



Friday, 17th October 2025

Important Reminders

- **Parent Advisory Council:** Tuesday 21st October at 7.00pm in staffroom
- **Prep Animal Land Excursion:** Wednesday, 22nd October
- **Year 1 Swimming Program:** Monday, 20th October – Friday, 24th October
- **2026 Sacramental Enrolment Night:** Wednesday 29th October at 7pm in School Hall
- **Year 3 Camp Parent Information Night:** Thursday, 30th October 2025 – 6:00pm, School Hall
- **Year 3 Camp Dates:** Thursday, 13th – Friday, 14th November 2025 (Sunnystones Camp, Merrimu)
- **Year 2 Swimming Program:** Monday, 27th October – Friday, 31st October

CATHOLIC PARISH OF MELTON SACRAMENTAL PROGRAM FOR 2026

Fr Alex Clemente is inviting all parents of children in **Year 3 (Penance)**, **Year 4 (Eucharist)** and **Year 6 (Confirmation)** for 2026, who have Baptised their child/ren in the Catholic Rite, to formally enrol their child for the Sacrament at the Sacramental Enrolment Evening to be held on Wednesday 29th October in the school hall.

An Operoo Form will be sent out next Tuesday for you to confirm your attendance and enrolment of your child into the 2026 Sacramental Program.



The library will be closed at the end of Week 7 for a Stocktake to be done. Overdue book lists will be sent home soon.

My School Camp Experience

By Kaylee 5B

On Wednesday the 8th of October we went to school camp! At about 9:30 we got on the bus. I sat at the front with my friend Isabel. Around ten o'clock we arrived and met our camp leader, Elliott, who told us all about the camp. Then we went to our cabins. We stayed in the Yabby cabins, and I was in room 17 with some of my friends. After making our beds, it was lunchtime. We had sausage rolls and could choose either chips or biscuits. After lunch we were put into activity groups. I was in Group 5.



Our first activity was called *Centipede*. We had to climb up wooden planks with metal sticks and rocks, and the whole thing wobbled, which made it harder! After that we did *Low Ropes*, where we had to walk across ropes while spotters helped us in case we fell. My favourite part was the *Shin Breaker* course, where you had to walk across wobbly planks. I did it easily, even though most people couldn't! I also liked *Shin Breaker 2.0*, which was like the same thing but on a bridge — I even did the splits on it! 🤸‍♀️



Then it was dinner time. We had chicken, veggies and potatoes — probably the best meal of camp — and dessert was jelly. After dinner we played *Splash*, where we had to protect a water balloon from being popped. My team's balloon survived, so I got to throw it at Elliott!



After that we went to bed. The next morning we had to wake up at 7:00am, get dressed and have breakfast. There were scrambled eggs and hash browns, or you could choose cereal or toast. Then we got back into our groups for the first activity of the day — *Orienteering*. We had to find numbers around the camp and use a hole puncher to mark them off on our sheet. My team found eight numbers, but I found two more after, so I found ten in total!



Next was *Leap of Faith*, where we climbed up a tall tower and jumped off to try to hit a red ball. After that we had *Raft Building*. We used logs and barrels to build a raft, then went out onto the lake to collect a rubber duck. Then it was time for *Archery*, but sadly, I only hit the target once.



Dinner that night was pasta with different choices of sauce. I had carbonara, and dessert was ice cream!

On the last morning we woke up at 7 again and had the same breakfast. My first activity for the day was *Laser Tag*. We played four rounds to see who could get the most points — red team won both games!



Our last activity was *Flying Fox*, and everyone got three turns each.



For lunch we had chicken burgers, and after that we got on the bus to head back to school.



Overall, camp was an amazing experience full of fun, laughter, and friendship. I'll never forget it!



2026 Class Placement Parental Input (Closes Friday, 7th November)

**Please read the following in conjunction with the
Child Classroom Placement & Procedures Policy**

Your child's current teachers have spent an amazing amount of time with your child during the school year. They are aware of most, but maybe not all, of your child's strengths and challenges from a school perspective. It is their knowledge, observation and insight that provide the basis from which class structures and placement are created.

