



ST. PAUL'S KEALBA

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Phone: 03 9366 6033

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KEEPING OUR CONNECTIONS

Thursday 16th October 2025

Dear Families & Friends of St. Paul's,

I would like to start with a prayer dedicated to one of the newest saints in the Catholic Church, millennial Saint Carlo Acutis. Carlo Acutis was born in 1991 and grew up in Milan, Italy. Carlo was very interested in his faith as a child. He asked his mother many questions about God and loved going to church even though his parents were not very religious. Carlo loved computers and his PlayStation. He limited his own video game time to only one hour a week so that he would not become overly attached to the games. He spent much of his free time building a website to share stories about the many Eucharistic miracles he learnt about throughout the world.

Prayer:

Saint Carlo Acutis, You lived with a heart full of love for Jesus in the Eucharist and used your gifts to bring light and truth to the world.

Help us to follow your example – to see Christ in others, to serve always with love and to use our talents for good.

Guide our youth to remain close to Jesus, especially in the Eucharist, and to live their faith with courage and authenticity.

Saint Carlo, pray for us.

AMEN

Welcome to Term 4 everyone. We are approaching the busy end of the year – both at school and home I am sure. We have had a positive start to the term and would like this to continue. Please be mindful of school uniform expectations during the warmer months and the need to wear a hat. Students not wearing a hat will be directed to play in shaded areas only.

Peace,

Mr Patrick Pantalone
Acting Principal



HAYFEVER MEDICATION

With the arrival of Spring, we're all enjoying the extra sunshine and blooming gardens. However, we know this season can be a challenge for students who suffer from hay fever. To help ensure your child is comfortable and can fully participate in their learning and playtime, we'd like to offer a friendly reminder about managing their allergy medication.

By giving your child their daily hay fever medication at home before they come to school, you can help them get the most out of their school day. Taking the medication in the morning allows it to work throughout the day providing early symptom relief and preventing the need to take further medication at school which can interrupt their day.



FAMILY HOLIDAYS

If your child is going to be absent during the term on a holiday you must inform the school office of your child's holiday absence at least one week in advance by providing the following information:

- Your child's full name and class
- The start and end dates of the absence
- The reason for the absence (e.g., family holiday)

You can do this by:

- Sending a quick email to officeadmin@spkealba.catholic.edu.au
- Calling the school office at 9366 6033

INSTAGRAM

Join Our School on Instagram!

We're excited to share the wonderful moments and special events happening at our school!

Follow us on our NEW school Instagram page, to see photos and highlights of our students' learning and achievements and celebrations within our school community.

Stay connected

Celebrate with us

Share in the joy of our school community

We'd love for you to like, follow, and share our page with family and friends so everyone can be part of the journey!

Find us here: @sp_kealba.

Install the Instagram APP to follow our photos and videos.

[https://www.instagram.com/sp_kealba?](https://www.instagram.com/sp_kealba?igsh=djVlazU2cHAYYjg=&utm_source=ig_contact_invite)

[igsh=djVlazU2cHAYYjg=&utm_source=ig_contact_invite](https://www.instagram.com/sp_kealba?igsh=djVlazU2cHAYYjg=&utm_source=ig_contact_invite)

Please note: the old school Instagram page... @spkealba is no longer monitored by St Paul's.



Medical Management and Medication Administration

Parent information



Melbourne Archdiocese
Catholic Schools

What medical management and medication administration documents do you need to give the school?

