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Holy Family School

LEARN · 05 Mar 2026

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Current News

Dear Families,

Over the last fortnight, I had the opportunity to reflect on our Holy Family School Community and the love, care and educational opportunities our staff provide.

Each member of our school community is valued and acknowledged for their contribution to enable everyone to continue to grow - academically, emotionally, spiritually and faithfully.

Our staff are continually learning to deepen their curriculum knowledge and pedagogy.

This continuous learning has enabled student growth in -

- reading (implementation of 'paired fluency' Prep to Year 6)
- leadership (leading assembly and our weekly news broadcast 'Out and About at Holy Family')
- contributing to a calm, collaborative classroom
- recognising the need for a 'brain break'

Choosing Holy Family school is about more than academic results alone. For many families, it is a decision grounded in **values, community and the formation of the whole child.**

Why Choose A Catholic Education?

VATICAN CITY (Catholic News Service, 2025) -- Catholic education, which has changed over the centuries, must continue to evolve to help young people face the challenges not only of technology but of confusion about the meaning and purpose of life, Pope Leo XIV said.

"I call upon all educational institutions to inaugurate a new season that speaks to the hearts of the younger generations, reuniting knowledge and meaning, competence and responsibility, faith and life," he wrote in an apostolic letter.



Even in the face of the digital revolution and the advent of artificial intelligence, Pope Leo said, Catholic schools and universities show "a surprising resilience."

When they are "guided by the word of Christ, they do not retreat but press forward; they do not raise walls but build bridges. They respond creatively, opening new possibilities for the transmission of knowledge and meaning," he wrote.

Pope Leo asked Catholic educators and educational institutions to focus on "three priorities":

The first regards the interior life: Young people seek depth; they need spaces of silence, discernment and dialogue with their consciences and with God.

The second concerns a humane digital culture: We must educate in the wise use of technology and AI, placing the person before the algorithm, and harmonizing technical, emotional, social, spiritual and ecological forms of intelligence.

The third concerns peace -- unarmed and disarming: Let us educate in nonviolent language, reconciliation and bridge-building rather than wall-building; may 'Blessed are the

peacemakers' -- (Mt 5:9) -- become both the method and the content of learning.

At the same time, the pope said, it is obvious that Catholic schools cannot ignore technology or avoid it, but they must be discerning about digital platforms, data protection and fair access for all students.

Parents, as the Second Vatican Council affirmed, are the first and primary educators of their children, the pope said, but "Christian education is a choral work: no one educates alone."

Those who teach in a Catholic institution, he said, "are called to a responsibility that goes beyond the employment contract: their witness is worth as much as their lesson."

Holy Family School Presence

At our School Advisory Council meeting last week Father Justel mentioned that he would like the school children to have greater presence at weekend Masses.

Please complete this form if your family would like to be involved in this initiative.

<https://tinyurl.com/bdn3aeye>

NAPLAN

The window for NAPLAN assessments commences on Wednesday 11th March for students in Year 3 and 5.

Our school uses these annual assessments to review our teaching practice and note what we are doing well in and areas for further improvement. Please keep in mind that this is one assessment in time. If you are concerned about your child's achievement throughout the year, please make a time to speak with his/her teacher.

The information below could be helpful when you are speaking with your child about this assessment.

NAPLAN: Calm Hearts, Courageous Minds



1. You are known and loved

In our Catholic school (Holy Family), we believe every child is created by God and loved just as they are. An assessment can never measure your worth.

2. NAPLAN is one small part of learning

NAPLAN shows some learning on one day. It does not show your kindness, creativity, faith, or the many ways you grow each day.

3. Do your best and trust yourself

Doing your best is all God and your teachers ask of you. Your best may look different each day, and that is okay.

4. Breathe, be still, and begin again

When you feel worried, pause, take a slow breath, and ask God to help you feel calm and strong.

5. Take your time

Read each question carefully. If something feels tricky, move on and come back later.

6. Mistakes help us learn

Learning is a journey. Mistakes help us grow in wisdom, resilience, and confidence.

7. You are not alone

Your teachers are with you, and God walks beside you always.

8. Remember who you are

You are a learner, a friend and an important part of our school community.

School Sports



We are having a wonderful day today and can't wait for our families to join us on the oval at 2:30pm!

