



St Peter's Primary Newsletter



Issue 1 | Term 1 February 2026

Dear St Peter's Community,

What a calm and joyful start we have had to the school year.

We began 2026 in a meaningful way, gathering as a staff and parish community for our Commissioning Mass, celebrated on the first Sunday by Fr Anil and Bishop Rene. It was a wonderful opportunity to reflect on the year ahead and the responsibility we share in guiding our children through the teachings of Jesus. Living our Catholic values is at the heart of all we do, and it was lovely to see some of our families join us in prayer for a joyful and faith-filled year.

Over the Christmas break, it was wonderful to see our School and Parish featured in Catholic and Italian magazines, highlighting the success of our Christmas Carols evening. The article captured the spirit of our community and the incredible attendance. Together, we look forward to continuing to strengthen this partnership. Please take a moment to read the article in this newsletter.

Since returning, it has been heartwarming to greet families at the gate and see smiling faces and children happy to be here. Our students have settled beautifully into their new classes, and I especially commend our new Preps, who have made such a smooth start. It has been lovely to hear parents share how much their children are enjoying their days at St Peter's Primary School.

Please read the important attendance notice outlining how missed minutes, days and weeks can impact learning and social connectedness. Every day counts. Curriculum newsletters were sent home last week; I encourage you to read these to stay up to date with teaching and learning in your child's classroom. Remember to ask your children about their day, talking about learning helps it grow.

As always, our staff are working hard to ensure each day is joyful, purposeful and productive. We value our partnership with you as we continue to provide the very best for our children.

St Peter's is the place to be! If you are an existing family planning to enrol a Prep student for 2027, now is the time, as interest is already strong. Please visit our website to follow the enrolment process.

May this be a year where learning thrives and happiness is visible across our community.

Warm regards,

Anne



Prayer and Reflection

Prayer

I Loving God,
As a community of St Peter's, we turn our
hearts towards You.

In this season of Lent, teach us to slow
down, to listen, and to grow.

Help us to pray with open hearts,
to fast in ways that make space for what
truly matters,
and to give generously to those in need.
May we follow the example of our patron,

St Peter —

imperfect yet faithful,
courageous in love,

and always willing to begin again.

When we make mistakes, give us humble
hearts to say sorry.

When we feel unsure, give us courage to
trust You.

When we see others in need, help us to
respond with compassion.

May this Lenten journey draw us closer to
You

and closer to one another,
so that by Easter we may rise renewed in
faith, hope and love.

We ask this through Jesus Christ,
who walks with us always.

Amen.

Ash Wednesday



*Remember that you are dust,
and to dust you shall return.*

E C C L E S I A S T E S 3 : 2 0



Reminders

School attendance and punctuality

It is fantastic to see children arriving on time each morning, ready to begin the day calmly and confidently. A gentle reminder that school gates will be locked at 8:50am. After this time, children will need to enter via the Church gate and sign in at the office.

As part of our ongoing commitment to improving safety at arrival and dismissal times, we have contacted the local Council to request the installation of a safety rail on Bellarine Avenue near the crossing, similar to the rail on Parkside Avenue. This would further support safe pedestrian movement for our students.

In the meantime, we ask for your support with the following:

Gate & Pathway Access

To ensure children can enter the school grounds safely and calmly:

- Please avoid blocking the pathway or the school gate. Large groups gathered at the entrance can make it difficult for students to move through safely.
- Navigating through adults and prams can feel overwhelming for some children and may increase anxiety at the start of their day.

Our school day concludes at 3:15pm, and I kindly ask families to support us by avoiding early collection of students unless absolutely necessary (for appointments or exceptional circumstances). Even collecting children 10–15 minutes before the bell can cause disruption to the afternoon learning block, which is an important and productive part of the day. We certainly understand that appointments arise; however, where possible, allowing your child to remain until dismissal ensures continuity of learning and minimises disruption for both students and staff.

