

2026 Parent Handbook

Holy Family School



**Holy Family School is committed to providing a child safe
environment**

Welcome to Holy Family School

Dear Parents/Carers,

Thank you for choosing Holy Family School to educate your child. Our school is dedicated to providing a warm, nurturing, inclusive and stimulating environment where children can explore, learn, and grow. We believe that education lays the foundation for a lifetime of curiosity, creativity, and academic success.

At Holy Family School, we emphasize a child-centered approach that fosters both intellectual, faith and emotional development. Our dedicated teachers and staff work closely with families to create a supportive learning community that nurtures each child's unique potential.

Our whole school theme for 2026 is 'LEARN'.

This Parent Handbook serves as a comprehensive guide to help you understand our school procedures, daily routines, and expectations. We encourage you to read through this handbook carefully, as it will provide valuable information on how we can work together to ensure a positive and enriching experience for your child.

If you have any questions or need further clarification, please do not hesitate to reach out to us. We look forward to an exciting and joyful learning journey with you and your child in 2026.

Warm regards,



Julie David
Principal, Holy Family School

2026

Holy Family School Staff

Name	Position
Tracey Ryan	Admin
Rana Ghopur	Admin/Bursar
Julie David	Principal
Eithne King	Deputy Principal
Stephanie Italiano	Prep
Zachary Flack	Year 1
Kate Buffham	Year 2
Amanda Mase	Year 2
Cristina Vezzu	Year 3
Michelle Luong	Year 4
Di Dimovski	Year 4
Andrea Smith	Year 5
Vicky Pejic	Year 5
Juliette Foenander	Year 6
Becc Lark	Year 6
Susan Michelsson	PE
Katrina Davis	STEM
Beck Rawlins	Performing Arts
Di Herrmann	Auslan
Laura Dell'Aquila	Visual Arts
Verity Curtain	LDL (Term 2 onwards)
Julie David	LDL (Term 1)

2026

Holy Family

School Staff

Katrina Davis	POL Release (REL, IT)
Barb G	Year 5 SG
Eithne King	PBL/Mental Health
Juliette Foenander	Wellbeing/Mental Health
Julianne Kelly	Learning and Teaching/Literacy
Michelle Luong	Teaching and Learning/Maths
Amanda Mase	ICT
Danielle Littlejohn	LSO
Georgia MacDonald	LSO
Kim Sundstrom	LSO
Asma Khadim	LSO
Ingrid Hale	LSO
Molly Rae	LSO
Tara McDonald	LSO
Claudia Heil	LSO
Tania Christopher	LSO
Miriam Keuneman	LSO
Christine Kemp	LSO
Alannah Phillips	LSO



Vision, Prayer and Educational Philosophy



Our Vision

In Faith,

We believe,

We belong,

We learn,

We grow

Our Mission

In faith we are a community that lives our daily lives based on our Catholic traditions and values.

We believe in encountering and deepening our relationship with God.

We belong to an inclusive and nurturing community that embraces all.

We learn to become creative, collaborative, active and informed citizens.

We grow to reach our full potential.



Father Justel Callos
Parish Priest

Holy Family School Prayer

**God Our Father,
we thank you for the gift of this day,
for our family and friends and for this safe place to learn
and
grow.**

**We ask you to bless all
who teach and learn here
at Holy Family.**

**Through your Holy Spirit guide us As we grow in faith and
love and give us the courage to be more like your son.**

Amen

Our Strategic Intent

At Holy Family School, we believe that children learn best through evidence based teaching strategies, explicit teaching, knowledge rich curriculum and collaborative learning opportunities. Our curriculum is designed to support whole-child development based on faith, life and learning.

At Holy Family we have a strong learning efficacy that is fostered through the interconnectedness of faith, life and community.

A strong partnership exists between the Parish, school and wider community.

Expert teaching is continually developed through an embedded professional learning culture centralised in evidence based pedagogies guided by the School Improvement Plan.

Students demonstrate agency over their learning through explaining their learning pathway.



Student Profile

At Holy Family School, we embrace the uniqueness of every child while nurturing essential developmental skills. Our ideal student profile includes:



**Faith
Filled**



**Hope
Filled**



**Love of
Learning**



Engaged



Compassionate



Responsible



At Holy Family Primary School, your child is known, valued and nurtured. Grounded in our Catholic faith and aligned with the MACS Flourishing Learners framework, we partner with families to support every child to grow in faith, learning and life.



BEHAVIOUR EXPECTATIONS



Positive Behaviour for Learning

Holy Family School is embarking on the Positive Behaviour for Learning Framework in 2026.

PBL is an evidence-based framework aimed at promoting positive behaviour and creating a safe and supportive learning environment. PBL involves the implementation of proactive strategies to teach and reinforce co-constructed behaviours while reducing challenging behaviours among students.

Key components of PBL include:

- Preventative strategies: Implementation of evidence informed classroom management and instructional practices. Research has demonstrated that establishing effective classroom systems is integral to the fidelity and sustainability of School-Wide Positive Behaviour Interventions and Supports implementation (Barker, Poed & Whitefield 2022).
- Clear expectations: Establishing clear and consistent behaviour expectations for students across various settings within the school.
- Teaching and reinforcement: Actively teaching the school's agreed behaviour expectations to students, in a similar manner to academic subjects, and reinforcing them through a system of acknowledgement.
- Data collection: Collecting data to monitor and assess student behaviour, which helps identify trends and areas, or students that may need additional support.
- Tiered support: Providing a tiered system of support, ranging from universal interventions for all students to targeted interventions for those who need additional help.
- Family and community involvement: Engaging families and the broader community in promoting positive behaviour.

The aim of PBL is to create a positive and inclusive school culture where students feel safe, respected, and supported in their learning journey. It encourages a proactive approach to behaviour management and focuses on prevention rather than solely reacting to disciplinary issues.



SCHOOL ORGANISATION

Teacher quality is the single most important in-school factor influencing student achievement (Hattie, 2009). However, the relationship between teacher quality and student achievement is mediated by the amount of time students spend in the classroom. Irrespective of the reasons for absences, non-attendance affects student outcomes.