School Improvement Plan

I am pleased to present our community with Holy Family's School Improvement Plan (2026-2029).

School Improvement Plan 2026–2029

(E 1198, Holy Family School, Mt Waverley)





In Faith, We believe, We belong, We learn, We grow

Goals	Targets	Key improvement strategies
<p>To improve student achievement in Mathematics, particularly in place value, in Years 1-6.</p>	<p>By the end of 2026, 65% of Year 1-6 students will achieve a PAT band at or above expected level in Number and Algebra.</p> <p>By the end of 2027, 70% of Year 1-6 students will achieve a PAT band at or above expected level in Number and Algebra.</p> <p>By the end of 2028, 75% of Year 1-6 students will achieve a PAT band at or above expected level in Number and Algebra.</p> <p>By the end of 2029, 80% of Year 1-6 students will achieve a PAT band at or above expected level in Number and Algebra.</p>	<p>If we use an explicit instruction approach to teach Place Value, then we will improve the proficiency of students in Place Value, in Years 1-6.</p>
<p>To improve student achievement in Reading, particularly in reading fluency, in F-6.</p>	<p>By the end of 2026, there will be a 16% growth in our exceeding students, reading fluency according to Dibels All Grade Status data.</p> <p>By the end of 2027, there will be a 18% growth in our exceeding students, reading fluency according to Dibels All Grade Status data.</p> <p>By the end of 2028, there will be a 20% growth in our exceeding students, reading fluency according to Dibels All Grade Status data.</p> <p>By the end of 2029, there will be a 22% growth in our exceeding students, reading fluency according to Dibels All Grade Status data.</p>	<p>If we implement a consistent approach to reading fluency practice, then we will improve the proficiency of students in Reading, in Years F-6.</p>
<p>To improve student achievement in writing, particularly in building and extending Vocabulary, in F-6.</p>	<p>By the end of 2026, there will be an increase in the percentage of F-6 students using Tier 2 Vocabulary correctly in their writing as identified through our formative assessment checklists.</p> <p>By the end of 2027, 70% of F-6 students will be using Tier 2 Vocabulary correctly in their writing as identified through our formative assessment checklists.</p> <p>By the end of 2028, 80% of F-6 students will be using Tier 2 Vocabulary correctly in their writing as identified through our formative assessment checklists.</p>	<p>If we use an explicit instruction approach to teach Vocabulary, then we will improve the application of Tier 2 Vocabulary in sentence and text level Writing, in Years F-6.</p>

	By the end of 2029, 95% of F-6 students will be using Tier 2 Vocabulary correctly in their writing as identified through our formative assessment checklists.	
To strengthen Catholic identity through the student voice of F-6.	By the end of 2026, the Catholic identity domain in the MACSIS student survey (10.4) will improve to above 43%. By the end of 2027, the Catholic identity domain in the MACSIS student survey (10.4) will improve to above 45%. By the end of 2028, the Catholic identity domain in the MACSIS student survey (10.4) will improve to above 47%. By the end of 2029, the Catholic identity domain in the MACSIS student survey (10.4) will improve to above 50%.	If we plan opportunities for students to engage in dialogue on topics such as: faith, fairness, life, happiness, death and relationships, then we will improve student engagement.
To improve student behaviour through embedding a consistent and responsive F-6 framework.	By the end of 2026, the Student safety domain in the MACSIS student survey (7.1) will improve to below 50%. By the end of 2027, the Student safety domain in the MACSIS student survey (7.1) will improve to below 45%. By the end of 2028, the Student safety domain in the MACSIS student survey (7.1) will improve to below 40%. By the end of 2029, the Student safety domain in the MACSIS student survey (7.1) will improve to below 35%.	If we implement the Positive Behaviours for Learning Tiered Framework with fidelity, then we will see improvement in student behaviour and engagement.

Each year we are guided by this plan to formulate our Annual Action Plan.

Congratulations

I am pleased to share that two of our families have welcomed new babies in the last few weeks.

- VanCuylenberg Family (Marcus Year 3V and Anton Year 1F) welcomed Amaya
- Cox Family (Hamish Year 2MK) welcomed Rosie Mae

Enjoy your precious moments as a family.



School Closure Days

We have the following School Closure Days this term -

Friday 6th March (TIL Day)

Monday 9th March (Labour Day)

Hopefully you have the opportunity to join your family and friends over this 4 day break.