However, as a parent, your knowledge is far more profound through the simple relationship of child and parent. You hear the story of their daily experiences and know intimately of your child's strengths, challenges and amazing potential. You know of the relationships they have in and outside of school, the learning and teachers that inspire them to do their best and the friendships that either help them to flourish or, at times, struggle.

It is within this context that we invite you to write about your child's learning and social needs to assist us in the placement of your child into specific classrooms for the 2026 school year.

When receiving a letter that requests a specific teacher, knowing that the teacher may not be in the same year level the following year, we read it as a parent's way of expressing the type of teacher your child responds well to. In doing so, it affirms the quality, temperament, characteristics of the teaching staff that we wish to foster at St Catherine of Siena.

At the same time, it gives us an insight into the quality of relationship that has been formed between parent and teacher over the year(s). A positive relationship between parent, student and teacher makes a huge difference in the way a student engages in their learning and the school community.

Please note that we may not be able to provide you with exactly what you want, but we do try to do our best given the many and diverse factors that go into making up a class.

All emails must be received by **Friday, 7th November 3.30pm**. Please title the email with the heading **"Confidential – 2026 Class Placement"**.

The email address to use is:

dnoack@scmeltonwest.catholic.edu.au

Teaching staff and school leadership team will use Class Solver software to ensure class placements

take into consideration not only parent preferences around student class placements but also:

- Specific learning needs
- Individual differences
- Gender balance
- Relationships with other students
- Age
- Social and emotional maturity
- Academic achievement
- Family groupings
- Length of time a class or group has been together
- Class placements in previous years
- Classroom observations
- Student teacher relationships

Child Classroom Placement & Procedures Policy

Rationale:

Student learning is our core business and so we aim to provide an environment that positively encourages each child's educational and social development.

When making decisions about the placement of students we consider the following criteria to achieve a fair and even distribution of students in each class setting:

- Specific learning needs
- Individual differences
- Gender balance
- Relationships with other students
- Age
- Social and emotional maturity
- Academic achievement
- Family groupings
- Length of time a class or group has been together
- Class placements in previous years
- Classroom observations
- Student teacher relationships
- Parent / Carer input

The class structure that is decided upon will aim to:

- Create an equal range of abilities in each class / year level.
- Keep average class sizes as low and as even as possible.
- Allow for planned and unplanned increase in enrolments.
- Ensure that students identified as requiring additional support are, where possible, "shared" throughout the school.

The setting of classes requires a great deal of time and thought. Staff use their professional judgement

and expertise, along with relevant information provided by parents in an effort to achieve effective class groups that satisfy, where possible, the needs of the individual and the needs of the group. No single factor determines placement, or will necessarily be acted upon. Ultimately it is the responsibility of the Principal to make decisions about classes and the placement of students.

Parents / Caregivers role in the process

In order to make the best decisions we need as much information as possible. Class teachers have an excellent knowledge of your child/ren, particularly in relation to their social and academic needs in the classroom and school setting.

As Parents/Caregivers you are given the opportunity to provide information that you believe could be considered in the placement of your child/ren. What we specifically seek from you is information about your child's learning or social needs that you believe the school may not be aware of. **(Such information would not include a request for a particular teacher or what is commonly called "teacher shopping").** This information should be provided via email or in a letter placed in an envelope addressed to the Principal and marked "Confidential". Information provided must specifically relate to the criteria highlighted above.

The following will not be considered:

1. Requests to have or not to have particular teachers.
2. Information provided after the due date.

NB. The provision of this information should not be seen in anyway as a guarantee that requests can or will be met.

Communicating Class Placements

Class Placements for the year ahead is communicated to the students at their first 2026 Student Transition session.

This practice means that:

- a. Students will know the name of their teacher for the following year;
- b. Students will know which other students will be in their class; and
- c. Parents and carers will have time to talk positively to their children about the class experiences they may have the following year.

PARENT AND CARER COMMITMENT

Parents and carers commit to supporting the school's Class Placement Policy & Procedure by:

- a. Supporting and accepting decisions made by the School; and
- b. Being positive with their child about the class placement decision that has been made. (Remember you are the "Directors of First Impressions".)

SCHOOL COMMITMENT

The School commits to supporting the Class Placement Policy by:

- a. Using informed professional judgement when deciding class placements; and
- b. Considering all available information, including that received from parents and care givers.



