

# St Joseph's Primary Newsletter



## School Vision

**St Joseph's Penshurst, as partners in Catholic education and with our school community, pursues fullness of life for all.**



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## Acknowledgement of Country

We acknowledge that we are  
on the traditional lands of  
the Gunditjmarra people.

We recognise the Aboriginal and  
Torres Strait Islander people and  
their ongoing connection to land, sea  
and community. We pay our respects  
to Elders past, present and emerging  
and would like to extend that respect  
to all Aboriginal students and  
families at St. Joseph's School.

We come together to learn,  
to share and to journey  
together.

## PRINCIPAL'S MESSAGE

What a Week at Our School!

What a fantastic and eventful week it has been for our school community! We were thrilled to host our very first Playgroup – and it was truly beyond our expectations. It was wonderful to see so many new faces visiting our school and connecting with one another.

A big thank you to Brooke and Tayla for their hard work in organising such a successful event. Your time and effort made all the difference! We're already looking forward to our next Playgroup on March 27th. Please help us spread the word to anyone you think might be interested in joining us.

We also had an incredible turnout at our Welcome Night at the bowls club. It was lovely to come together in such a relaxed setting and spend the evening as a whole school community. There were plenty of laughs, lots of fun, and we may even have discovered a few potential bowlers in the making!

A special thank you to the "fairies" who have been quietly helping out around the school grounds – de-heading roses, clearing branches, and keeping our gardens looking beautiful. Your efforts do not go unnoticed and are very much appreciated. Our school is lucky to have such thoughtful helpers supporting us behind the scenes.

Now that we are halfway through the term, it's wonderful to see the great progress students are making in their learning. Classrooms are buzzing with enthusiasm, and students should be very proud of their efforts so far. We wish our Grade 3 & 4 students all the best as they head off to camp this Thursday and Friday. We hope they enjoy a fun-filled adventure, make lasting memories, and take on new challenges with confidence.

Thank you to everyone who continues to make our school such a supportive and vibrant place to learn and grow. What a week it has been – and there's still so much more to look forward to!

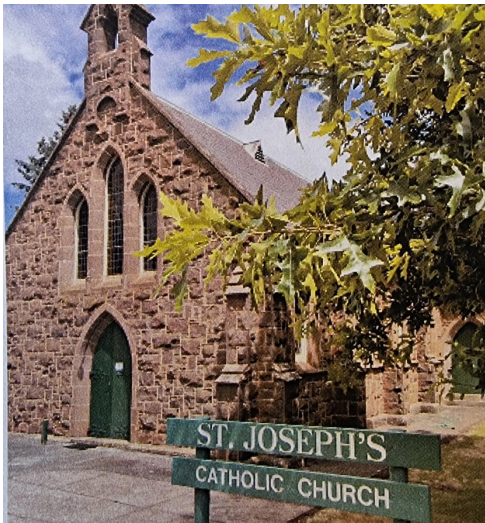
Katie

# Community Engagement

# Calendar Dates



## TERM 1 AND TERM 2 2026 SPECIAL DATES TO REMEMBER



### Penshurst Monthly Mass Times: Please note changes:

1<sup>st</sup> Sunday of the month: NO SERVICE. join St Mary's Church Hamilton, Sat 6pm & Sun 10.30am.

2<sup>nd</sup> Sunday of the month: 8.30am Mass

3<sup>rd</sup> Sunday of the month: SAWS 8.30am

4<sup>th</sup> Sunday of the month: 8.30am Mass

5<sup>th</sup> Sunday of the month:  
NO SERVICE

## Community Prayer

*Prayer For The Sick*

Dear Lord, we lift up all those who are facing illness today. We ask that You would bring healing, comfort and I peace to their bodies. Calm their fears and let them experience the healing power of Your love. In Jesus name, Amen.



## Important Date or Events.

**What: Labour Day Holiday**  
**When: Monday 9<sup>th</sup> of March 2026**  
**Where: St Joseph's Primary School**



# Student Voice!



## School Environment Report.

Here is a list of things that have happened over the past couple of weeks that I have seen.