STUDENT ATTENDANCE

“The level of respect the family has for education is seen as a role model for students”
Demir & Karabeyoglu,

Process for reporting student absence –

1. Parents/carers contact the school before 9.30am if a student is absent for the day.
2. Contact can be made via a phone call or by using our Audiri App.
3. A call will be made to the parent if the school has not received notification of an absence for the day by this time.
4. If a student has unapproved or unexplained absences for 3-5 days in a 12 month period the family will be contacted by the school.
5. If a student has unapproved or unexplained absences for 5 days or more in a 12 month period the school will contact the MACS Learning Diversity Team. The school will create a 'care' team to support the family.
6. If a student continues to have ongoing unapproved or unexplained absences the school will arrange a formal meeting with the family. At this formal meeting an 'attendance support plan' will be developed.
7. If a student continues to have unresolved ongoing unapproved absences after intervention then the MACS Regional Leadership Consultant will be notified by the school.
8. The final stage is to report the student absences to Melbourne Archdiocese Catholic Schools 'Student Wellbeing' and 'Complex Cases' teams.

Here are five simple reasons why being on time is important for primary school students:

1. **Respect for Others:** When you arrive on time, it shows that you respect your teachers and friends. It helps everyone start activities together without waiting.
2. **Better Learning:** Being on time means you won't miss important lessons or fun activities. You'll get to learn everything and not feel lost!
3. **Good Habits:** If you practice being on time now, it will help you in the future. It's a good habit that will help you in school and later in jobs.
4. **Making Friends:** When you're punctual, your friends will appreciate it. They'll know they can count on you, which helps build strong friendships.
5. **Enjoying More Fun:** Arriving on time means you can join in all the fun from the beginning, whether it's games, stories, or other activities!

SCHOOL HOURS

School Hours: 8.50am (first bell) 9:00am (second bell) – 3.15p.m.

- Teachers assume responsibility for the children between 8.30a.m. and 3.45p.m.
- **ALL STUDENTS MUST** be at school and ready to learn by 8:45am.
- We discourage parents from leaving children in the school grounds outside these hours as there is no adult supervision.
- Any children remaining after 3.45pm will be placed in the Out of Hours School Care Program and parents will be responsible for these fees.
- Students enter and exit the school via the quadrangle gates. Both gates are kept locked at all other times for security reasons.
- During school hours parents are requested to enter and depart through the administration area front door.



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SCHOOL PROCEDURES

Early Collection of Children

- If a student needs to be picked up early from school by a parent/guardian, then the student must be signed out at the front office.
- The parent then must wait in the front office for the student to come over from the classroom.
- Parents/carers are not to go to the classroom to collect a student during the school day.

Working with Children Check

Parents who are working in the school in any capacity must have a Working with Children Check (WWC Check). Parents must register the WWC Check card at the school administration office.

The WWC Check application guide and forms are available at <https://service.vic.gov.au/services/working-with-children>.

Unfortunately parents who have not complied with this government legislation will be unable to participate in any volunteer work or provide any assistance to teachers within our school.

SCHOOL PROCEDURES

Excursions/Incursions

All students participate in a variety of excursions and school-based activities throughout the year to enhance curriculum programs or to celebrate special events.

At least two weeks' notice will be given to parents regarding excursions. Children attending any excursion must have a written consent form completed by the parents. Children will not be taken on excursions without this signed consent form.

Students are closely supervised on all excursions by the attending staff and adult helpers with a WWC Check. The Staff to student ratio for supervision is specified in the Schools Operation Manual (Vic. Govt.) and varies according to the type / activity of each excursion.

As excursions are class activities and costed accordingly, it is not possible to give refunds.

Professional development empowers teachers to engage with the latest research, educational trends, and innovative teaching methods. This ongoing learning ensures that educators are well-equipped to adapt to the changing needs of their students and create dynamic, relevant learning experiences.

SCHOOL PROCEDURES

School Closure/Time in Lieu Days

Melbourne Archdiocese Catholic Schools (MACS) encourages all teachers to keep abreast of new ideas through a wide variety of Professional learning programs. Members of staff are involved in learning programs outside school hours, but it is necessary that all staff attend professional learning on school days to enable them to take advantage of visiting consultants and to have time for collegial planning and curriculum development.

Teacher professional learning is the means by which we enrich the quality of education we offer your children. For this purpose, you will be asked to keep your child home on closure days during the year. Whenever the school is closed, to enable all staff to participate, ample notification will be given in the school newsletter.

The 2022 Enterprise Bargaining Agreement also stated that school staff are entitled to Time in Lieu Days.

School Closure/Time in Lieu Days for 2026 are –

- Friday 6th March
- Monday 20th April
- Monday 25th May
- Monday 13th July
- Friday 21st August
- Monday 5th October
- Monday 2nd November
- Friday 27th November
- Thursday 17th December
- Friday 18th December

Professional development empowers teachers to engage with the latest research, educational trends, and innovative teaching methods. This ongoing learning ensures that educators are well-equipped to adapt to the changing needs of their students and create dynamic, relevant learning experiences.

SCHOOL PROCEDURES

Emergency Information

Please inform the school immediately of any changes to family telephone numbers, address, or contact information that occurs during the year.

It is the parent/carer's responsibility to keep the school informed of all information relevant to ensure the safety, health and wellbeing of each child.

Staff Meetings

Staff meetings and Professional Learning Team meetings involving all teachers are held every Tuesday and Wednesday commencing at 3.45pm.

Teachers will be unavailable to communicate with parents at this time.

Communication

Effective communication between the school and its families is regarded as vital for the welfare of our students and in building a strong and mutually supportive community.

Staff to Parents

All staff members welcome discussion with parents on matters of education, student wellbeing and any matters of interest to the school community.

A variety of methods are used to ensure that parents are fully informed about school activities and programs and their children's progress.

- Curriculum Information Meetings
- Sacramental Meetings
- Parent/Teacher Exchanges held at least on 2 occasions throughout the school year.
- Formal written reports – At the conclusion of Semester 1 and 2.
- An interview with a parent may be arranged whenever necessary by a teacher or the Principal
- Holy Family School Newsletter is distributed via email every fortnight on a Thursday. It is sent via the school app, Operoo and also posted on the school website.
- School website: www.hfmw.catholic.edu.au

Professional development empowers teachers to engage with the latest research, educational trends, and innovative teaching methods. This ongoing learning ensures that educators are well-equipped to adapt to the changing needs of their students and create dynamic, relevant learning experiences.