Holy Family Playgroup

'Holy Family Playgroup' is happening!

It was wonderful to have 3 families join us for our first session. Miss King and I enjoyed interacting with everyone who attended and look forward to this group growing in coming months.

Sessions for the remainder of this Semester are below -

- Friday 13th March
- Friday 27th March
- Friday 24th April
- Friday 8th May
- Friday 22nd May
- Friday 5th June
- Friday 19th June



If you have a Working With Children Check and would like to go on a roster to help out please email office@hfmw.catholic.edu.au

Enrol Now

We are now accepting enrolments for all classes in 2027. Please go to our website and download the enrolment form.

Please ask families in our community why we are their school of choice.

<https://hfmw.catholic.edu.au/>

Soft Plastics Recycling Pick Up

We are looking for volunteers to collect our soft plastics recycling to drop off to the Notting Hill transfer station. If you can assist with this job this term, please email Eithne King at eking@hfmw.catholic.edu.au

Have a wonderful extra long weekend,

Julie David (Principal)

2026 Term 1 Dates

MARCH

Fri 6 School Closure Day (TIL)

Sun 8 International Women's Day (Give To Gain)

Mon 9 Labour Day Public Holiday (School Closed)

Wed 11 NAPLAN commences

Year 4 Reconciliation/Eucharist Info Night

Fri 13 Year 3-6 Athletic Trials

Sun 15 Catholic Education Week (Christ Beside Me-Walking in the Footsteps of St Patrick)

Tues 17 St Patrick's Day

Wed 18 Open Day (all day)

Fri 20 Community Colour Run (Major Fundraiser)

Mass of St Patrick (St Patrick's Cathedral)

Sat 21 Harmony Day

World Down Syndrome Day

Tues 24 Sacrament of Reconciliation (5pm)

Fri 27 Halogen Young Leaders Day

Summer Sport Gala Day (TBC)

Tues 31 EMR Swimming

APRIL

Thur 2 End of Term 1 (1pm finish)

Holy Thursday

Fri 3 Good Friday

Sun 5 Easter Sunday



Personal Items at School



4th March 2026

PERSONAL ITEMS AT SCHOOL

Dear Parents/Carers,

We are writing to clarify our school expectation regarding items brought from home, specifically **toys, personal fidgets, and sports equipment**.

To support a calm, focused, and safe learning environment for all students, we ask that these items **are not brought to school**, unless specifically requested by a teacher for a learning purpose.

This expectation is in place for several important reasons:

- **Learning and Engagement:** Toys and personal items can distract students from learning and can impact their ability to engage fully in classroom activities.
- **Equity and Inclusion:** Not all families are able to provide the same items. Limiting personal items helps ensure all students feel included and avoids unnecessary comparisons.
- **Safety:** Sports equipment brought from home may not meet safety standards or be appropriate for shared spaces, increasing the risk of injury.
- **Wellbeing and Relationships:** Personal items can sometimes lead to conflict, loss, or damage, which can cause distress and take time away from learning.
- **Consistency and Responsibility:** The school provides appropriate learning resources, sensory supports, and playground equipment to meet students' needs in a structured and supervised way.

Please note that **sensory tools or supports required for learning or regulation will be provided by the school** or discussed with families as part of individual student planning.

If a child does bring an item from home, it will be kept safely by the teacher and returned at the end of the school day.

We appreciate your support in reinforcing this expectation with your child. By working together, we can ensure our school remains a positive, inclusive, and purposeful learning environment for all students.

If you have any questions or concerns, please do not hesitate to contact your child's teacher or the school office.

Kind regards,

Julie David
Principal

We're implementing the Child Safe Standards



Child Safe Standards

During this year our staff will be reviewing the 11 Child Safe Standards to ensure all of our students are safe and cared for.

This fortnight we will be reviewing Child Safe Standard 1 - Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.

I have attached information below -



Child Safe Standard 1

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

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

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

Overview of the Victorian Child Safe Standards

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

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

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

Our Commitment

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

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

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

(Jn 10:10)

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



Religious Education



Living Water

Sunday, March 8 is the third Sunday in Lent. The Gospel reading for this Sunday is Jesus meets the Samaritan woman at the well.