- The music room has moved to where the Indonesian room was.
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- The playgroup happened on Friday and we will also commit to doing it next week on Friday.
- The lawn bowls happened, and I was glad everyone had a great time.
- Parents and students, please return the library books.
- Please remember to keep putting Zooper Dooper wrappers in the rubbish bin. We've been thriving back at school for the past 6 weeks. Thank you for reading this little chunk about the school environment.

Have a great weekend.

Jameson

## Student Voice.

Student voice is all about letting students have a say.

For example: how we think the school should change in terms of learning, voting on class games and talking to a teacher about what we think individually we need to work on. What I do?

Once a week I take my book and I ask students some questions like: 'What is working well?', 'What needs to be improved?' and 'What do you like about the school?'. Then I write their answers in my book and I share it with our principal [Katie Calvert].

Student comments:

Maddie: "I need to improve in math."

Annabelle: "I need to improve on my handwriting".

Evie: "I need to improve on math".

Thea

**SGSSA** - Discus: Could parents let me know if they are able to assist with discus at Mitchell Park.

**CFA Catering** has several catering dates scheduled in March. We are looking for volunteers who are able to provide a salad for these events.

We will supply the salad bowl, which can be returned to the school during the day filled with any salad of your choice.

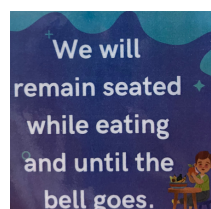
The salads will then be delivered after school.

In Terms 2 and 3, we provide vegetable dishes instead.

This initiative is a wonderful fundraiser for our school, and we greatly appreciate your support.



## CELEBRATING OUR STUDENTS! STARS OF THE WEEK!





Peer pressure is a natural part of growing up. As children and adolescents place greater importance on friendships and belonging, the influence of peers can shape their choices, behaviour and sense of identity. While this influence can be positive, it can also create pressure to conform or take risks, particularly during adolescence.

Peer pressure can take several forms:

**Spoken pressure:**

Direct encouragement or persuasion, such as *“Come on, everyone’s doing it.”*

**Unspoken pressure:**

Subtle influence, like noticing what others wear, post or buy and feeling the need to copy in order to fit in.

**Direct pressure:**

Overt demands or dares, such as being pushed to drink alcohol or try vaping.

**Indirect pressure:**

Less obvious but equally powerful influences, including social media trends or group expectations that suggest *“this is what people like me do.”*

Here are some strategies that can help young people manage peer pressure.

- 1 Start early and talk often**  
Introduce the idea of peer influence in the primary years. Explain the difference between spoken and unspoken, direct and indirect, and positive and negative peer pressure. Use simple, everyday examples to show that not all pressure is bad, but recognising it matters.
- 2 Teach the value of waiting**  
In a culture of instant gratification, help your child practise patience and persistence. Encourage saving towards goals, working steadily over time and valuing effort as much as achievement.
- 3 Build confidence and assertiveness**  
Children who feel confident are less likely to give in to pressure. Role-play situations where they may need to say “no” or make a different choice, and acknowledge their efforts when they do.
- 4 Encourage pause and reflection**  
Help your child practise slowing down before responding to pressure. Simple questions like *“What would happen if I waited?”* or *“Is this something I’d choose on my own?”* can support more thoughtful decision-making.
- 5 Discuss online pressures**  
Talk openly about tech-related peer pressure, including curated selfies, likes and viral challenges. Remind them that social media often presents an unrealistic version of reality and encourage healthy boundaries around devices and apps.
- 6 Address FOMO and exclusion**  
Acknowledge that being left out can hurt. Help your child recognise FOMO (the *Fear of Missing Out*) and how social media can intensify these feelings. Reinforce that genuine friendships are built on respect and inclusion, not popularity or online approval, and encourage connections across a range of interests and activities.
- 7 Encourage positive influence**  
Highlight moments when peers support positive behaviours, such as studying together, joining a team or helping others. Reinforce that peer influence can also be a powerful force for good.
- 8 Model resisting pressure**  
Share your own experiences of saying no or choosing differently. Show that individuality and integrity are strengths, and that everyone, including adults, experiences pressure at times.
- 9 Set clear expectations**  
Clear family values and boundaries provide a reference point when peer pressure arises. When expectations are discussed early and revisited often, young people are better equipped to say no with confidence.