In keeping with the latest Melbourne Archdiocese Catholic Schools (MACS) anaphylaxis, medical management and administration of medication policies, the following processes apply:

Situation	What does the school need?	Who needs to sign?
Child has an ongoing medical condition that needs support at school	Medical management plan or a letter/report with similar details	- Approved medical or health practitioner - Parent/guardian/carer
Child needs to take medication at school regularly (e.g. prescription medication, paracetamol, ibuprofen, medicated cream)	- Medication authority form or equivalent letter/report - Medical management plan or a letter/report with similar details	- Authorised medical or health practitioner (doctors, dentists, nurse practitioners (within scope), optometrists and podiatrists only) - Parent/guardian/carer
Child needs to take medication at school in the short term (e.g. over-the-counter medication for one–two days or on school activities like camps)	Medication authority form	Parent/guardian/carer (subject to approval from school principal)
Child is at risk of anaphylaxis	Australasian Society of Clinical Immunology and Allergy (ASCI) Action Plan for Anaphylaxis	Approved medical or health practitioner (doctors and nurse practitioners)

What do parents/guardians/carers need to do?

Before your child starts school

You need to:

- tell the school about your child's specific health care condition, allergy or relevant medication usage, even if it doesn't need to be monitored at school. Schools need to know relevant medical information in case of an emergency at school or on school activities such as excursions and camps
- ask the school what documents it needs
- give the school:
 - a medical management plan completed and signed by an approved medical or health practitioner
 - a medication authority form signed by you and an authorised Australian Health Practitioner Regulation Agency (AHPRA) practitioner when your child needs ongoing or regular medication at school
- give further information if school staff need it to develop a student health support plan.

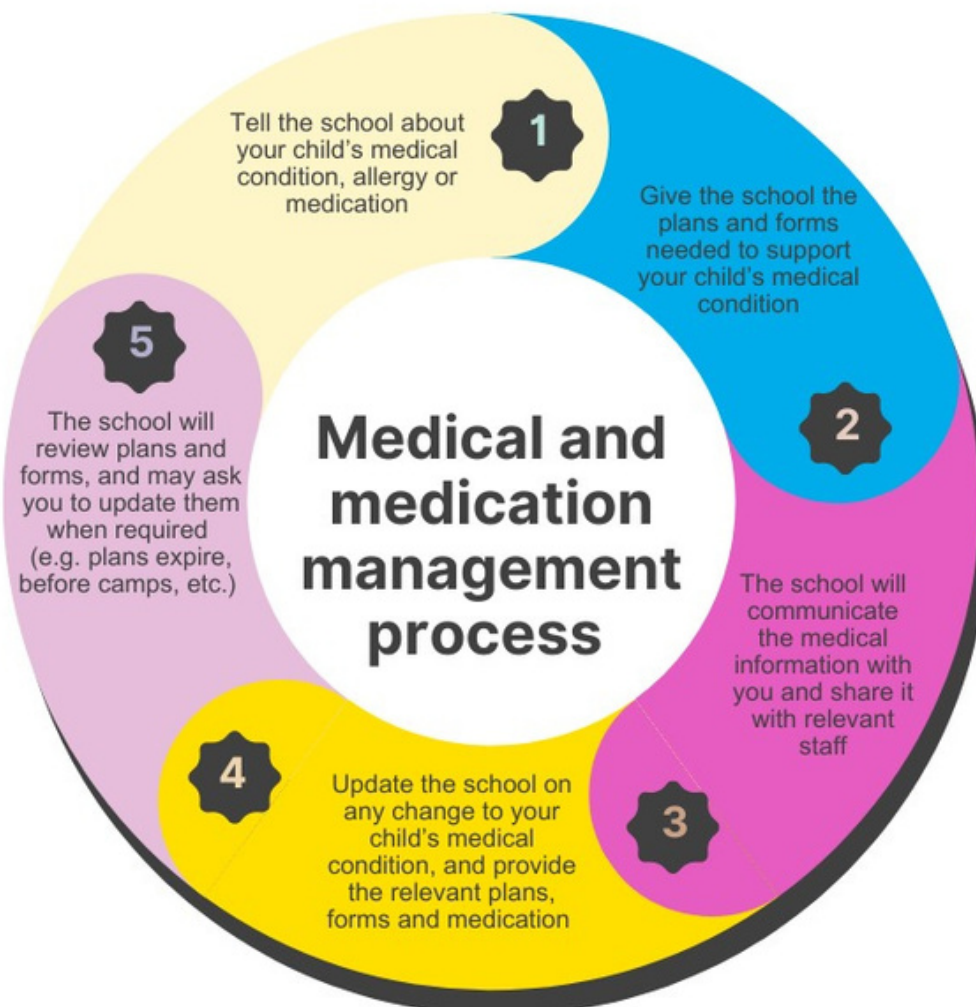


While your child attends school

You need to:

- tell the school of any relevant change to your child's specific health care condition, allergy or medication usage, and how it needs to be managed
- give the school updated medical management plans and/or medication authority forms when required, such as:
 - annually
 - before the plan's review date
 - before camps, excursions and school events
 - after an incident
 - after a change of condition, management or medication.

Note: For the health and safety of your child and other students, please **do not** provide your child with any medication to carry without the school's knowledge and appropriate documentation in place.



What does a Medical Management Plan look like?

While your school can provide a MACS Medical Management Plan template for you to take to your doctor or health practitioner, some medical conditions have particular management and/or action plans. Examples of such plans include:

Action Plan for Allergic Reactions



Available on the [ASCIA](https://www.ascia.org.au) website

Action Plan for Anaphylaxis



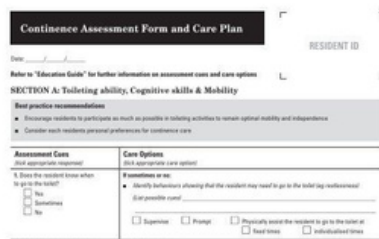
Available on the [ASCIA](https://www.ascia.org.au) website

Asthma Action Plan



Available on the [Asthma Australia](https://www.asthmaaustralia.org.au) website

Continence Care Plan

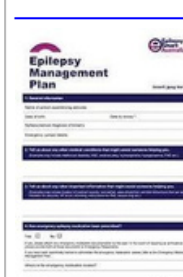


Diabetes Action Plan



Available on the [Diabetes Victoria](https://www.diabetes.vic.gov.au) website

Epilepsy Management Plan



Available on the [Epilepsy Foundation](https://www.epilepsyfoundation.org.au) website

Hospital/specialist letter



Hospital/specialist plan



MACS Medical Management Plan



Providing a template to your doctor or health care professional can make this process easier. Schools can supply a template if your child requires support for the following medical or health conditions:

- acquired brain injury
- cancer
- continence
- cystic fibrosis
- oral eating and drinking support
- transfer and positioning.

If your child's doctor, specialist or relevant allied health professional has already completed a current letter or report with the relevant details, they do not need to complete a separate medical management plan.



WHAT'S THE BUZZ AT ST PAUL'S IN TERM FOUR

YEAR 3/4 EXCURSION TO ANIMAL LAND CHILDREN'S FARM

On Tuesday the 9th of September, our Year 3/4 students and teachers went to the Diggers Rest Farm to celebrate all the amazing work they completed reading the novel *Charlotte's Web* by E. B White.

This excursion gave the students a hands-on experience of life on a farm and helped them make real-world connections to their learning.

The students were involved in activities like milking a cow, churning cream to make butter, enjoying a pony ride, collecting eggs from the hens, feeding the ducks, going on a tractor ride to see pigs, alpacas, deer, sheep, cows, goats, horses, and geese and visiting the nursery to hold and cuddle baby animals.

What a wonderful way to incorporate & celebrate literacy at St Paul's!

Find out what some of the students thought about their excursion!