Monty's Colour Fun Run – Thursday, 20th November!

Remember to create a profile page at www.myprofilepage.com.au and share your profile to family & friends to receive online donations.

Mix and Match prizes or send the donations to one of the causes available – The Great Barrier Reef Foundation, Carbon Neutral, OzHarvest, The Smith Family and Dolly's Dream.

Become a Fundraising Monstar and receive a Monty Handball by completing all your online virtual badges! Can you receive them all?



Prep A

Adau T - For your amazing writing during our daily dictation lessons. Keep it up!

Massah Z - For great participation in Prep Swimming last week. Great job!

Prep B

Flynn B - For your amazing participation and listening skills during Prep swimming. Keep it up.

Valentina G - For your amazing development and confidence during Prep swimming. Great Job!

Prep C

Veer S - For following directions to move the location of an object on a grid! Well done!

Jannat K - For following directions to move the location of an object on a grid! Well done!

Year 1A

Ben B - For developing increased fluency skip counting by 2s, 5s and 10s.

Georgia D - For always being a happy and helpful member of 1A.

Year 1B

Matilda C - For demonstrating respect and responsibility, by consistently listening to all instructions and engaging in your learning.

Austin N - For staying on task and completing your Maths session on Seesaw. Keep it up Austin!

Year 1C

Aanaya K - For your growth and confidence in decoding and reading fluency. We are so proud of your sounding out and blending. Fantastic effort!

Adoniyah T - For your excellent progress in decoding and fluent reading. We're proud of how you sound out and blend words—well done!

Year 2A

Anthony G - For your excellent focus and effort to complete tasks, respond to questions and participate in all learning sessions. Keep up the amazing work!

Harper W - For being a kind, friendly and positive class member, and following class routines independently. Well done Harper!

Year 2B

Ayvah P - For crushing your operations test with awesome skills in addition, subtraction, multiplication and division. Way to go!

Dylan K - For writing vivid supporting details in your paragraph about trees. Your writing brought the topic to life!

Year 2C

Achucha A - For showing outstanding growth in decoding words and understanding what you read! Miss Gill and Miss Hoey are so proud of you.

Ana D - For showing amazing growth in phonics—sounding out words, recognizing patterns. Miss Gill, Miss Nesci, Mrs May are so proud of you, Ana.

Year 3A

Evie C - For working really well on persuasive points in our text-level writing lessons. Your ideas are clear, convincing and show great effort.

Vern S - For working hard to create an informative information report on the Aquatic Biome. Your writing shows great effort, clear organisation and interesting facts that help the reader learn more about this fascinating environment.

Year 3B

Zayne K - For your active participation in our Inquiry incursion. It was great to see how keen you were to learn about the different animals in Australia.

Zayden M - For using a key with a value of more than one to create a pictograph in Mathematics.

Year 3C

Manyang M - For always taking part in class discussions and sharing great ideas.

Olivia V - For always showing respect to peers and teachers while demonstrating our PBL values.

Year 4A

Amelia S - For your enthusiasm and persistence when dividing three-digit numbers by one-digit numbers, with regrouping in maths. Awesome!

Maan T - For your willingness and dedication towards solving division problems with regrouping in maths. Amazing!

Year 4B

Violet B - For your focus and dedication when solving division problems in our recent maths unit. Great effort!

Brian C - For your recent efforts in solving division problems using regrouping strategies. Excellent job!

Year 4C

Duken Y - For working hard and showing great effort when dividing three-digit numbers by one-digit numbers in maths.

Goap R - For your focus and dedication when solving division problems in our recent maths unit. Keep up the great work!

Year 5A

Nyanthon N - For showing amazing confidence and enthusiasm at camp! You jumped into every activity with a big smile, gave everything your best and showed everyone your strengths. It was wonderful to see you have so much fun!

5A Class - Congratulations to the whole class for an amazing and fun camp! Your energy, teamwork, independence, responsibility and resilience shone through in every activity. We are so proud of you all. What a fantastic few days together!

Year 5B

Isabelle B - For consistently demonstrating outstanding teamwork and cooperation in all camp activities.

5B Whole Class - Awarded to 5B for showing outstanding teamwork, enthusiasm, and a positive can-do attitude throughout camp. You supported one another, encouraged your peers and faced every challenge with smiles and determination.

