.
- **Respect for diversity** is about honouring and celebrating the unique identity of every child, ensuring that differences are recognised as strengths and that everyone's rights and dignity are upheld.

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:

- **Talk about inclusion and fairness:** Discuss diversity, equity, and respect with your child, and encourage them to appreciate differences in others.
- **Share insights about your child:** Let staff know if your child has specific needs or cultural practices that should be considered in school activities.
- **Participate in school programs and events:** Support initiatives that celebrate diversity and inclusion, such as cultural festivals, learning programs, or wellbeing initiatives.
- **Provide feedback:** Take part in surveys or discussions about school policies and practices, ensuring the school considers diverse perspectives.
- **Model respect and inclusion:** Demonstrate equitable, respectful, and inclusive behaviour at home and in community activities, children learn these values through example.



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:

National Catholic Education Commission (NCEC) Resource Centre: [Explore NCEC Resource Centre \(Inclusive education & wellbeing\)](#)

Catholic School Parents Australia (CSPA): [Visit Catholic School Parents Australia \(family support & engagement\)](#)

Parents & Families - Catholic School Parents: [Family Resources for Supporting Diverse Learning \(Catholic School Parents ACT/NSW\)](#)

Australian Catholics Magazine & Education Hub: [Read Australian Catholics \(family & faith resources\)](#)

Inclusive School Communities Toolkit (Australian education resource): [Access Inclusive School Communities Toolkit \(parent & school collaboration\)](#)

Working together for Child Safety



Reviewed: January 2026



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

How to enrol and book

Step 1: Find your school

Go to our [website](#) and select your child's school.

Step 2: Enrol your child

Complete the online enrolment form.

Please have these details ready:

- Centrelink Customer Reference Number (if you want to claim CCS).
- Medical or additional support information.
- Payment details (bank account, debit or credit card).

Step 3: Get set up

Once your enrolment is confirmed, we'll send you:

- A confirmation of your enrolment
- A link to download the Xplor Home app



Step 4: Make a booking

Once you're enrolled, you can book care using the Xplor Home app.



Contact us

If you have questions or would like to learn more, please get in touch:

✉ contact@macseye.vic.edu.au

☎ 1300 501 029

📍 macseye.edu.vic.au

Follow us:

📘 @macseyemelbourne

📷 @macseye_melbourne



We acknowledge the Traditional Custodians of the land and waters where we live, work and play, recognising their spiritual and ongoing connection to culture and Country. We pay our respects to all Elders past and present.

MACSEYE is an approved kindergarten and Outside School Hours Care provider.

May 2026

Outside School Hours Care at St Margaret Mary's, Spotswood



At MACSEYE, we provide a safe, inclusive and engaging space where children can relax, explore their interests and connect with friends.

To find out more and enrol, visit:

<http://www.macseye.vic.edu.au/oshc/oshc-locations/st-margaret-marys-oshc-spotswood/>

Fees and times

Fees accurate as of May 2026

Program	Times	Recurring (full fee)	Recurring (after max. CCS*)	Flexible (full fee)	Flexible (after max. CCS*)
Before school care	7am - 8.45am	\$ 26.10	\$ 5.92	\$ 31.10	\$ 10.92
After school care	3.15pm - 6.30pm	\$ 37.40	\$ 3.74	\$ 42.40	\$ 4.93

Enrol today so care is ready when you need it. It is free to enrol!

Child Care Subsidy (CCS)

The Australian Government offers the Child Care Subsidy (CCS) to help families with the cost of childcare, including Outside School Hours Care.

If you're eligible, your fees may be reduced by up to 90%.

To learn more or estimate your subsidy, visit the Services Australia website.

Managing your payments

Fees are automatically debited weekly in arrears from the bank account or credit card you provide at enrolment.

You will receive a weekly statement, and we recommend reviewing it regularly.

Recurring and flexible bookings

We offer two types of bookings:

Recurring bookings:

If you need care on a regular basis, you can request ongoing bookings for the term by selecting your preferred days in the enrolment form. Our team will set this up for you.

Flexible bookings:

If your needs change from week to week, you can easily make and update bookings through the Xplor Home app.

Cancellations

Minimal notice period for cancellations:

- Recurring bookings require 7 days' notice.
- Flexible bookings require 48 hours' notice.

Normal fees apply for cancellations outside the minimal notice period.

Families eligible for Childcare Subsidy can get up to 42 allowable absence days per child each financial year.

Late collection

A late collection fee of \$15 per child applies for every 15 minutes (or part thereof) after closing time.

Contact us

Our Customer Service Team is here to help, Monday to Friday, 9am – 5pm (AEST):

☎ 1300 501 029

✉ enrolments@macseye.vic.edu.au

MACSEYE is a subsidiary of Melbourne Archdiocese Catholic Schools (MACS).



macseye.vic.edu.au

SPONSORSHIP OPPORTUNITIES

As excitement begins to build for our whole-school production, *A Night at the Museum*, we are beginning conversations with a small number of local and family businesses connected to our St Margaret Mary's community who may wish to support this special project. This year's production will involve every child and will work alongside an exciting 10-week Performing Arts residency program with Kinect Performing Arts, helping students build confidence, creativity, teamwork and joy through music, dance and drama. Support from community businesses may take a variety of forms including:



- SPONSORSHIP TOWARDS AUDITORIUM HIRE AND PRODUCTION COSTS eg. tech, lighting and sound production, costuming and props



- DONATIONS OF WATER, SOFT DRINKS OR MOVIE-STYLE SNACKS AND REFRESHMENTS FOR SALE AT PERFORMANCES



- RAFFLE ITEMS OR OTHER IN-KIND SUPPORT.

Our hope is to keep this very community-focused, with local businesses helping local children shine. If your family owns or works within a business that may be interested in supporting the production, or if you have a community connection that may be worth exploring, please feel welcome to contact me directly via the school office at office@smmspotswood.catholic.edu.au.

We are very excited about the opportunities this production will create for our students and grateful for the ongoing support of our broader SMM community.



THANK YOU FOR HELPING OUR STUDENTS SHINE
TOGETHER, WE CAN BRING A NIGHT AT THE MUSEUM TO LIFE!



worldwide
marriage encounter

A Marriage Encounter weekend experience is coming to Melton in June!

Live Your Best Life in Love...

A gift for every married couple

Every married couple deserves this very special weekend.

Time-out for the two of you to focus on your most precious relationship.

You will come away feeling more deeply connected and with tools to help keep your renewed intimacy alive. No group sharing is required.

The weekend is based on Catholic values and couples of all faiths are very welcome.

We are offering a live-out weekend experience at St Dominic's parish and school on June 26-28th.


Starts at 7pm on Friday evening and concludes on Sunday afternoon around 4:30pm.

Please check our website for more details and to book your special weekend:


Information/Bookings: Please phone **Mercy & James 0409 183 676** or

Email: vicbookings@wwme.org.au Website: wwme.org.au

Community News



ST ALOYSIUS
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P 03 9325 9200
E enquiry@aloyusius.vic.edu.au
W www.aloyusius.vic.edu.au

*Be Curious.
Become Brilliant.*



book a tour today

Places available for 2027 and beyond.




Upcoming Tour Dates

- 28 May
- 11 June
- 23 June
- 16 July

www.stmaryscollege.vic.edu.au




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Virtue Courage

Open Mornings 9:15 - 10:30am

(All Dates)

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

Visit us and experience the College on a typical school day.

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(03) 8398 2000
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Paul Sadler Swimland Altona
Westgate Leisure Complex,
61-69 Dohertys Rd, Altona North
03 8595 3159
altona@paulsadlerswimland.com



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**