SCHOOL PROCEDURES

Communication (cont.)

Parents to Staff

Parents and teachers are encouraged to meet whenever necessary to discuss matters of mutual concern and interest. Parents are asked to arrange an interview at a mutually agreed time with the Principal or Level leader or the teacher to discuss matters concerning their children, the curriculum or any school issue.

Parents should be mindful not to disrupt class-learning time. Informal meetings with classroom teachers prior to 8.55am is discouraged as teachers need this time to prepare for the day and to welcome children to school.

Parents are encouraged to refrain from emailing staff after 6pm on a weeknight and over the weekend. If there is an urgent matter that needs to be brought to the school's attention then please email the principal outside these hours principal@hfmw.catholic.edu.au. The message will then be passed on to the relevant staff member.

Parents can suggest innovations or raise concerns about school policy through their representatives on the School Advisory Council. Annual surveys are used as a further means of data collection from families

If you have a concern in relation to your child, please follow the steps below –

1. Arrange a time to meet with your child's class teacher
2. The class teacher will then speak with the Deputy Principal/Curriculum Leader about concerns raised
3. If required, a meeting will be arranged between the parents, class teacher, Deputy Principal and relevant curriculum leader
4. If the concern is not being addressed then the Principal will meet with all parties at a time convenient for all involved

Teaching Methods



01 Science of Learning

The science of learning is the cognitive science of how students learn, connected with the instructional implications of that science.



03 PhOrMeS (3-6)

PhOrMeS is primarily about sound, letter, morpheme and word-level knowledge and the skills required to use this knowledge and read, spell and understand words.



05 Explicit Teaching

This approach breaks down what students need to learn into smaller learning outcomes and models each step.



02 Systematic Synthetic Phonics Program (P-2)

Reading is taught by explicitly linking letters (graphemes) to sounds (phonemes) and then blending those sounds to read words (decoding) and segmenting words to spell them (encoding)



04 Knowledge Rich Curriculum and Inquiry Learning

A knowledge-rich curriculum progressively builds students' subject knowledge, with plenty of opportunities for practise, review and retrieval to support long-term retention of learning.



06 Intervention and Extension Opportunities

Students take part in intervention programs (MultiLit/EMU) 4 times a week for intervention. Extension is offered in subjects especially Maths and STEM.



CLASS STRUCTURE



Class Structure

A strong class structure for explicit teaching uses a consistent, scaffolded framework like "I Do, We Do, You Do," breaking learning into small, manageable chunks with clear goals, teacher modeling, guided practice, independent work, and frequent checks for understanding, ensuring all students master new skills before moving on.

This systematic approach builds confidence by making learning predictable, reducing cognitive load, and providing targeted support.

Core Components of an Explicit Teaching Lesson:

1. Warm-up/Activate Prior Knowledge: Start with a quick review or task to bring relevant past learning to the forefront.
2. Learning Intention & Success Criteria: Clearly state what students will learn and how they'll know they've succeeded.
3. I Do (Teacher Modeling): Teacher explicitly explains, demonstrates, and thinks aloud (using "worked examples") to show the skill or concept.
4. We Do (Guided Practice): Students practice with significant teacher support and feedback, often in pairs or small groups, with frequent checks for understanding.
5. You Do (Independent Practice): Students work individually or in groups on the skill, with the teacher circulating to provide support and address misconceptions.
6. Review/Consolidation: Briefly summarize key learning and check for mastery before the lesson ends, according to the NSW Department of Education.

Key Principles for Structure:

- **Chunking**: Break complex skills into small, sequential, manageable steps.
- **Scaffolding**: Gradually remove supports as students gain mastery.
- **Clarity**: Use direct, unambiguous language and provide clear examples.
- **Systematic Progression**: Move from simple to complex, ensuring mastery at each stage.
- **Responsive Feedback**: Give immediate, targeted feedback during practice.

By embedding these components and principles in predictable routines, teachers create a supportive environment where all students can achieve success.

For students at MACS schools, our Vision for Engagement means:

9 behaving respectfully
towards others

9 attending school
every day, on time

9 adopting classroom
routines that ensure
everyone understands
expectations

9 listening intently
and paying attention

9 participating in
instruction that is
targeted to need,
and supports growth
and achievement

9 persisting with
complex tasks

9 feeling safe and
belonging at school

9 being supported
with mental health
and wellbeing

9 benefiting from stronger
partnerships between
school and family.

9 experiencing caring
relationships with teachers
and school staff

9 receiving a coordinated and effective
system of increasingly intensive
tiered interventions and supports
across all areas of their learning

What it does not mean:

having only one mode
of work, such as group
work or silent work

using technology,
videos or games in
every lesson

substituting challenging
work for easy tasks

teaching just the topics
students are interested in
or care about

being physically active
in every lesson



CURRICULUM



Our Curriculum

Sacraments

Year 4 children receive the sacrament of Eucharist and the sacrament of Penance (Reconciliation).

Year 6 children receive the sacrament of Confirmation.

- The sacramental preparation program involves our Parish Priest, staff, students, parents and families from Holy Family Parish community.
- Sacramental preparation consists of formal classroom curriculum, family nights, attending weekly Parish Mass, liturgy and prayer.
- Parents are both welcomed and encouraged to participate through Information Evenings and Family nights for each of the three sacraments.
- There is a whole-school curriculum approach to sacramental preparation with a developmental program from Prep to Year six.

English

The English curriculum is structured literacy. Our goal as educators is to present a curriculum from Prep to Year 6 that teaches phonics and encourages a love of language and literature. We aim to do this through explicit instruction each day. Foundation Years (Prep-2), and MiniLit are key aspects of our early literacy program. In Years 3-6 the students continue learning via explicit instruction using PhOrMeS and MacqLit.

Parental support is greatly encouraged in the classrooms and at the beginning of each year we run parent training sessions. Classroom practices and planning for literacy are informed by evidence and school data and our teachers are continually deepening their knowledge of current literacy pedagogy.