Year 5C

Hunter B - For demonstrated fantastic persistence and strength during our time at camp. He continued to give his best effort through all the challenges he faced. Well done Hunter for showing resilience and having a positive mindset - keep it up!

5C Whole Class - Well done 5C on your positive attitude and enthusiasm at camp! You all showed great cooperation, kindness and persistence during our time away. Keep up the good work - you should all be proud of yourselves!

Year 6A

Logan W - For your excellent results in the measurement post-test, achieved through your persistence and strong attention during class lessons.

Avalon S - For showing great resilience and collaboration during our Aspire Incursion, demonstrating curiosity by consistently asking thoughtful questions and remaining highly engaged throughout.

Year 6B

Gabrienna D - For being a fantastic participant in our Year 6 ASPIRE Leadership Incursion. You joined in with enthusiasm, showed leadership qualities and worked cooperatively with others.

Leona P - For making a fantastic, positive start to Term 4! You have returned to school with a great attitude, enthusiasm for learning, and a willingness to do your best every day.

Year 6C

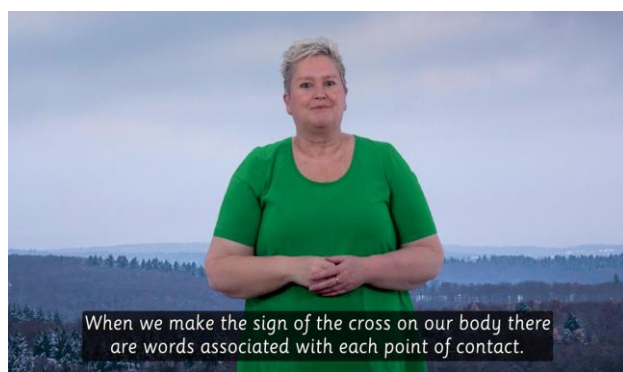
Athieei T- For showing fantastic improvement in behaviour and engagement during the first week back. Excellent participation and task completion — well done!

Wel M - For always being an upstander and a positive role model. Thank you for consistently encouraging teamwork and supporting others.



The Sign of the Cross – Spoken and Signed

In the Catholic tradition, the **Sign of the Cross** is one of our most familiar and meaningful prayers. It reminds us of **God's presence** and helps us begin and end our prayers with reverence. When we say, **"In the name of the Father, and of the Son, and of the Holy Spirit. Amen,"** we mark ourselves as followers of Christ and recall the mystery of the Trinity — **one God in three Persons**.



In Auslan (Australian Sign Language), this sacred gesture is expressed through **movement and meaning**, not spoken words. Signing the prayer allows our Deaf community, and all learners of Auslan, to share in this act of faith in an **inclusive and visual way**.

Each motion — from the sign for "Father" to "Son," "Holy Spirit," and "Amen" — reflects the same devotion, using the **hands, face, and body** to communicate reverence.

Teaching the **Sign of the Cross in Auslan** encourages our students to:

- Appreciate how faith and language connect through gesture.
- Show respect and participation in prayer, even without spoken words.
- Celebrate the diversity of communication within our Church community.

As students learn both the **words and signs**, they are reminded that prayer is not only spoken with the mouth but also **felt in the heart and expressed through the hands** — a beautiful reminder that God understands all languages.

Special thanks to **Catholic Education Melbourne – Languages** and the **John Pierce Centre** for their collaboration and for providing the *Teachers as Co-Learners* video resource. Their shared commitment to inclusive language education and support for the Deaf community continues to inspire educators and students alike.

[Click to view the video](#)

Please note that the video has been released via **Seesaw**.



LIVE The Gospel

Gospel: Luke 18:1-8
(This Weekend's Gospel)

A reading from the holy Gospel according to Luke

God will see those who cry to him vindicated.

Jesus told his disciples a parable about the need to pray continually and never lose heart. 'There was a judge in a certain town' he said 'who had neither fear of God nor respect for man. In the same town there was a widow who kept on coming to him and saying, "I want justice from you against my enemy!" For a long time he refused, but at last he said to himself, "Maybe I have neither fear of God nor

respect for man, but since she keeps pestering me I must give this widow her just rights, or she will persist in coming and worry me to death.'"