Imagine high noon in the high, rocky desert region of Samaria. The arid landscape is practically shimmering beneath the burning sun. Jesus and his disciples, weary and thirsty from a day's journeying, stop outside the city of Sychar. Jesus sends his disciples into the city for food and waits for them in the withering heat, taking a seat near the town's well – the one made famous by ancestor Jacob.

He notices a lone woman emerge from the city gate and make her way toward the well. She is carrying a large earthenware jug balanced on her shoulder. Jesus knows what an odd thing

this is. Ordinarily women came to the well early in the morning, when the day was still cool, to draw water for the day – and of course, to socialise and gossip.

We meet this woman at a well. This is not an incidental detail of the story! Wells are important places in the Bible. They often form the backdrop for narrative drama. Especially in the Hebrew Bible, the well is a classic setup for important plot points: when people gather at a well, something important is about to happen. They are often a place of revelation, rich in spiritual and emotional meaning.

If we could ask her, perhaps she would tell us about how a series of husbands had cast her off – which was easy for men to do in those days – or maybe they all just *died*. (We don't know!) Perhaps this woman would like to tell us what it's like to be a perpetual outsider: a marginalized woman in a marginalized people group, the Samaritans: a woman doubly excluded. Or she might have a few choice words to say about the women of the town, who fall mysteriously silent and exchange meaningful glances when she comes around the corner.

But then one day everything changed. One day when she went to draw water from Jacob's well, she discovered she wasn't alone out there. There was someone waiting for her at the well: a dusty traveller, looking weary from the journey. His sandals and tunic were covered in brown dust, there was sweat on his brow, and he looked thirsty and tired. And then he *spoke* to her, which, technically, he shouldn't have done at all: a Jew and a Samaritan, a man and a *woman*, all alone at the well. "Woman, give me a drink," he says.

The meeting quickly turns into a genuine and authentic encounter of two persons, a meeting of two passionate hearts and minds. The conversation that Jesus has with the woman at the well in John chapter 4 is the longest Jesus has with anyone, anywhere recorded in the gospels. The conversation is leisurely and rich in detail; and it turns out both Jesus and the woman of Samaria have plenty to reveal.

She is spiritually thirsty as well. When she hears what Jesus is offering she is immediately ready for the living water that he promises. "Sir, give me this living water, that I may never be thirsty or have to keep coming here to draw water." A woman with no name and a hurtful past discovers that someone has "found" her and loved her at last: not unlike when Jacob saw Rachel at the well and wept for love of her. The well at noon on a hot day in Samaria becomes, a place of grace and encounter, where this woman's deepest spiritual and emotional thirsts are quenched in Jesus.

And Jesus, who *thirsts* to reveal who he is to God's people, but who is not having an easy time of it with the Pharisees and the Jews of his day, has found another disciple in the Samaritan woman. He has found in her someone with eyes to see and ears to hear: a woman ready to see God in him. Not everyone wanted the water Jesus was offering. Not everyone wanted to hear who Jesus really was: the Messiah, the Christ. But this woman does! Her spiritual thirst gives her open ears and an open heart.