Early Arrivals before school – Child Safety Reminder

If you need to drop off your child early in the mornings, it is best to access OSH Club Before Care service. This is its function. Dropping off your child and leaving them on the oval to play unsupervised is unsafe as the oval is a public space and school supervision begins at 8.30am. The role of the crossing supervisor is to ensure the children's safe crossing of the road. The role does not extend to supervising the children playing. If you are staying with your child until 8.30am this is fine. Please monitor the time you do the drop-off in the mornings and discuss this with your child.

Phones/Smart Watches

In accordance with our ICT Agreement which has been recently signed by children and parents if your child has a phone or smart watch (that has the capability to record or message) it must be handed into the Office each day to ensure consistent practices for all.

Supporting St. Peter's – SSP Volunteers

We will be holding a morning **"2026 Catch up and Cuppa"** for our existing volunteers and to welcome our new Prep parents on **Wednesday 4th March at 8.50am** after morning drop off. Let's meet at the Coffee van, near the Multi Purpose Hall.

The SSP – Supporting St. Peter's Group meet to plan fundraisers and social events for parents/families. Please come along to share your ideas and how you can be of assistance. We warmly welcome everyone for a catch up!

Reminders

SCHOOL FEES 2026

Dear Families,

Please note that your Tax Invoice – Fee Statement for 2026 showing itemised tuition fees and charges per child has now been sent.

If you have not received an email, please contact Anna Will on 9337 4111.

SCHOOL FEE PAYMENT REMINDER

School fees for 2026 are due and payable in full no later than 30th November 2026.

PAYMENT OPTIONS

Direct Debit: Weekly, Fortnightly or Monthly
EFTPOS: Pay at school (in person or by phone)

Direct Transfer:

Account Name: St Peters Primary School

BSB: 083 347

Account Number: 538760722

Please reference your family ID #

CSEF and MACS Concessional Forms

Applications are now open for eligible families.

Forms can be collected from the office.

OVERDUE SCHOOL FEES

There are several families with outstanding fees for the 2025 year.

Payment is well overdue – please contact the Bursar urgently to finalise your account.

At St Peter's Primary School, school fees are an important part of meeting the educational needs of our students and supporting the responsible governance and operation of our school in line with Melbourne Archdiocese Catholic Schools guidelines. We respectfully ask families to ensure fees are paid on time or to contact the office promptly to arrange a confidential payment plan if needed. Your partnership helps us continue to provide quality learning and care for every child.

Please refer to the [St Peters Primary School Fees and Charges Policy](#).

Thanksgiving Offering

The Parish would like to thank our families for their generous support of the Parish Thanksgiving Program.

Please see communication from the Parish sent home with your child this week.

St Peter's Highlights to Celebrate

Student Achievements & Wellbeing

We are proud of our students who have been acknowledged for showing their wonderful values in line with St Peter's School's VISION!



LOVE OF LEARNING



COMMUNITY



RESPECT



Justice



INTEGRITY

St Peter's Highlights to Celebrate

Congratulations to our 2026 School Captains!

Jackson Zahra and Holly Steward

Both Jackson and Holly were chosen by their peers after sharing how they have lived our school vision during their time at St. Peter's. They were presented with their badges at the End-of-Year Mass and have already stepped into their roles with confidence and enthusiasm.



St Peter's Highlights to Celebrate

Congratulations to our newly elected Sport Captains!

Being chosen for this role by your peers is a lovely recognition of the commitment, leadership, and positive contribution you bring to our community at St Peter's Primary School. Your willingness to step forward, work as part of a team, and represent your classmates is appreciated, and we look forward to seeing the pride, energy, and enthusiasm you will bring to your House colour team this year.

Well done on this wonderful achievement!



RED HOUSE



YELLOW HOUSE



GREEN HOUSE



BLUE HOUSE

Learning and Teaching

Digital Technology



Safer Internet Day at St Peter's

Students at St Peter's Primary School marked Safer Internet Day by learning how to stay safe, respectful and responsible online. Through live webinars with the eSafety Commissioner, students explored protecting passwords and personal information, safeguarding their digital identity, and how to report concerns if they feel unsafe.

Students in Years 3–6 also participated in the ThinkUKnow Police incursion, learning practical steps such as Stop, Screenshot, Block and Report and the importance of age restrictions on apps and platforms. Classes then revisited our ICT agreements, reinforcing responsible device use and online behaviour.