My favourite part of the day was going on a pony ride. I was scared at the start because it was my first pony ride but it was fun! (Angelina)

My favourite part of the farm was the nursery. There were bunnies, little chickens & guinea pigs to hold and pat. In the nursery, the animals kept coming into my basket. There was a white and brown spotted bunny that liked to put its paws on me! I loved this! (Sophia D)

My favourite part of the day was catching chickens. I caught the most chickens. I caught 5 chickens. (Danny N)

My favourite animal at the farm were the pigs because they were fat like Wilbur! (Edwin C)

My favourite part of the day was going on a pony ride. The pony's name was Ralph.
I felt like I was going to fall off but I didn't. (Athena T)

My favourite part of the day was patting the guinea pigs, rabbits and chickens. (Grace)

My favourite part of the day was riding the pony Ralph. It was my first time on a pony. It was a very bumpy ride!
(William G)



WHAT'S THE BUZZ AT ST PAUL'S IN TERM FOUR

YEAR 3/4 FUN DAY

On Wednesday the 10th of September, our Year 3/4 students interviewed, researched, planned, organised and ran a Junior School Fun Day as part of their Inquiry unit *How Can We Use The Design Process To Create An Event?* Through interviewing the P-2 students and research, the Year 3/4 students had to plan an activity that was fun and age appropriate.

Some of the activities included: a drawing station, gaga soccer, scavenger hunt, making paper planes, an obstacle course and games like Musical Chairs, What's the Time Mr Wolf & Duck, Duck Goose.

Find out what some of the students thought about this experience!

Preps

We loved playing Musical Chairs. (Lena & Vinnie)

I loved the Scavenger Hunt on the playground. I found the most food.

. I also like Musical Chairs. (Harrison)

I loved playing all the games with the Year 3/4 students. (Lexie)

Year 1/2s

Our favourite part of Fun Day was playing Duck, Duck Goose and jumping over the hurdles.
(Anthony N & Nathan N in 2BZ)

My favourite part of Fun Day was kicking a ball and knocking down all the cones. It was fun!! (Jordan)
My favourite part of Fun Day was the Bean Bag Toss because I was able to throw the small bean bags into the hole and we won with 43 points! (Peter)

My favourite part of Fun Day was playing the Peg Game and Duck, Duck Goose. It was fun! (Freddy)
My favourite part of Fun Day was when I got to play Musical Chairs & do the Scavenger Hunt on the big playground. (Evie)

Year 3/4s

My favourite part of Fun Day was seeing all the students at my drawing competition stand.
The junior students loved my drawing. It was very popular! (Evelyn)
My favourite part of Fun Day for the Junior School was making paper aeroplanes with the P-2 students.
My hand was hurting after making nearly 120 paper planes! (Andy N)

My favourite part of the day was getting to play with the P-2 students. My team came up with the game Duck, Duck Goose. My team partners were Ethan T, Orlando & Saiman. (Lucas)
The best part of Fun Day was getting to watch the kids play. My team made a selection of activities for the P-2 students. They included free drawing, Team Gaga, a running race & silent ball. We know the kids loved all the team activities. (Dillon)

My favourite part of Fun Day was teaching the P-2 students some new games like Fruit Salad. (Micheal)
My favourite part of the Fun Day was when we had the students play our games. My team organised an Obstacle Course with hurdles, hula hoops and quoits. (Phoebe)



ASPIRE HIGHER: A LEADERSHIP WORKSHOP

On Monday, October 6th, our Year 5 students participated in a leadership incursion through ASPIRE. The workshop was engaging and interactive. The students worked together in small groups and were challenged to demonstrate:

- A - Take ACTION, have a go.
- S - SERVE, be kind and give others a go.
- P - PERSIST through struggles and setbacks.
- I - INFLUENCE others and set the example.
- R - RESPECT for people, group & equipment
- E - ENCOURAGE others.

Find out what some of the students thought!

I learnt that leadership isn't just about helping others. Leadership is about encouraging and respecting others as well. (Alexander Le)

I learnt that leadership includes being influential and persistent. (Alex Sila)

I learnt that leaders need to encourage, lead people and be respectful. (Levy)

I learnt that leaders can be brave, kind and see people as equal as them. (Victor)



YEAR 1/2 EXCURSION TO THE COLLINGWOOD CHILDREN'S FARM

On Thursday, the 9th of October, our Year 1/2 students and teachers went to the Collingwood Children's Farm as part of their Inquiry unit *How Do Products From The Farm Change?* The students were able to see where some of our food comes from and what products come from farms.