Our Curriculum

Mathematics

Our Mathematics program aims to increase performance in mathematics learning for all students. Students are engaged in learning key knowledge, skills and strategies through explicit teaching. We aim to develop the talents and capabilities of all students by providing a challenging curriculum that is comprehensive, balanced and student-centred. Emphasis is placed upon developing number sense understandings, skills and strategies, so that students are able to work confidently and competently with numbers to solve problems encountered as part of daily living. Classroom teachers monitor and assess student mathematical achievement and use results to plan for their learning needs.

Health and Physical Education

Students are given opportunities to develop a range of personal skills to enable informed healthy lifestyle choices to be made. The focus is on health, developing personal fitness, physical skills and the opportunity to participate in a range of sports.

Interschool Sport

Students in Years 5 and 6 all participate in a range of summer and winter sports with other local schools, competing in the Syndal District Schools Sports Association.

Friday Morning Run Club

Each Friday morning from 8am families are invited to join our weekly 'Run Club'. Our Physical Education teacher (Mrs Michelsson) runs this initiative.

After your morning run, parents/carers are welcome to stop by for a free coffee from Kid's Cafe.



Our Curriculum

Swimming

An annual swimming program runs for nine consecutive days for all students in years Prep to Year 4. The program is conducted by qualified swim instructors teaching small groups of students swimming and survival skills. Exemption is only granted on medical grounds and applications for exemption should be directed to the Principal.

This program runs for 2 weeks near the end of Term 4.

School Camps

Every student at Holy Family participates in our Camp Program.

- Prep – Fun Day at School
- Year 1/2 – Outdoor Education experience (1 day)
- Year 3/4 – 3 day camp
- Year 5/6 – 3 day camp

Languages in Addition to English

All students from Prep to Year 6 study AUSLAN. Learning a language presents a new way of looking at the world. It can open a child's eyes to what is out there beyond their local community. We live in a multicultural society and learning about other cultural viewpoints is essential for children to develop knowledge, respect and empathy for others.

The Language program endeavours to provide students not only with language skills, but also a cultural awareness of the Italian speaking community and the skills and knowledge of how to learn a language. AUSLAN is taught and practiced through a variety of activities in the classroom, including: singing songs, stories, games, research projects and class discussions.



Our Curriculum

The Arts

The Arts are an integral part of a holistic education for all children. The opportunity to participate fully in a sequential and stimulating Arts program provides children with important skills with which they can communicate ideas, feelings and beliefs. This ability to communicate through the Arts is valued by all cultures and societies. Students have the opportunity to take part in an Arts program that is run by specialist music and visual arts teachers. All students have music and visual arts classes each week. Arts education skills and concepts are taught through a variety of activities enabling the students to develop an understanding of the essential elements of each arts area.

Digital Technologies

At Holy Family a range of Information and Communication Technologies are utilised as tools to support and enhance student learning. These include interactive whiteboards in each classroom, access to iPads, laptops and Chromebooks. Students in Grades 3-6 have access to our one-to-one Chromebook program.

Our Digital Technologies Leader is active in ensuring that staff and children are responsible members of a cyber-community.



DAILY SCHEDULE & ROUTINE



School Hours & Drop-Off/Pick-Up Procedures

01 Operating Hours

Monday - Friday, 8am - 4:00pm

02 Morning Drop-Off

8:30 - 8:50am (Late arrivals required to sign in at the office)

03 Afternoon Pick-Up

3:15 - 3:30pm (Students will be placed in After Care if not picked up by 3:45pm)

04 Before/After Care (Camp Australia)

Available 7 - 8:30am, 3:15 - 6pm (Additional fees apply)

05 Pick-Up Authorization

Only listed guardians may pick up a child. The guardian is to wait in the office foyer for the child and sign him/her out

Drop-Off Policy

- Parents or guardians must sign in their child upon arrival.
- Children walk to their classroom on their own.
- If arriving after 8:50am, parents must notify the school in advance.

Pick-Up Policy

- Only authorized individuals listed on the child's emergency contact form may pick up the child.
- Parents must sign out their child if/when he is leaving during the school day.
- Students will be placed in after care from 3:45pm (if not collected by a guardian).

Daily Schedule Overview

Time	Activity
8:30-8:50am	Arrival & Free Play (No large ball games)
8:50-8:55am	Unpack for the day
8:55-9:05am	Paired Reading (all classes)
10-10:10am	Fresh Fruit/Vegetable Snack while learning
9:05-11am	First Learning Block
11-11:10am	Eating in classrooms (lunch)
11:10 AM - 11:50am	Outdoor Play
11:50am- 1:50pm	Second Learning Block
1:50-1:55pm	Eating in classrooms (snack)
1:55-2:25pm	Outdoor Play
2:25-3:15pm	Third Learning Block
3:15pm	School finishes
3:15-3:30pm	After School Pick Up



ROAD SAFETY



Road Crossings

Pupils who cross Stephenson's Road on their way to and from school must use the controlled crossing at the Miller Crescent/Stephenson's Road intersection. Parents who meet their children in the Council Car Park are asked to instruct their children to use this crossing.

Car Parking

Parents are asked to observe the following rules:

- No parking is permitted in the church car park between 8 a.m. and 4.00 p.m. with the exception of teachers and parents officially working in the school.
- This regulation has been formulated for the safety and security of your children. Extreme weather is not an acceptable excuse – it increases the danger.
- Cars are not to be parked or left unattended in the roundabout at the side of the Hall (off David Court).
- Parents may use the Council Car Park opposite the School during school hours.
- A 'kiss & drop' program is used at the school for the 'dropping off' of students prior to the beginning of the school day and for the collection of children at the conclusion of the day. The point of 'drop off' and 'pick up' is directly outside the administration centre.
- Council restrictions are in place that prevents traffic turning right out of our school grounds between 2.30–4.00pm. Likewise, traffic cannot turn right into our school grounds between the hours of 8.00am–9.30am.