We encourage families to continue these important conversations at home and to explore the helpful parent resources available on the eSafety Commissioner website.

5 tips for a safer internet



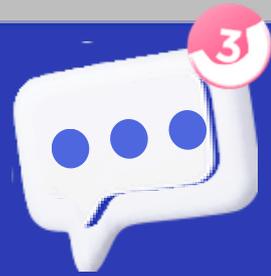
1

Be kind

Practice respect, empathy, and kindness online.

Take breaks
Remember to play and spend time offline too.

2



3

Speak up

Tell a trusted adult and report online abuse and harmful content.

Protect your space
Keep your passwords private and ask an adult to help with safety settings.

4



5

Start the conversation

Ask your friends, family or teachers, "What helps you stay safe online?"

Together, let's make the internet a safer, more positive place.

Learning and Teaching

Stem for Sustainability
Update from Ms Ellie smith

St Peter's Environmental and Sustainable Practices

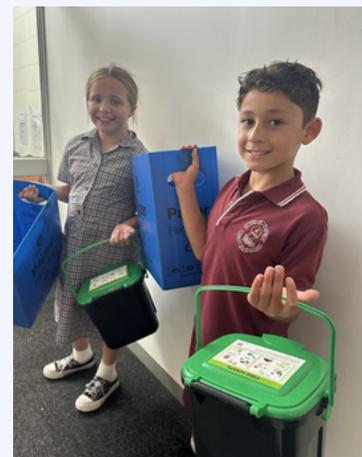
At St Peter's Primary School, sustainability continues to be a key focus of our learning and community life. Guided by our commitment to caring for God's creation, we have taken purposeful steps to embed sustainable practices across teaching, learning, and everyday school life. Below is a snapshot of what we achieved in 2025 and the exciting initiatives we are launching as we move into 2026.

Looking Back on 2025:

- Established a STEM for Sustainability specialist program from Prep to Grade 6
- Students explored environmental issues through science, design, and digital technologies
- Formed a Staff Professional Learning Community to reflect on and drive sustainability initiatives
- Embedded sustainability in Religious Education through Care for Our Common Home and Laudato Si'
- Hosted a STEAM Show to showcase student learning in STEM and Art with the wider community
- Increased recycling and upcycling, including scrap paper boxes
- Supported sustainability through community donations of boxes and materials
- Student-led actions including the Grade 1 worm farm and Grade 2 garden

Looking Ahead to 2026:

- Selected to participate in The B&B Highway Educational Program with Moonee Valley City Council
- Students will support local pollinators through a collaborative biodiversity corridor
- First school in the council to receive FOGO (Food Organics and Garden Organics) bins
- Upgrading school-wide waste systems to include landfill, recycling, and organics
- Each classroom to receive an organics caddy
- Students will be taught how and why to sort waste correctly
- Your Joined the Cup Rescue Schools Program (7-Eleven) to recycle coffee cups, lids, and straws
- Continued focus on building student responsibility, leadership, and care for our common home



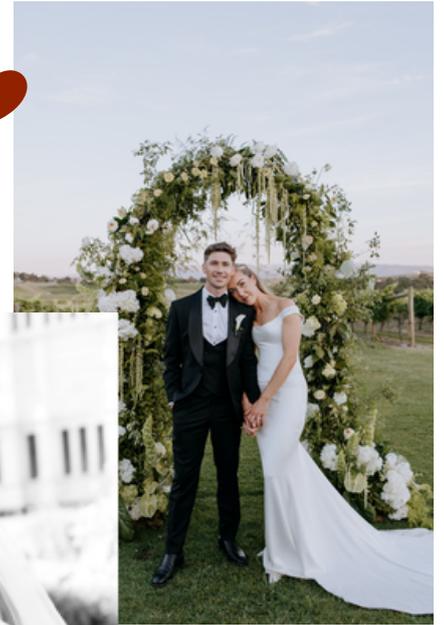
Staff News

Wedding Congratulations



Warmest congratulations to Ms Julia Monaghan and Ms Olivia Cuda, who were married over the summer break. From the beautiful photos, it's clear their wedding days were truly picture perfect.