Find out what some of the students thought about their excursion!

I loved the guinea pigs. They were cute! (Kallie T)

I loved the goats. They were so cute. (Antonia)

I loved the guinea pigs. They were small and cute. (Andy H)

I loved the guinea pigs. They were tiny! They were fluffy! (Olivia Nguyen)

I loved the guinea pigs. They were fluffy. (Steven L)

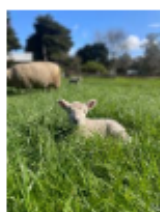
I loved the guinea pigs. They were eating. They were small. (Justin)

My favourite part of the day was having my mum on their excursion with us.

I loved patting the sheep too. (Anthony D)

I loved how the rooster went 'Cock-a-doodle-do' eight times and I loved searching for the guinea pigs too. (Maximus H)

I loved patting the sheep. My hands were smooth after patting the sheeps wool. (Joseph N)



YEAR 6 MARKET MANOEUVRES INCURSION

On Thursday, the 9th of October, our Year 6 students were involved in a marketing incursion.

Danny led the students to learn about budgeting, supply and demand, needs and wants.

This will help the students learn how they should budget leading up to their Market Day Stall later this term.

Find out what some of the students thought!

I learnt how to make a profit when trying to sell things to others. (Sebastian)

We learnt about how to make a profit. We learnt about needs and wants. We need shelter. We might want a PS5 or a Sports car. There is a difference. We can use these new skills to help us with pricing our market day products. (Kyle & Youssef)

**The official date for the Year 6 Market Day is
Monday, the 17th of November.**

YEAR 5 EXCURSION TO SCIENCEWORKS

On Monday, the 13th of October, our Year 5 students and teachers went to Scienceworks in Spotswood as part of their Inquiry unit *2050 In The Future*. The students participated in the 'Think Ahead' school program to imagine how advances in science will change the way we live.

This exhibition blended technology with hands-on experiences.

Find out what some of the students thought about their excursion!

I loved the whole day at Scienceworks! I hope in 2050 we have flying cars. (Ioanna)

My favourite part of the excursion was Electric Theatre. The Tesla Coil was playing Mario themed music!

I hope in 2050 we have fast robots that can play sports! (Mason)

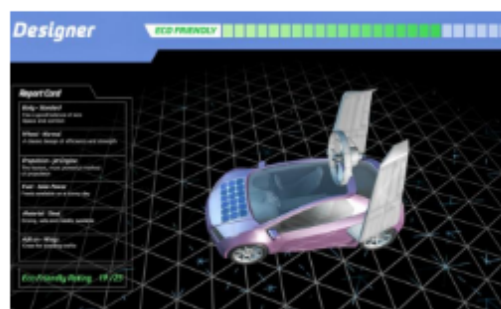
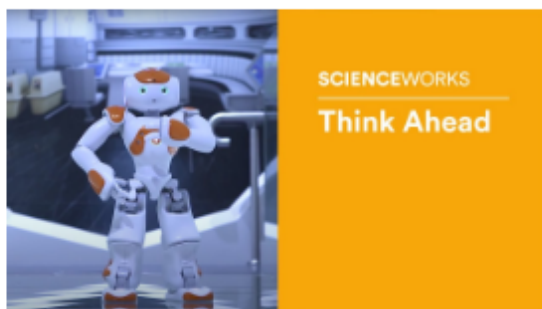
We started off by going into an exhibition about the future, environment & sports. I loved the sports exhibits. I hope in 2050 we have flying pigs! (Xander)

I loved the upstairs exhibition of mazes and we could control different parts of the games.

I hope in 2050 we might have AI robots doing jobs. (Alexander Lu)

I loved the thunder room. We did different experiments on light, sound and electricity.