And the Lord said, 'You notice what the unjust judge has to say? Now will not God see justice done to his chosen who cry to him day and night even when he delays to help them? I promise you, he will see justice done to them, and done speedily. But when the Son of Man comes, will he find any faith on earth?'



What Are You Praying For?

There is a long and venerable tradition in the Church that prayer can influence God's will. Our belief in the power of intercession is predicated on it. This tradition holds that God regularly and actively intervenes to effect good outcomes in the world. In this school God is waiting to be asked or have us ask others to petition him.

The problem with this school is how much an all-knowing, unchanging God changes his mind in regard to our petitions. Furthermore God's interventions in the world are fine if all the decisions are running our way, but what happens when they run against us?

This approach can downplay free will. It can minimise our role, with God, to discern our options and choose carefully. If most of our petitions are

focused on what God can do, it shifts all the responsibility (and the blame) on to God.

An equally long and venerable tradition in the Church, however, is that prayer changes us. This tradition has had less airplay. Fasting, abstinence and pilgrimages, for example, do not change God, but are meant to change the person who undertakes them. These things can enable us to be more responsive or receptive to whatever happens in life. I think this tradition needs to be reclaimed.

The idea of prayer changing us, changes our prayer – giving it greater dynamism and urgency. While we may not know the mind or will of God, we often know our own thoughts and desires. We can usually pinpoint what needs recrafting or reshaping in us so that we may live out the goodness and love of God more clearly. Confronting and converting these obstacles, with God, can see our prayer at its boldest and bravest. At these times we can enjoy God's healing and forgiveness. And because conversion is a lifetime process, Jesus encourages us not to lose heart but to pray always and hold on to faith even when the going gets tough.

John Powell once said, 'God knows what we want and need before we open our mouths. In prayer, then, he does not need a performance from us. He longs for an act of love.'

May this Eucharist help us to move away from demanding that God change his mind or will to allowing his love to keep converting and changing us.





Year 3 Wild Action Zoo Incursion 9th October 2025

Year 3 students enjoyed an exciting visit from the Wild Action Zoo! They were fascinated to meet and learn about a variety of amazing Australian animals, including reptiles, birds, and furry marsupials. Students listened attentively, asked thoughtful questions, and loved getting a close-up look at some of the animals. This hands-on experience perfectly supported our Inquiry unit, "Living things depend on each other and the environment to survive."

Below, some of our students share their reflections on the day.



Amelia 3C

On Thursday all the Grade 3 students had an incursion. 3A went first, 3B second and my class, 3C, went third. The company that came was called, Wild Action. We saw an echidna, a baby crocodile, an owl and many more. My favourite animal was the Turtle. It looked timid and tired. I got a book mark and a poster. This experience was fun and we learnt a lot of facts. My favourite fact was how the Lizard loses its tail and gets scared.

We saw a very long snake. It was scared. I would recommend this experience again.



Sanaya 3B

Did you know that echidnas are really strong and that they can lift up a lid? We had a Wild Action incursion. First, we saw a shingleback lizard which is also called a stumpy head lizard. Then the echidna kept trying to get out, so Amy showed us the echidna. Then we saw a black headed python. Then we saw a thorny devil and Amy said that it can collect water in its spikes.



Penny 3B

The Year 3 incursion. The lady who showed us the animals was Amy. She had brought in lots of animals for us to see and one of them was a naughty echidna called Elton. He was very naughty, so naughty that he kept trying to get out of his box. He was also very strong and noisy. There were also reptiles. I got to hold a baby crocodile, it was very smooth on the belly and cute.



Practicing
gratitude and
being grateful
are keys to a
happier life.



It's been a while since we had an update and wanted to share what an exciting few weeks in STEM it has been as students wrapped up their final projects for term 3, showcasing creativity, problem-solving and a growing understanding of how technology and science shape our world.



Prep Students

Prep students celebrated the end of their *Living Things* unit by taking home their very own grass caterpillars. They enjoyed watching their caterpillars grow and learning about what living things need to survive and thrive.



Grade 1/2 Students

The Grade 1/2 students completed their *Programming* unit using the Dash robots. This was a definite favourite among the classes, with students coding their robots to move, turn, and interact in creative ways. They can't wait to use the Dash robots again next year!