Directions on the use of the 'Kiss & Drop Zone'

Morning: 8.30am–9am

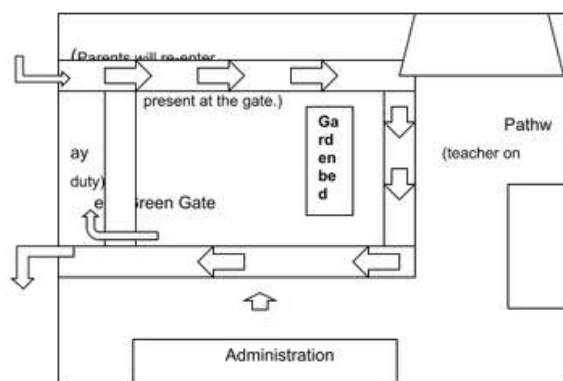
Parents will access the car park entrance, turning left off Stephensons Road, as directed by the Council signage, into the school car park. Parents drive past the Parish House, turning right around the garden bed that separates the two car park areas, around to the green fence that protects our children from car park traffic.

Parents after dropping off their children will exit left onto Stephensons Road. NO RIGHT TURNS are permitted. Council will police this.

Afternoon: 3.15pm–3.30pm

Parents will access the car park entrance, turning left off Stephenson's Road, as directed by the signage, into the school car park. Parents will drive past the Parish House turning right around the garden bed that separates the two car park areas. Witches hats will be in place to divide traffic into 2 lanes feeding traffic to the pick-up point outside the school administration area.

A teacher will be present at the gap between the green gates outside the administration centre. Children to be collected will be supervised at this point. Children will be directed to enter their parent's car, on the left hand side of the car, when it is parked directly opposite the supervising teacher at the green gate. Where parents arrive at the green gate and children are not present they will be asked to move on and re-enter 'the loop' (refer to map).



Parents are not to exit their car, this is a pick up and drop off zone only. Once children are safely in the car parents proceed to the exit gate and must make a left turn only on to Stephenson's Road, as directed by the Council signage.

Points to note:

- Parents arriving early to line up before the bell at 3.15pm will be asked to move on if their children are not present. Parents in the queue waiting will no doubt be supportive of this!
- This is a single lane 'kiss and drop' process – under no circumstances should cars be passing other cars in the queue.
- Parents will be asked to move on immediately if children are not present. Parents will have to re-enter 'the loop'. This can be done by turning right at car lane in the car park closest to the Stephenson's Road fence line and re-joining the 'kiss & drop' queue outside the Parish Office window. Parents will not have to exit the car park.
- All cars must make a left hand turn off Stephenson's Road to enter the car park.
- All cars must make a left hand turn to exit the car park onto Stephenson's Road.
- Parking in car park bays is not permitted. Only parents who have gained permission to use the car park may use the parking bays.
- Parents must communicate with their children at the beginning of the day where they will be collected from. Children must be aware if they are to be collected from the 'kiss & drop zone' or if they will be collected from the quadrangle.



ENROLMENT PROCESS

Enrolment Process & Timeline



STEP 1

Application Submission

Parents must fill out the enrollment form and submit all required documents. Enrolments close at the end of May.



STEP 2

Family Meeting & School Tour

Parents and children are encouraged to visit the school, meet the teachers, and observe the classroom environment. Please book in via our website.



STEP 3

Admission Confirmation & Payment

Once accepted, families will receive a welcome letter along with an invoice for the enrolment fee.



STEP 4

Orientation & First Day of School

Before starting school, parents must attend an orientation session to review expectations, classroom procedures, and transition tips for their child.

Tuition & Fees

We offer flexible payment plans to accommodate families' needs.
Below are the tuition fees for the 2026 school year.
All fee/levy payments are to made via Direct Debit.

Family Tuition Fees and Student Levies

The family fee charge is as follows plus levies per the table below

Family and capital fee	Amount
Family with 1 child	\$2,880
Family with 2 children	\$3,560
Family with 3 children	\$4,240
Capital fee per family	\$320

The levies in the table below are charged per student.

Levis	Curriculum	Camp	Swimming	Excursion	Technology	Total
Prep	\$380	\$70	\$220	\$100	\$ -	\$770
Year 1	\$380	\$120	\$220	\$100	\$ -	\$820
Year 2	\$380	\$120	\$220	\$100	\$ -	\$820
Year 3	\$430	\$400	\$220	\$100	\$ -	\$1,150
Year 4	\$430	\$400	\$220	\$100	\$125	\$1,275
Year 5	\$440	\$460	\$ -	\$160	\$125	\$1,185
Year 6	\$340	\$460	\$ -	\$160	\$125	\$1,085

Tuition & Fees

Fee Concessions and Remissions

MACS Concessional Fee Policy

Please refer to MACS Concessional Fee Policy and Application form attached, or you can find both policy & application on the School website.

Families are encouraged to view the policy and those eligible, are encouraged to apply for concessional school fees in 2026. To apply please contact the school office in Term 1 2026.

Please note all families that were approved in 2025 will need to reapply in 2026.

CSEF – Camp, Sports & Excursion Funds

Please see the attached CSEF information sheet. Eligibility and validity of your card is determined in 2026 through the Government Portal, so please contact the school office for the relevant forms at the start of the 2026 school year.

Billing

All families will have their school fees and student levies billed in February 2026 with a statement sent out in the early term 1. In 2026, regular statements will be issued by the school, by email, if there is a balance on the school fees. This will also include families on direct debit plans. We request that families establish their direct debit payment arrangements at the earliest opportunity during Term 1, 2026. We require all school fees and student levies to be finalised by 15/11/2026.

Please note that all fees and levies including camp will be billed in Term 1, 2026.

Payment Options

After the discussion with the School Advisory Committee, we have decided to implement Direct Debit for all families from 2026.

Families need to fill out the Direct Debit form attached, payment will be accepted by either by EFT and/or Master or Visa Card, as per the schedule below:

- Annually – to be deducted by end of February
- Quarterly – to be deducted on 02/02, 24/04, 17/07 and 9/10 (please insert the date for week 1 Friday for each Term)
- Monthly – to be deducted on the 1st day of the month, from February to November,
- Fortnightly – Begins from 27 January 2026 and ended on 15 November 2026
- Weekly – Begins from 27 January 2026 and ended on 15 November 2026

If you have any queries, please contact Rana rghopur@hfmw.catholic.edu.au or myself j david@hfmw.catholic.edu.au



CODE OF CONDUCT



MACS Child Safety Commitment Statement

MACS has zero tolerance for any form of child abuse and is deeply committed to upholding and embedding the highest standards of child safety across our schools. We are guided by our Catholic faith and the unique and unrepeatable dignity of every person in our care. We are dedicated to creating an inclusive and protective environment where every child can feel and be safe. We are responsible for inspiring and enabling every child to flourish and enrich the world. Child safety is a shared responsibility between MACS, MACS Staff and the wider community.