Reference: *St. Ignatius. Samaritan Woman at the Well*

Vicky Pejic

Religious Education Leader

40 SIMPLE LENTEN IDEAS FOR KIDS



PRAYER

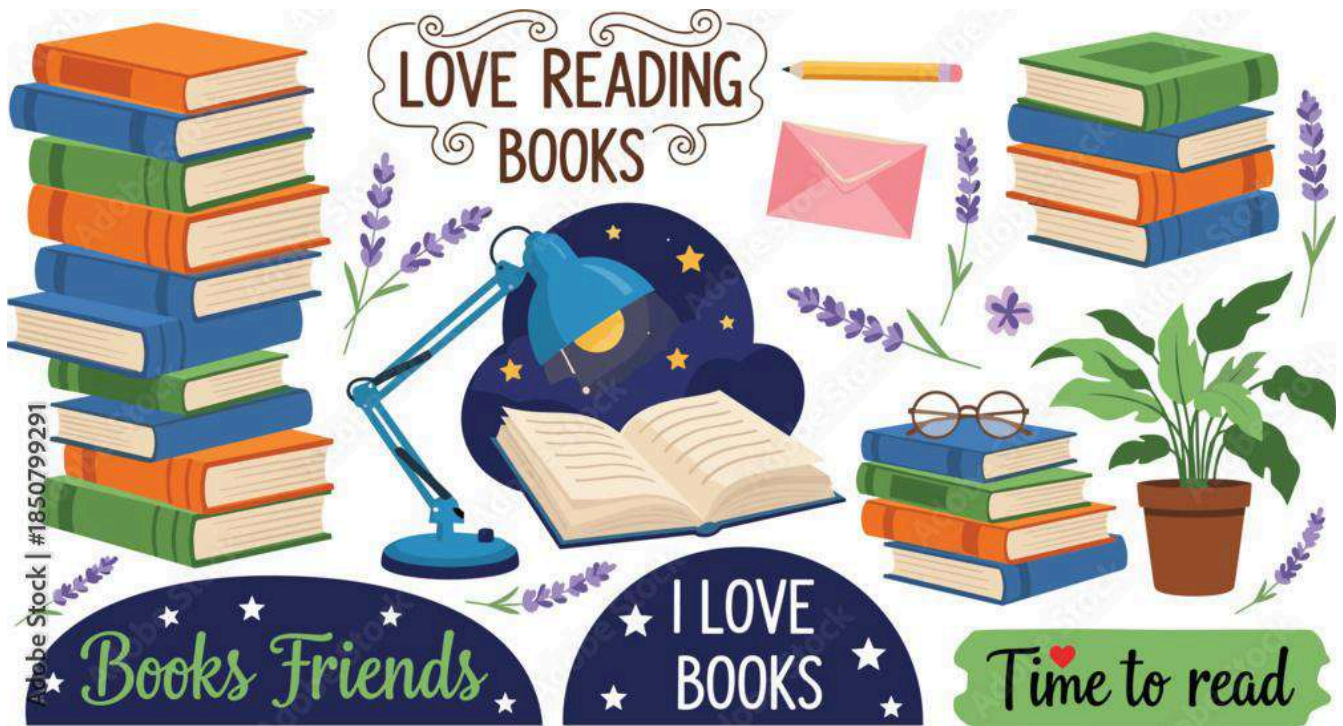
- Say a short prayer every morning.
- Thank God for three things every night.
- Pray one Our Father slowly and carefully.
- Pray for someone who is sick or sad.
- Pray for your teacher or classmates.
- Pray before homework or schoolwork.
- Say a prayer for people who are hungry.
- Spend one quiet minute with God.
- Pray for someone you find difficult.
- Read one Bible verse and reflect on it.
- Pray a decade of the Rosary.
- Say a prayer while you brush your teeth.
- Pray the Hail Mary three times each day.
- Start your day with the Sign of the Cross.

FASTING

- Give up complaining.
- Turn off screens for 30 minutes.
- Skip dessert or treats after dinner.
- Give up arguing or talking back.
- Give up your favorite video game.
- Give up negative words.
- Choose water not sugary drinks.
- Don't wear your favorite clothes.
- Stop yourself from interrupting.
- Give up extra snacks between meals.
- Give up your favorite kind of music.
- Give up your favorite breakfast food.
- Turn off all devices after dinner.

ALMSGIVING

- Share a toy or game with someone else.
- Help your teachers without being asked.
- Donate coins to a charity or church.
- Write a kind note to someone.
- Act kindly to those who feel left out.
- Give away clothes or toys you don't use.
- Help a sibling or friend with homework.
- Do an extra chore for your family.
- Make a card for someone who is sick.
- Write thank you notes to teachers.
- Save money to give to someone in need.
- Help clean up without complaining.
- Invite someone to play who is alone.



Literacy

Building Strong Vocabulary: Helping Your Child Become a Confident Communicator

At Holy Family we place a strong focus on developing children's vocabulary, as vocabulary plays a crucial role in reading, writing, comprehension, and overall learning success. The more words children understand and use, the better they are able to express their ideas, understand texts and engage with the world around them.

One important way we support this is through the use of **Tier 2 vocabulary**. These are words that are not used in everyday basic conversation, but appear often in books, learning, and mature conversations. Words such as *enormous* instead of *big*, *exhausted* instead of *tired*, or *fortunate* instead of *lucky* help children develop more precise and powerful language.

Talk, Talk, Talk!

The most powerful way to build vocabulary is through conversation. Talking with your child regularly helps them hear new words, practise using them, and build confidence.