Grade 3/4 Students

Grades 3/4 finished their programming unit using *micro:bits*, exploring how technology can be programmed to perform specific tasks. Students experimented with coding to make lights flash, messages display and sensors respond, gaining valuable insight into how coding powers real world technology.



Grade 5 Students

Grade 5 students completed their *Programmed Devices* projects, designing and coding their own inventions such as trundle wheels, watches and step counters. They combined creativity with precision, learning how code and physical components work together to collect and display data.



Grade 6 Students

Our senior students wrapped up their *Aviation* theory by learning about Bernoulli's Principle through hands-on experiments. They have now begun building their own model aircrafts, applying their understanding of lift, thrust and drag as they prepare for flight testing this term.



2025 ART SHOW

Please join us in celebrating the Arts at St Catherine
of Siena

The Theme For This Year's **ART SHOW** is
Alice's Adventures in Wonderland

When: Wednesday, 5th November

Where: Artworks to be displayed throughout the main
building.

Time: 4:30pm - 6:00pm



Official Opening Presentation in the School Hall at 4.30pm!

Tea and coffee will be served in the Atrium.

Term 4 Dates for the Diary

Monday	Tuesday	Wednesday	Thursday	Friday
20 Week 3 *Year 1 Swimming Program Parent Support Group Meetings	21 *Year 1 Swimming Program *School Advisory Meeting 7:00pm Parent Support Group Meetings	22 *Prep Animal Land Excursion *Year 1 Swimming Program Parent Support Group Meetings Class Mass – Year 4 Whole School Assembly 2:15pm	23 *Year 1 Swimming Program Parent Support Group Meetings	24 *Year 1 Swimming Program *Year 4 Melbourne Zoo Excursion Parent Support Group Meetings
27 Week 4 *Year 2 Swimming Program Parent Support Group Meetings	28 *Year 2 Swimming Program Parent Support Group Meetings	29 *Year 2 Swimming Program Class Mass – Year 3 Parent Support Group Meetings Whole School Assembly 2:15pm *2026 Sacrament Enrolment Night 7pm	30 *Year 2 Swimming Program *Year 3 Camp Information Night 6pm Parent Support Group Meetings	31 *Year 2 Swimming Program Parent Support Group Meetings
3 November – Week 5 School Closure	4 Melbourne Cup Day	5 Whole School Mass 9:15am *Year 5 Life Saving Day - Altona Whole School Assembly 2:15pm *Art Show Opening Night 4:30pm -6pm	6	7 *Year 6 Transition Program with Melton Council
10 Week 6 *Prep 2026 Transition Session 1 9am - 10am	11 Remembrance Day	12 Class Mass – Year 2 Whole School Assembly 2:15pm	13 *Year 5 ASPIRE Incursion *Year 3 Camp – Sunnystones	14 *Year 3 Camp – Sunnystones
17 Week 7 *Prep 2026 Transition Session 2 9am - 10am	18	19 Class Mass – Year 1 Whole School Assembly 2:15pm	20 *Whole School Colour Fun Run	21 School Closure Day
24 Week 8 *Prep 2026 Transition Session 3 9am - 10am	25 *Year 2 Excursion to Immigration Museum	26 Class Mass – Year 5 Whole School Assembly 2:15pm *Year 6 Camp – Waratah Beach Camp	27 *Year 6 Camp – Waratah Beach Camp	28 *Year 6 Camp – Waratah Beach Camp
1 December – Week 9 *2026 Student Transition Day 1	2	3 Class Mass – Year 4 Whole School Assembly 2:15pm	4	5 *Prep 2026 Transition Session 4 9am - 10am
8 Week 10 *2026 Student Transition Day 2	9	10 Whole School Assembly 2:15pm *Carols Night 6:00pm	11	12 *Prep 2026 Transition Session 5 9am - 10am *Semester 2 Reports Sent Home
15 Week 11 *Year 6 Big Day Out	16 *Year 6 Graduation 6:00pm	17 Whole School Mass 9:15am End of Year Awards Assembly 2:00pm *Last Day of Term – Students Dismissed @ 3:15pm	18 School Closure Day	19 School Closure Day