We wish Julia & Jordan and Olivia & Michael, every happiness as they begin this wonderful new chapter of life together.



Farewell to Stephanie Wood

After three wonderful years at St Peter's Primary School, we say a heartfelt thank you to Stephanie Wood.

Steph's warm smile and calm presence have been at the heart of our front office. She greeted everyone with kindness, kept our communication organised and engaging, and supported students, families and staff with great care and professionalism. We have loved having Steph as part of our St Peter's community.

We wish Steph every happiness as she begins a new opportunity closer to home and her family.

Farewell to Christine Torrance

We thank Christine Torrance for her time at St Peter's as our Administration Enrolment Officer.

Christine was always willing to help, supporting students, staff and new families with kindness and reliability. We are grateful for her contribution and wish her every success in her new role. The Admin Team are already missing the chats and laughs that we know she will bring to her new school.



St Peter's

Welcome to our new Staff!

Alyssa Chillemi – 1AC

Hi St Peter's Community!

My name is Alyssia Chillemi and I am currently a Year 1 classroom teacher. This is my second year at our school, and I am thoroughly enjoying my time here, getting to know my wonderful year 1 class and students of all year levels around the school while on the yard. Seeing their smiling faces and hearing their exciting holiday stories always brightens my day. I am looking forward to the year ahead and supporting my students as they grow and learn within such a welcoming and happy school community.

Alyssia



Sarah Nikolic – 3CN

Sarah's reflection : "I absolutely love being a part of the St. Peter's Primary School community! The warmth and friendliness of both the staff and students have made me feel right at home from the start. I'm especially inspired by the respect and kindness that the students show each other every day. It truly reflects the positive, caring environment that makes this school such a special place to be."



Madeleine Guzzardi – Year 5

I have had a wonderful start to my journey at St Peter's Primary School. Over the first few weeks, I have felt incredibly welcomed and supported by staff, students, and families, and it has been a joy getting to know the children. I'm very grateful to be part of such a warm and vibrant school community and am looking forward to the year ahead.

Kind regards,
Maddie



Rosemary Nicolas – Year 6

My name is Rosemary Nicolas and it's wonderful once again to be a part of St Peter's school community this year and to be a part of the Year 6 cohort. St Peter's holds a very special place in my heart as it's shaped me to be the teacher who I am today. It's wonderful to reconnect with familiar faces and parents who were once past students.



St Peter's

Welcome to our New Staff



Welcome Lachlan from Catholic Care

We are pleased to welcome Lachlan to St Peter's Primary School as our new provisional School Counsellor. Lachlan will be with us each Tuesday, supporting students and providing additional wellbeing support for some families.

Lachlan will offer counselling in a safe, confidential setting, helping students develop strategies to support their wellbeing and resilience. Students may be referred through our Student Diversity and Wellbeing Team in consultation with classroom teachers and Directors of Learning.

We warmly welcome Lachlan to our community and look forward to the support he will provide our students.

Welcome Kate Wilson

We are very pleased to welcome Kate to St Peter's Primary School as our new Administration & Enrolment Officer. Kate brings valuable experience from both primary and secondary school settings and is delighted to be joining our St Peter's community.

Anna and Leila are supporting Kate as she settles in and becomes familiar with our routines and systems. Kate has already enjoyed meeting students and families and is looking forward to building many positive relationships across the school.

I know our community will make Kate feel very welcome as she gets to know everyone, and we are very happy to have her join our front office team.



Hi everyone,
I am very excited to be joining the St Peter's school community!
I have felt so welcomed by all staff and students.
Thank you to Anna and Leila for being so helpful as I start my first week. I look forward to getting to know everyone and making positive relationships.

St Peter's 2026 Leadership Team

Thankyou to Zoe for your
Bitmoji skills!!



Seona Martin -

Acting Deputy principal/
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Year 5 and 6 Director of Learning -

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Year Prep - 2 Student Diversity
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Learning and Teaching
Leader

Alex Mulkearns



Year 3 - 6 Student Diversity
and Well Being Leader -

Elise Monaghan

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Christmas Carols Article

Almost 2,000 people joined the parish school community carols service at St Peter's in East Keilor earlier this month, bringing together present and past students, staff and parishioners in the spirit of Christmas. 'Gatherings such as our Christmas Carols bring us together in celebration, offering a joyful witness to our Catholic faith and the love that unites us as a community,' said parish priest Fr Anil Mascarenhas.