You can support your child by:

- Having regular conversations about their day
- Asking open-ended questions such as “Why did that happen?” or “How did that make you feel?”
- Encouraging your child to explain their thinking
- Listening and responding with interest

Use Rich and Meaningful Words

Children learn best when they hear adults using more advanced vocabulary in natural conversation. It is important to **trust that children are capable of learning and using more sophisticated words.**



For example, instead of saying:

- “That movie was good,” you might say, “That movie was *fantastic*.”
- “That was a big dog,” you might say, “That was a *huge* dog.”

Even if your child does not use the word straight away, hearing it regularly helps build their understanding.

Explain and Explore New Words

When your child hears a word they do not understand, take a moment to explain it in simple language.

For example:

- “Exhausted means extremely tired.”
- “Delighted means very happy.”

This helps children make connections between new words and words they already know.

Make Connections Using Synonyms

Using synonyms (words with similar meanings) helps children deepen their understanding.



For example:

- Angry → frustrated, upset, furious
- Big → enormous, massive, gigantic
- Happy → joyful, cheerful, delighted

This helps children understand that there are many ways to express the same idea.

Make Vocabulary Part of Everyday Life

You can build vocabulary during everyday activities such as:

- Reading books together
- Talking during car rides
- Cooking, shopping, or walking together
- Watching and discussing movies or shows

Our Goal

By building strong vocabulary, we are helping your children become confident readers, writers, and communicators. Your support at home through simple conversations makes a

powerful difference.

Remember: **Talk, Talk, Talk! Every conversation helps your child learn and grow.**

Thank you for your ongoing support,

Julianne Kelly

Literacy Leader

Learning & Teaching Leader





Mathematics

🎸 MATHS NEWS 🎸

Times Tables Rock Stars

Bringing the Power of Multiplication Home!

We are excited to share that Holy Family is using an fantastic online programme called Times Tables Rock Stars (TTRS) to help our students build confidence and fluency in multiplication. This engaging, game-based platform turns times tables practice into something students genuinely look forward to — and the results speak for themselves!

🎸 What is Times Tables Rock Stars?

Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice. Students create their own rock star persona and earn coins by answering multiplication questions quickly and accurately. The faster and more accurate they are, the higher their rock star status; from Wannabe all the way to Rock Hero!

Research shows that students who practise little and often make the most progress. Even just 5-10 minutes a day at home can make a huge difference to their confidence in maths.

🔑 Your Child's Login

Your child has been sent home with their personal login code for Times Tables Rock Stars. Please keep this safe! To get started, visit play.ttrockstars.com and enter your child's username and password. We encourage students to practise regularly at home — every session counts!

World Rocks Competition: We're In!

As part of our commitment to making maths exciting and high-profile in our school, we are thrilled to announce that our school has been enrolled in **World Rocks** — a friendly global competition involving schools from around the world! We warmly encourage all students to take part and represent our school with pride.

Start Date	Tuesday 10th March 2026 at 00:01 GMT
End Date	Thursday 12th March 2026 at 23:59 GMT
Where to Play	play.ttrockstars.com
Daily Time Limit	60 minutes per player, per day

How Does It Work?

Students can play in any game mode during the competition window. Every correct answer to a multiplication or division question earns a point for themselves, their class, and the school. The winning class will be the one with the **highest class average** — calculated as the number of correct answers per pupil in the class who play during the competition hours. To support player wellbeing, each student can earn competition points for up to 60 minutes per day. After 60 minutes, they will continue to earn coins within the game, but points towards the competition will pause until the next day. This keeps things fun and pressure-free!