I hope in 2050 we have dogs with rocket thrusters so they can fly! (Darcy)



FIREMEN VISIT OUR SCHOOL

On Tuesday, the 14th of October, our Prep students and teachers had some visitors in their classrooms. Four of the local firemen came to St Paul's to teach our students about fire safety - good & bad fires, calling 000 in case of an emergency & to Crawl Down Low & Go, Go, Go if there is smoke or a fire.

The students have homework from the firemen. They need to check if their house has a smoke detector and where is the best meeting point in case there is a fire at their house!!

Next week, the firemen will come back to St Paul's with their fire truck!

Find out what some of the students thought about their visitors!

I liked practicing Crawl Down Low and Go, Go Go if there is smoke in the room.

(Pia, Matthew, Maria, Lexie)

I liked seeing the fireman dressed up in his fireman suit. (Alana)



PREP EXCURSION TO WERRIBEE OPEN RANGE ZOO

On Wednesday, the 15th of October, our Prep students and teachers went to Werribee Open Range Zoo as part of their Inquiry unit *Zoo Animals and their Habitats*. The students were able to go in the safari bus as well as walk around the zoo to see meerkats, cheetahs, hippopotamuses, gorillas, giraffes, rhinos and the Asian elephants.

Find out what some of the students thought about their excursion!

I loved seeing the elephant poop in the water. I loved seeing the meerkats and the giraffes. (Lena)

I loved seeing the elephants, the giraffes and the zebras. (Vivian)

I loved seeing the meerkats, zebras and giraffes. (Pia)

I loved seeing the rhinos, the elephants and the zebras. (Carwyn)

I loved seeing the giraffes, the elephants and the zebras. (Kai)

I loved seeing the elephants, the giraffes and the zebras. (Nikolina)

I loved seeing the rhinos, the elephants and the giraffes. (Alvin)

I loved seeing the meerkats, the elephants and a lizard out of its enclosure! (Harrison)

My favourite animals at the zoo were the meerkats, the ostrich and the zebras. (Ayden)

I loved seeing the giraffes, the meerkats and the elephants. (Yavin)

I loved seeing the zebras, the giraffes and the elephants. (Helena)

I loved seeing the elephants, the giraffes and the zebras. (Emilia)

I loved seeing the elephants, the meerkats and the giraffes. (Jasmine)



2025 SCHOOL CALENDAR

2025 TERM DATES

Term 1: Tuesday, January 28 to Friday, April 4

Term 2: Tuesday, April 22 to Friday, July 4

Term 3: Tuesday, July 22 to Friday, September 19

Term 4: Monday, October 6 to Monday, December 15

TERM 4 EXTENDED CALENDAR

Thursday 23rd October

Friday 31st October

Monday 3rd November

Tuesday 4th November

Friday 7th November

Monday 10th November

Monday 17th November

Monday 17th November

Friday 21st November

Monday 24th November

Wednesday 26th - Friday 28th Nov

Monday 1st December

Thursday 4th December

Friday 5th December

Thursday 11th December

Friday 12th December

Monday 15th December

Whole School Mass St Paul's Church

'Day for Daniel' Child safety day - wear Red

School Closure Day

Melbourne Cup public Holiday

KABOOM Sports Day (Students to wear house colour)

2026 Prep Orientation (Session 1 - 9:30 am - 10:30 am)

Grade 6 Markey Stall Day

2026 Prep Orientation (Session 2 - 9:30 am - 10:30 am)

Urban Surf (Grade 6) - TBC

2026 Prep Orientation (Session 3 - 2:15 pm - 3:00 pm)

Grade 5 Camp

2026 Prep Orientation (Session 4 - 2:15 pm - 3:00 pm)

Grade 6 Luna Park Celebration

Christmas Carols Evening

Graduation Liturgy and Awards Ceremony - 7 pm

Grade 6's Final Day and Guard of Honour - 2:30 pm

Step up Day and Final Day of the year - 1:40 pm finish



*Join us on
Instagram!*



@SP_KEALBA





PRIMARY
MUSIC
INSTITUTE



SPECIAL OFFER!

For New Students in 2025.