[Read full article here](#)



School Attendance

School is better when your child is here

Going to school every day is the most important part of your child's education. There are no safe number of days for missing school – each day a student misses puts them behind and can affect their educational outcomes and their social connectedness. The best thing you can do is support your child to get to school every day.

A positive attitude towards school, healthy habits and routines, and parental involvement can support your child's regular school attendance and prevent chronic absence patterns.



Adapted from material © State of New South Wales (Department of Education), 2023

1. Establish positive habits to promote attendance

- Set good bedtime and morning routines to make the process of getting to school smoother for everyone. Try to prepare as much as possible the night before, e.g. school uniform, school bag packed.
- Ensure your child gets enough sleep and exercise to support their physical and mental health.
- Talk positively about the importance of school attendance with your child. Explain that it is an important part of growing up, a legal obligation and that you expect them to attend every day.
- Show an interest in your child's school and become involved where possible. Keep notes, newsletters, etc. in a place where they are visible reminders of school news for the whole family. Talk about school activities in a positive manner.
- Discuss any changes to usual routines in advance with your child, such as alternative drop-off and pick-up arrangements, to ensure clarity and minimise anxiety.

2. Changes in your child's attitude towards school

We all have those days when it is just too hard to get up and feel motivated to go to work or school, but if this occurs regularly, it may be a sign that your child needs support. Early intervention is vital to address physical, emotional or social reasons for school avoidance before it progresses to chronic absence problems and on to school refusal.

Signs of school avoidance to look out for

- feeling sick before school, e.g. waking up with a headache, stomach-ache or sore throat
- tearfulness, clinginess and dawdling before school – struggling to get out of bed, leave the house or get out of the car
- complaints about attending school and reluctance to talk about school
- missing classes and being late for class.

What is happening at school?

Early signs of school avoidance may be identified at school through observations and insights by your child's teachers. Work in partnership with the school to support your child's attendance and wellbeing.

Further Resources

[Anxiety about going to school](#) – Victorian Government

[Attendance and missing school](#) – Victorian Government

[How can I get my teenager to school?](#) – Victorian Government

[Early Signs of School Avoidance/Refusal](#) – Travancore School

[Tips for Promoting School Attendance](#) – Travancore School

[Understanding School Avoidance and School Refusal](#) – Travancore School

[School refusal: children and teenagers](#) – Raising Children Network

[Understanding school refusal](#) – Headspace

[School refusal](#) – Be You
[Everything you need to know about school refusal](#) – ReachOut

3. What can you do when you see the signs?

- Work with your child to understand what is happening and so that they feel supported and empowered. Listen with compassion but be consistent in expectations.
- Speak with your child's teacher(s) about your concerns.
- Consider taking your child to the GP to rule out or address any physical or emotional health problems.
- Request and attend school meetings with your child and their teacher to develop strategies to support increased attendance.



Melbourne Archdiocese
Catholic Schools

School Attendance

Parent Responsibilities

To support your child's attendance, we ask that parents and carers:

- Notify the classroom teacher or school office on the same day of absence (where possible).
- Provide a reason for the absence.
- If your child is absent due to illness for three or more consecutive days, provide a written note and, where possible, a medical certificate so this can be kept on file.

The best thing you can do to support your child's education is ensure they attend school every day.

How the School Responds to Absences

Our approach aligns with MACS policy and is always guided by a wellbeing focus.

If an absence is unexplained:

- A staff member will contact you on the same day to ensure your child is safe and to check how things are going.
- The purpose of this contact is supportive – to understand any barriers and offer assistance if needed.

If there are 3–5 days of unexplained absences within a 12-month period:

- A member of the school's Wellbeing team will reach out to discuss emerging attendance concerns.
- The focus is early intervention and working together to prevent ongoing absence patterns.