Purpose

This Code of Conduct has a specific focus on safeguarding children and young people at Holy Family School against sexual, physical, psychological and emotional abuse or neglect. It is intended to complement other professional and/or occupational codes.

All staff, volunteers, contractors, clergy and Education Board members at Holy Family School are expected to actively contribute to a school culture that respects the dignity of its members and affirms the Gospel values of love, care for others, compassion and justice. They are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children, as noted below.

Acceptable behaviours

All staff, volunteers, contractors, clergy and board/school council members are responsible for supporting the safety of children by:

- adhering to the school's child-safe policy and upholding the school's statement of commitment to child safety at all times
- taking all reasonable steps to protect children from abuse
- treating everyone in the school community with respect (modelling positive and respectful relationships and acting in a manner that sustains a safe, educational and pastoral environment)

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Acceptable behaviours (cont.)

- listening and responding to the views and concerns of children, particularly if they are telling you that they or another child have been abused or that they are worried about their safety/the safety of another child
- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children (for example, by never questioning an Aboriginal and Torres Strait Islander child's self-identification)
- promoting the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by having a zero tolerance policy towards discrimination)
- promoting the safety, participation and empowerment of children with a disability (for example, during staff meetings, PSG's, etc.)
- understanding and complying with all reporting obligations as they relate to mandatory reporting and reporting under the Crimes Act 1958 (Vic.)
- if an allegation of child abuse is made, ensuring as quickly as possible that the child(ren) are safe.
- reporting any allegations of child abuse to the Principal.
- reporting any child safety concerns to the Principal.
- ensuring, as far as practicable, that adults are not alone with a child

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Processes for staff who are required to work alone with a child

It is expected that staff to whom this relates will observe child safe principles and expectations for appropriate behaviour towards and in the company of children. This may include (but is not limited to) Holy Family School leadership, psychologists, counsellors and speech pathologists. Specific expectations for staff who, through the nature of their work, are required to work alone with a child include:

- ensuring that the student is comfortable to work alone with the staff member, and make explicit the student's right to terminate the session if they wish.
- where possible, placing the student closest to the exit
- ensuring that relevant school staff (e.g. class teachers) are aware of the student's whereabouts
- where a home visit is required, that a parent or guardian be present and give approval for a visit; that the Principal give approval for such a visit; and that the student is only spoken with in an open, visible space.

Unacceptable behaviours

All staff, volunteers, contractors, clergy and board members must not:

- ignore or disregard any suspected or disclosed child abuse
- develop any 'special' relationships with children that could be seen as favouritism (for example, the offering of gifts or special treatment for specific children)
- exhibit behaviours with children which may be construed as unnecessarily physical (for example, inappropriate sitting on laps)
- put children at risk of abuse
- initiate unnecessary physical contact with children or do things of a personal nature that a child can do for themselves, such as toileting or changing clothes
- engage in open discussions of a mature or adult nature in the presence of children (for example, personal social activities, staff personal mental health issues)
- use inappropriate language in the presence of children
- Must not express personal views on cultures, race or sexuality in the presence of children contrary to Catholic Church Teaching.
- discriminate against any child, including because of age, gender, race, culture, vulnerability, sexuality, ethnicity or disability
- have any online contact with a child that is not via the school provided email service (including by social media, personal email, instant messaging etc.) or their family. Note online contact via Holy Family School provided email service may only be for school related matters
- use any personal communication channels/device such as a personal email account
- exchange personal contact details such as phone number, social networking sites or email addresses
- photograph or video a child without the consent of the parent or guardians
- work with children while under the influence of alcohol or illegal drugs
- consume alcohol at school or at school events in the presence of children without the permission of the Principal
- Disclosure of Staff/Student Interactions
- It is Holy Family School's policy that all staff are encouraged to declare any interactions with students outside school hours. These interactions may include instances where the staff member is:
 - related to the student;
 - friends with the student's parents or family; or
 - given parental consent to interact with the student for academic or sporting purposes outside of school hours and has notified the Holy Family School Principal

Holy Family School maintains records of all declarations made by staff members related to their interactions with students, or relationships with students, that exist outside of school hours or School premises. These records are kept for a period of seven years.



HEALTH AND SAFETY

HEALTH AND SAFETY

Health Requirements

A list of children who have health requirements (as notified by parents) is placed in each teacher's attendance roll at the beginning of the year. This allows teachers to be aware of any special considerations or requirements.

Accidents to Pupils

Parents will be notified of any accidents requiring medical attention. If neither parents nor family emergency contact persons are available, school staff will take appropriate action. Parents will be notified in writing of any injury or accident to their child.

Please note that in the case of an emergency/accident, where deemed necessary, an ambulance will be called. Payment for the ambulance service is the responsibility of the parent. Therefore, it is imperative that every family subscribe to the ambulance service.

Medication

School policy excludes classroom teachers from administering medications. Any medication to be administered during school time must be prescribed by a doctor and have full dosage details and time of administration details attached. All medications must be handed to the office staff for the safety of our students.

All medications administered are recorded in the Medications Register.

Volunteer Screening & Register

To ensure the currency of all authorised volunteers, Holy Family School maintains an electronic register that generates expiry notification of all Working with Child Checks, School Community Child Safety Code of Conduct & Volunteer Duty Statement.

All volunteers will receive notification at least four weeks prior to the expiration of Working with Children Checks, School Community Child Safety Code of Conduct & Volunteer Duty Statement. It is then the volunteer's responsibility to update the required acknowledgement and information.

Currency of Volunteers

To ensure Holy Family School maintains a safe, open & nurturing learning environment for all students it is a requirement that all volunteers sign a copy of the School Community Child Safety Code of Conduct & Volunteer Duty Statement at least annually.

NOTE: Failure to maintain these essential security requirements will result in the authorisation to volunteer being revoked.