Get two **FREE** lessons

when you sign up for a full-term of instrumental music lessons, for any instrument of your choosing!

HOW TO CLAIM:

Simply write "FREE LESSON" in the notes section of the application form to receive the Free Lesson!

T&C's apply. Get in touch for more information.

 admin@primarymusicinstitute.com.au  www.primarymusicinstitute.com.au



AUSTRALIAN GIRLS CHOIR



Thrive, Grow and Shine

Look no further than the Australian Girls Choir because we encourage, challenge and inspire young people as they learn to sing, dance and perform.

Join us at our
NOVEMBER OPEN DAY!



AUSTRALIAN SCHOOL OF PERFORMING ARTS





AUSTRALIAN GIRLS CHOIR



An experience that goes far beyond the stage!

Children blossom as members of the AGC, both on and off the stage. They develop confidence and presentation skills, resilience and a genuine sense of belonging.

Our senior performers have shared the stage with a long list of artists including Hugh Jackman and Kylie Minogue and have performed at dazzling events including the Australian Open, Prime Minister's Olympic Dinner, Carols by Candlelight and Carols in the Domain. We're proud to have represented Qantas in the iconic 'I Still Call Australia Home' advertising campaigns for 27 years.

Now accepting 2026 enrolments for our rehearsal venues in Berwick, Box Hill, Caulfield North, Essendon, Glen Waverley, Greensborough, Heidelberg, Ivanhoe, Kew, Mentone, Ringwood and Yarraville.



JOIN US AT OUR NOVEMBER OPEN DAY

Register now at ausgirlschoir.com.au/joinagc or phone 03 9859 6499



AUSTRALIAN SCHOOL OF PERFORMING ARTS





Rock & Water

Social skills program for young people

Develop your confidence, self-belief, and mental strength as part of this six-week program for young people aged 11 to 14 years old.

Rock & Water is a social skills program aimed at raising self-awareness of personal strengths and abilities. It supports young people to manage the responsibilities and challenges they might encounter.

The program builds on the complementary strengths of 'the rock' and 'the water'. One is firm and assertive, while the other is flexible and willing to cooperate.

Fun and engaging exercises and activities will help you learn about:

- Control
- Focus
- Balance
- Letting Go
- Assertiveness
- Body language
- Communication
- Safety
- Personal boundaries
- Connection
- Mental strength

11-14yr olds living or schooling in Brimbank.

Every Wednesday from 5 November to 10 December 2025.

4 -5pm. 6 weekly sessions.

Sydenham Neighbourhood House
Level 1, 1 Station St, Taylors Lakes

For more information or inquiries please contact Travis on:
0438 748 306 / travisw@brimbank.vic.gov.au

Spots are limited and Bookings only via Eventbrite -

<https://www.eventbrite.com.au/e/rock-water-brimbank-tickets-1685817618879?aff=oddtcreator>

Social media age restrictions

What you need to know

From 10 December 2025 Australian young people under 16 will not be allowed to create or hold accounts on certain social media platforms.

Delaying account access allows more time for young people to build digital literacy and greater resilience.

How will it work?

Under the law, the responsibility lies with the age-restricted platforms to find and deactivate existing accounts held by under-16s and to prevent under-16s from creating new accounts.

There are no penalties for under-16s who access an age-restricted social media platform, or for their parents or carers.

Social media platforms

Online services are constantly evolving but at this stage the restrictions are likely to apply to **Facebook, Instagram, Snapchat, TikTok, X (formerly Twitter) and YouTube**, among other platforms.

Online gaming and standalone messaging apps are among a number of types of services that have been excluded under the legislative rules.

Teens will still have online access

Under-16s will still be able to see publicly available social media content that doesn't require being logged into an account. For example, most content is currently available to view on YouTube without holding an account.

Having an account increases the likelihood that they'll be exposed to pressures and risks stemming from design features which encourage children to spend more time on screens, while serving up content that can harm their health and wellbeing.



For more **information and resources** to help you prepare, visit
eSafety.gov.au