If there are 5 or more unexplained absences within a 12-month period:

- A member of the Wellbeing Team will contact you to arrange a collaborative team meeting.
- This meeting may include parents/carers, the classroom teacher, and the Student Diversity and Wellbeing Leader.
- An Attendance Support Plan may be developed with personalised goals and appropriate support to help your child attend regularly and confidently.

Supports may include classroom adjustments, wellbeing strategies, learning support, or additional services where appropriate.

Our Commitment

At St Peter's, attendance conversations are never about blame. They are about partnership. We are committed to understanding each child's individual circumstances and putting supports in place so that every student feels happy, safe and ready to learn.

If you have concerns about your child's attendance at any time, please reach out to your child's classroom teacher or our wellbeing team. Working together, we can ensure every child feels connected and supported at school.

ST PETER'S HOMEWORK POLICY



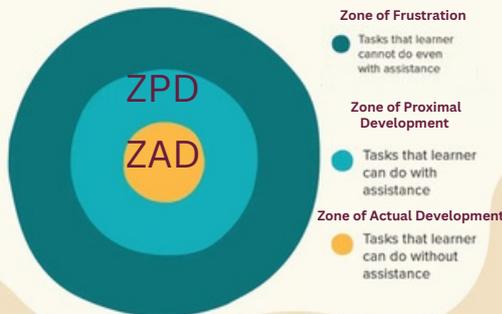
ST PETER'S
PRIMARY SCHOOL
Keilor East

At St. Peter's Primary School, we believe homework serves as an essential tool for consolidating learning, fostering study habits and encouraging family engagement in the learning process.

Research-Informed Practice

This policy is guided by John Hattie's research on visible learning and the development of effective study habits. Research shows that homework is most effective when it reinforces previously taught material rather than introducing entirely new concepts. A key idea in learning is the Zone of Proximal Development (ZPD)—the space between what a child can do independently (Zone of Actual Development) and what they can achieve with support. Homework should sit within this zone, reinforcing familiar concepts rather than introducing new ones. This approach helps students build confidence through practice without feeling overwhelmed.

ZONE OF PROXIMAL DEVELOPMENT



PURPOSE

Homework at St. Peter's Primary is designed to:

- Reinforce previously taught concepts.
- Develop study habits and routines that support lifelong learning.
- Encourage responsibility and independence in completing tasks.
- Provide opportunities for parental involvement and understanding of their child's learning.

Homework will not introduce new concepts but will instead focus on consolidating knowledge and skills.

GENERAL GUIDELINES

- Homework is sighted but not formally marked. Tasks should be manageable, purposeful and aligned with classroom learning. The time allocated for homework will vary depending on the year level, promoting balance between study and personal activities. Homework is not a form of assessment and will not be individually tailored. If a child requires specific adjustments, these will be addressed through a personalised learning plan, SMART goal or discussions between the teacher and family. St. Peter's does not provide homework for students during extended absences. Families are encouraged to focus on reading, real-world learning experiences and maintaining routines where possible.
-

YEAR LEVEL EXPECTATIONS

Prep to Year 2

- Around 20 - 30 minutes of daily reading using take-home readers or other provided materials.
- Sight/Tricky words and spelling practice as appropriate.
- Assigned Mathematics tasks to consolidate numeracy skills.
- Access and use of online platforms such as Seesaw or similar.
- Occasional project-based or creative assignments to complete with family support, with flexibility for submission.

Years 3 to 6

- 30 minutes of daily reading as part of routine practice.
- Assigned Mathematics tasks to consolidate numeracy skills.
- Occasional project-based or creative assignments, with flexibility for submission.
- Tasks may also include uploading student-created work (e.g., reading, writing, or maths) to platforms like Seesaw.

IMPLEMENTATION

Teachers will ensure:

- Homework is clearly communicated to students.
- Homework is purposeful and aligns with the curriculum.

Parents and carers are encouraged to:

- Provide a suitable environment for homework completion.
- Support their child's learning without completing tasks for them.
- Communicate with teachers if homework presents consistent challenges.

Mental Health and Wellbeing

8 WAYS A CHILD'S ANXIETY SHOWS UP AS SOMETHING ELSE

1. Anger

The perception of danger, stress or opposition is enough to trigger the fight or flight response leaving your child angry and without a way to communicate why.