Exclusion periods table

The minimum period of exclusion from primary schools and children's services for infectious diseases cases and contacts (Public Health and Wellbeing Regulations 2019, Schedule 7)

Conditions	Exclusion of cases	Exclusion of contacts
Chickenpox	Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded
Conjunctivitis	Exclude until discharge from eyes has ceased	Not excluded
Cytomegalovirus (CMV) infection	Exclusion is not necessary	Not excluded
Diarrhoeal illness	In an outbreak of gastroenteritis, exclude until there has not been vomiting or a loose bowel motion for 48 hours, and for all other diarrhoeal illnesses exclude until there has not been vomiting or a loose bowel motion for 24 hours	Not excluded



Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later	Exclude family/household contacts until cleared to return by the Chief Health Officer
Glandular fever (Epstein-Barr Virus infection)	Exclusion is not necessary	Not excluded
Hand, Foot and Mouth disease	Exclude until all blisters have dried	Not excluded
Haemophilus influenzae type b (Hib)	Exclude until 48 hours after initiation of effective therapy	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness	Not excluded
Hepatitis B	Exclusion is not necessary	Not excluded
Hepatitis C	Exclusion is not necessary	Not excluded



Herpes (cold sores)	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible	Not excluded
Human immunodeficiency virus infection (HIV)	Exclusion is not necessary	Not excluded
Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing	Not excluded
Influenza and influenza like illnesses	Exclude until well	Not excluded unless considered necessary by the Chief Health Officer



Measles	Exclude for at least 4 days after onset of rash	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of exposure with any infectious case, or received Normal Human Immunoglobulin (NHIG) within 144 hours of exposure of any infectious case, they may return to the facility
Meningitis (bacterial other than meningococcal meningitis)	Exclude until well	Not excluded
Meningococcal infection	Exclude until adequate carrier eradication therapy has been completed	Not excluded if receiving carrier eradication therapy
Mumps	Exclude for 5 days or until swelling goes down (whichever is sooner)	Not excluded



Pertussis (Whooping cough)

Exclude the child for 21 days after the onset of cough or until they have completed 5 days of

Contacts aged less than 7 years in the same room as the case who have not received three effective doses of

Health.vic

Victoria's hub for health



Department of Health

School exclusion table for primary schools and children's services

Exclusion of children with particular infections (known as cases) is the most important way to reduce transmission o...

▼ vic.gov.au / May 24, 2023

antibiotic treatment

Rubella (German measles)

Exclude until fully recovered or for at least four days after the onset of rash

Not excluded

Severe Acute Respiratory Syndrome (SARS)

Exclude until medical certificate of recovery is produced

Not excluded unless considered necessary by the Chief Health Officer

Streptococcal infection (including scarlet fever)

Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well

Not excluded

Tuberculosis (excluding latent tuberculosis)

Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious

Not excluded



SCHOOL UNIFORM & PERSONAL BELONGINGS EXPECTATIONS

School Uniform

All students are to wear the Holy Family school uniform each day and sports uniform on the days designated for their class. Class teachers will notify families about these days.

- Students are not to wear jewellery to school (studs may be worn)
 - Smart watches must be handed up at the at the start of the day if they have internet access
 - Hair must be tied up if it is shoulder length
 - Hair accessories must be yellow or green
- School hats are to be worn in Terms 1 and 2

PSW			GLEN WAVERLY STORE PROPERTY OF PSW.Copyright 2025		HOLY FAMILY SCHOOL CURRENT UNIFORMSTORYBOARD - May2025			
SUMMER	 110128 3 S/S Polo	 1100566 Summer Dress	 1110355 Gaberline zippocketshorts (Boys)	 1118088 Girls Short	 1100525 Bucket Hat	 1100797 Microfibre Hat	 2511050 Crew Socks	
WINTER	 1101289 L/S Polo	 1104002 Box Pleat Tunic	 1104100 Box Pleat Skirt	 1110400 Elastic waist pants (Boys)	 1118089 Girls Tailored Pant	 2513000 Girl's Tights	 1106275 Beanie	
ALL YEAR ROUND	 1100261 Bomber Jacket	 1160215 Polar Fleece Vest	 1160950 Softshell Jacket					
SPORTS	 1110145 S/S Mesh Panelled Polo	 1111445 L/S Mesh Panelled Polo	 1100850 Mesh Sports Shorts	 1110737 Zip Cuff Tracksuit Pants	 1110423 Double Knee - Rib Cuff	 2511050 Crew Socks	 1110760 Cusion Foot Socks	
ACCESSORIES	 8362220 Explorer Bag	 8360396 Scholar Bookbag	 1160200 Raincoat					

Dress Uniform

The dress uniform appropriate to the season is worn each day except when the sports uniform is worn.

The summer uniform is worn in Terms 1 and 4.

The Winter Uniform is worn in Terms 2 and 3.

Families will be advised via the school newsletter when a change in summer/winter uniform is required.



Holy Family School Mt Waverley

Uniform Price List

Price as at: 01082025

All Year Round		Colour	Logo	Size	Price(\$)
1100261	Bomber Jacket Stripe Rib	Bottle_Lt Gold	Embroidery	16/S18/M	54.95
				414/XS	58.95
1160215	Polar Fleece Vest	Bottle	Embroidery	16/S18/M	44.95
				418/M	46.95
1160950	Soft Shell Polyester Jacket Unisex	Bottle	Embroidery	Size	75.95
Summer		Colour	Logo		Price(\$)
1100525	Bucket Hat Poly Cotton	Bottle	Embroidery	SMLXL	17.95
1100797	Microfibre Hat	Bottle	Embroidery	418/M	19.95
1101283	S/S Polo Vertical Contrast	BottleYellowWhite	Embroidery	414/XS	36.00
1110355	Gaberdine Zip Pocket Shorts	Bottle	Embroidery	16/S18/M	31.95
				4G14G	34.95
1118088	Junior Girls Short	Bottle	Embroidery	4G18G/12L	31.95
1100566	Summer Dress w Piping	Bottle/Gold/White Check 8173		912811	55.95
2511050	Crew Sock 3 pack	Bottle			19.95
Winter		Colour	Logo		Price(\$)
1106275	Circular Custom Jacquard Beanie with Po	BottleYellowWhite	MultiBadge	418/M	22.00
1101289	L/S Polo Vertical Contrast	BottleYellowWhite	Embroidery	414/XS	38.00
1110400	Elastic Waist Pants with Back Yoke	Bottle	Embroidery	16/S18/M	40.95
				4G14G	44.95
				4G10G	40.95
1118089	Junior Girl's Tailored Pant	Bottle	Embroidery	10G18G/12L	59.95
1104002	Box Pleat Tunic	542Bottle/Black/Yellow Winter Check		461114	54.95
1104100	Box Pleat Skirt	542Bottle/Black/Yellow Winter Check		414/XS	15.95
2513000	Girls Tights	Bottle		16/S18/M	32.95
1110423	Trackpants Double Knee Rib Cuff	Bottle			36.95
				414/XS	
Sport		Colour	Logo		
1110145	S/S Mesh Panelled Polo	BottleYellowWhite	Embroidery	18/M 414/XS	41.50
				16/S18/M	41.50
1111445	L/S Mesh Polo with Panels	BottleYellowWhite	Embroidery	4G12G	29.95
1100850	Mesh Sport Shorts	Bottle		14G12L	33.95
				414/XS	35.95
1110465	Classic Pant	Bottle		16/S18/M	37.95
				91228	36.95
1110737	Trackpant Zip Cuff	Bottle		Size	40.95
				461214	19.95
1110760	Cushion Foot Sport Socks 3 Pack	White		SMSM	
Accessories		Colour	Logo		
1160200	Raincoat	Bottle		ALLALL	51.00
				ALLALL	11.50
8360396	Scholar Bookbag	Bottle			
Compulsory		Colour	Logo		
8362220	Trek Junior Backpack 20L	Bottle	NHI		