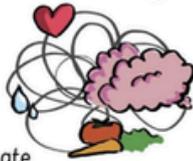
2. Difficulty Sleeping

In children, having difficulty falling asleep or staying asleep is one of the hallmark characteristics of anxiety.



3. Defiance

Unable to communicate what is really going on, it is easy to interpret the child's defiance as a lack of discipline instead of an attempt to control a situation where they feel anxious and helpless.



5. Lack of Focus

Children with anxiety are often so caught up in their own thoughts that they do not pay attention to what is going on around them.

FOCUS

6. Avoidance

Children who are trying to avoid a particular person, place or task often end up experiencing more of whatever it is they are avoiding.



7. Negativity

People with anxiety tend to experience negative thoughts at a much greater intensity than positive ones.

8. Overplanning

Overplanning and defiance go hand in hand in their root cause. Where anxiety can cause some children to try to take back control through defiant behavior, it can cause others to overplan for situations where planning is minimal or unnecessary.



gozen.com

How Parents Can Help

- Stay calm and curious – Look beyond the behaviour and wonder, “What might my child be feeling?”
- Validate feelings – “I can see this feels really hard for you.”
- Keep routines predictable where possible.
- Encourage small steps rather than avoiding the situation completely.
- Limit excessive reassurance, and instead build confidence: “You’ve handled tricky things before.”

Maintain open communication with your child's teacher if concerns arise.

When to Seek Extra Support

If anxiety is persistent, worsening, or interfering with sleep, school attendance, friendships, or family life, it may be helpful to seek additional support. Your child's teacher, the school wellbeing team, GP, or a mental health professional can work with you to develop strategies.

If you have any concerns about your child's wellbeing, please feel free to contact our school wellbeing team : Elise, Bianca or Libby, we're here to help.

Child Safety

Child Safe standard 1

Please note that all policies relating to Child Safety and Wellbeing are available on our school website for families to access at any time.

Throughout this year, I will be sharing information about the 11 Child Safe Standards so families can become familiar with them and see how they guide our work at St Peter's Primary School.

The Child Safe Standards are a set of requirements that organisations must follow to create and maintain environments where children are safe and their wellbeing is prioritised. They support schools to prevent, respond to, and report concerns through clear policies, procedures, and everyday practices. Developed following recommendations from Royal Commissions, these standards help build a strong culture of child safety in organisations that work with children.

As a staff and school community, we regularly reflect on these standards to ensure we continue to uphold them in all that we do. I encourage our families to take a few moments to read and reflect on them alongside us.



Child Safety

Child Safe standard 1

Child Safe Standard 1

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

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

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

Overview of the Victorian Child Safe Standards

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

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

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

Our Commitment

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

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

“I have come so that they may have life and have it to the full”

(Jn 10:10)

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



Spotlight on Child Safe Standard 1

Creating a Culturally Safe Environment for Aboriginal Children

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

What does this look like in a school environment?

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



How Parents, Carers and Guardians can get involved!

Here's how you can support:

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

Want to know more?

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

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

Check out these additional resources below to learn more!

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

Working together for Child Safety



Health Alerts

Health & Wellbeing – Allergies and Anaphylaxis Awareness

At STP, the safety and wellbeing of our students is our highest priority. We have students across various year levels with diagnosed allergies, some of whom are at risk of anaphylaxis.

The following allergens are of concern in each year level:

- **Year P: Dairy, egg, prawns, lychee, pistachios, cashews**
- **Year 1: Peanut, walnut, pecan, sesame**
- **Year 3: Egg, tree nuts, peanuts, walnuts, hazelnuts, pecans, seafood**
- **Year 4: Pistachio, cashew, walnut, pecan, egg, milk/dairy, wheat, macadamia, kiwi, peanuts, shellfish**
- **Year 5: Soy sauce**
- **Year 6: Walnuts, hazelnuts, macadamias, cashews, pistachios, tree nuts, pecans, eggs, shellfish**

To help keep all students safe, we kindly ask families to avoid including these allergens in lunchboxes wherever possible. We understand it may not always be feasible to eliminate every risk, but we encourage you to minimise exposure as much as you can. Even small amounts of these allergens can trigger a severe allergic reaction in some children.

While a completely nut-free environment cannot be guaranteed, STP is committed to reducing risks wherever possible. Your ongoing support and cooperation are essential in helping us maintain a safe and inclusive environment for every child.

School Calendar

Click on link to [view School calendar](#)
OR
view on School Website

St Peter's Primary - Term dates 2026

Term 1	Tuesday 27th January - Thursday 2nd April	12pm dismissal
Term 2	Tuesday 20th April - Friday 26th June	12pm dismissal
Term 3	Monday 21st July - Friday 18th September	12pm dismissal
Term 4	Monday 5th October - Tuesday 15th December	12pm dismissal

St Peter's Primary - Curriculum Days - No school for Students

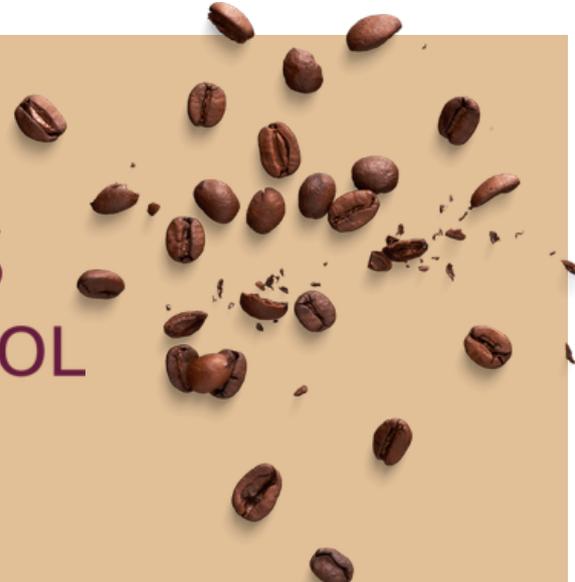
Term 1	Friday 6th March	Berry Street Education Model #3
Term 2	Monday 13th July	Berry Street Education Model #4
Term 3	Wednesday 4th November	Staff Faith Formation
Term 4	Wednesday 16th December	Compliance and Organisational Training

2026 Sacrament Dates

Reconciliation	Year 3 students	Friday 30th October 2pm
Eucharist	Year 4 students:	Sat 25th July 6pm - 4AA
		Sun 26th July 10.30am - 4LK
		Sat 1st Aug 6pm - 4EB
		Sun 2nd Aug 10.30am - 4 KT
Confirmation	Year 6 students:	Sat 29th Aug 6.00pm Sat 5th Sept 6:00pm



ST PETER'S
PRIMARY SCHOOL
Keilor East



Cuppa and Chat

Wednesday 4th March

Supporting St. Peter's – SSP Volunteers

We will be holding a “2026 Catch Up and Cuppa” for our current volunteers and to warmly welcome our new Prep parents on **Wednesday 4 March at 8.50am**, after morning drop-off.

Please meet us at the coffee van near the Multi-Purpose Hall.

The SSP (Supporting St. Peter's) Group meets to plan fundraising and social events for our families and school community. We would love you to come along, share your ideas, and learn how you can get involved.

Everyone is most welcome, we look forward to a friendly catch-up!



Your paragraph text



If you are interested in extra curricular musical tuition at St. peter's please click on the provided link

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SECURE YOUR SPOT ON THE TEAM FOR 2026

SCAN THE QR CODE TO REGISTER

GIRLS & BOYS TEAMS
Under 8, 10, 12, 14 & 16s
Under 18 & Seniors



COUGAR CUBS
AUSKICK PROGRAM
Ages 5-7





ST. AUGUSTINE'S PRIMARY SCHOOL

FAIR

EXTRAORDINAIRE

FRIDAY 27 FEBRUARY 2026

4.00PM - 8.30PM



RIDES, CARNIVAL AMUSEMENTS, FOOD TRUCKS, MARKET STALLS, DJ AND MUCH MORE!



SCAN TO PURCHASE TICKETS!



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