Your School Uniform is
available at PSW Waverley Retail Outlet
342350 Springvale Rd
Glen Waverley VIC 3150
03 9768 0335
Shop online at www.psw.com.au
ABN 52 007 423 627

Trading Hours
Tue to Fri: 9:00am 5:00pm
Sat: 10:00am 1:00pm
*Store hours subject to change





What Not to Wear

- Clothing with inappropriate images, logos, or slogans.
- Jewellery or accessories that pose a safety risk (e.g. dangling earrings, long necklaces).
- Costumes or dress-up clothes (except on designated theme days).

Personal Belongings

Items to Bring Daily

- **School bag (Holy Family)**
large enough for a lunchbox, extra clothes, and schoolwork
- **Reusable Water Bottle**
labeled with the child's name
- **Lunch & Snacks**
we are a 'nut aware' school

Items Not Allowed at School

- **Toys from home**
except for special sharing days
- **Expensive or sentimental items**
the school is not responsible for lost or damaged items



PARENT INVOLVEMENT OPPORTUNITIES



We offer various ways for parents to be actively engaged in their child's experience at Holy Family School:



Classroom Involvement

- **Literacy Program**
Parents can visit the class to read a story.
- **Special Skills Sharing**
Parents with unique skills (e.g., music, cooking, art) can lead an activity.
- **Helping with Art & Science Projects**
Assisting children with hands-on activities when required.



School-Wide Volunteering

- **Excursions**
Supervising a small group of students.
- **Parents & Friends Committee**
Helping organize fundraising efforts.

All parent volunteers must complete a background check before participating in school activities.



Communication Between School & Parents

We prioritize open and transparent communication with families. Below are the ways we keep parents informed:

Updates

- **Fortnightly Newsletters**
Sent via email, summarizing classroom highlights and upcoming events.
- **Calendar**
Access the school google calendar via the website

Direct Communication

- **Parent-Teacher Meetings**
Available twice a year or upon request.
- **Updates via SeeSaw App**
Parents receive photos and work samples
- **Email, Phone and Face to Face**
Staff are available to be contacted during school hours (8am- 4pm). Please email the staff member to arrange a mutually convenient time for all parties.



Parent-Teacher Conferences

Formal parent-teacher conferences are scheduled twice a year to discuss:

- achievements and areas for improvement

Additional conferences can be scheduled if needed.

School Visitation Policy

Parents are welcome to visit the school, but for security reasons, the following policies apply:

- All visitors must check in at the front office and wear a visitor's badge.
- Parents may not enter classrooms during instructional time without prior approval.

SCHOOL ADVISORY COUNCIL

The responsibilities of the Council are:

Advisory in nature

The School Advisory Council provides a forum for discussion and discernment, where the parent/guardian voice and perspective are available to inform and support the decisions made by the principal and parish priest for the good of school and parish where the wellbeing and outcomes for students is paramount.

It is important that School Advisory Council members understand that their primary role is to provide support and advice on important school matters to support the principal in the context of the MACS governance arrangements. School Advisory Councils do not have a legal identity and do not become involved in the day-to-day management of the school. The School Advisory Council must act within the parameters of these Terms of Reference.

MACS provides support to the School Advisory Council, such as policy guidance and templates for the work of the council. While not immediately responsible for the activities of the council, utilising the principle of subsidiarity, the principle of solidarity acknowledges that MACS Board, as the governing body of MACS schools, is responsible for common good of Catholic education in MACS schools the Archdiocese and thus is ultimately responsible for making any decision about the establishment of a council and its arrangements.

The following are some ways the School Advisory Council supports the school and the principal:

- Articulating and enacting the school's vision and mission
- Promoting the school's Catholic ethos and culture
- Promoting faith formation and development
- Implementing school policies as required
- Giving advice to the principal on issues such as enrolments, school improvement plans and enrolment trends
- Engaging in discussion with the principal about the annual school budget and other financial matters
- Giving advice to the principal about the school Master Plan
- Capital resource planning and maintenance support to the principal

The School Advisory Council is not the governing body of a school, and as such does not have a decision-making authority due to it not having a legal identity. While a vital forum for parent and community voice, it is not a forum for individual parent advocacy or special interest representation and does not become involved in the day-to-day management of the school. It does not take on the role of a parent and friends group, a fund raising forum or fete organising committee.

PARENTS AND FRIENDS COMMITTEE

The Holy Family School Parents and Friends Committee is a sub-committee of the School Advisory Council and have as its aim:

- To organise and conduct social functions
- To organise regular fundraising activities
- To be responsible for the operation of Kid's Cafe
- To be responsible for the 'Second Hand Uniform' stall



Holy Family School

Faith, Believe, Belong, Learn, Grow

Holy Family School

250 Stephensons Road, Mt Waverley

9807 3300

www.hfmw.catholic.edu.au