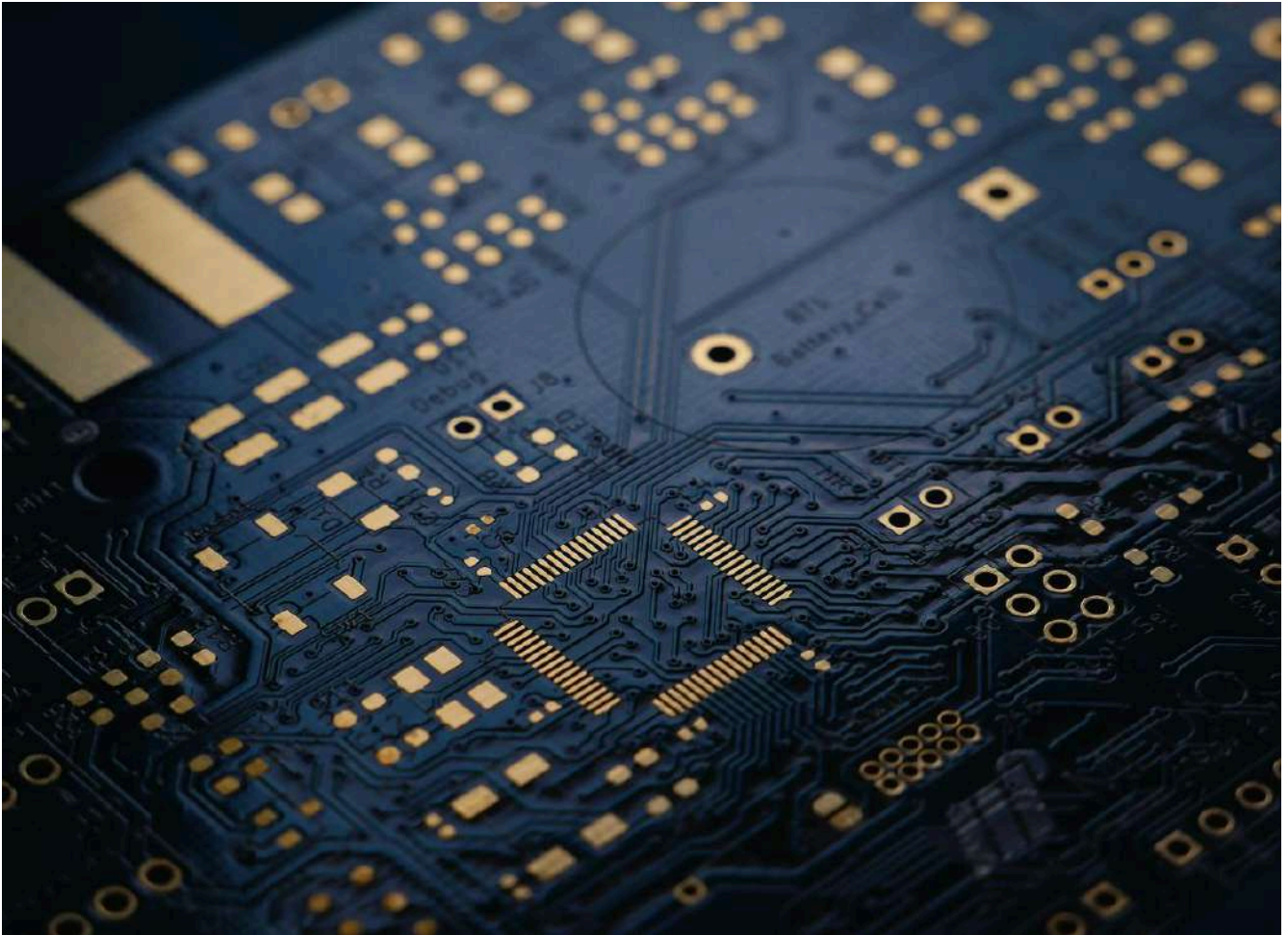
How Can You Help at Home?

- Encourage your child to log in and play — even 10 minutes counts!
- Celebrate their progress and rock star status together.
- Keep it fun and low-pressure — the spirit of the competition is friendly participation.
- Please let your child play independently — it's their competition to enjoy!

Thank you for your ongoing support. Together, we can make maths rock! 🎸 If you have any questions about Times Tables Rock Stars or the World Rocks competition, please don't hesitate to get in touch.

Warm regards,

Michelle Luong
Numeracy Leader



Digital Technology

Our school is committed to creating a safe and responsible digital learning environment. Students use Google Chromebooks to support their learning, and we encourage safe and appropriate use at all times.

Please ensure your child brings their Chromebook to school fully charged each day.

To help care for devices, we also ask that there is no food or drink near Chromebooks.

This term, students are participating in cyber safety learning supported by eSafety Commissioner, helping them understand how to stay safe online and make positive digital choices.

Thank you for supporting responsible technology use at home and school,

Amanda Marvelli (Digital Technologies Leader)



Library News

Dear Families,

We are very excited that our library has opened for borrowing this week!

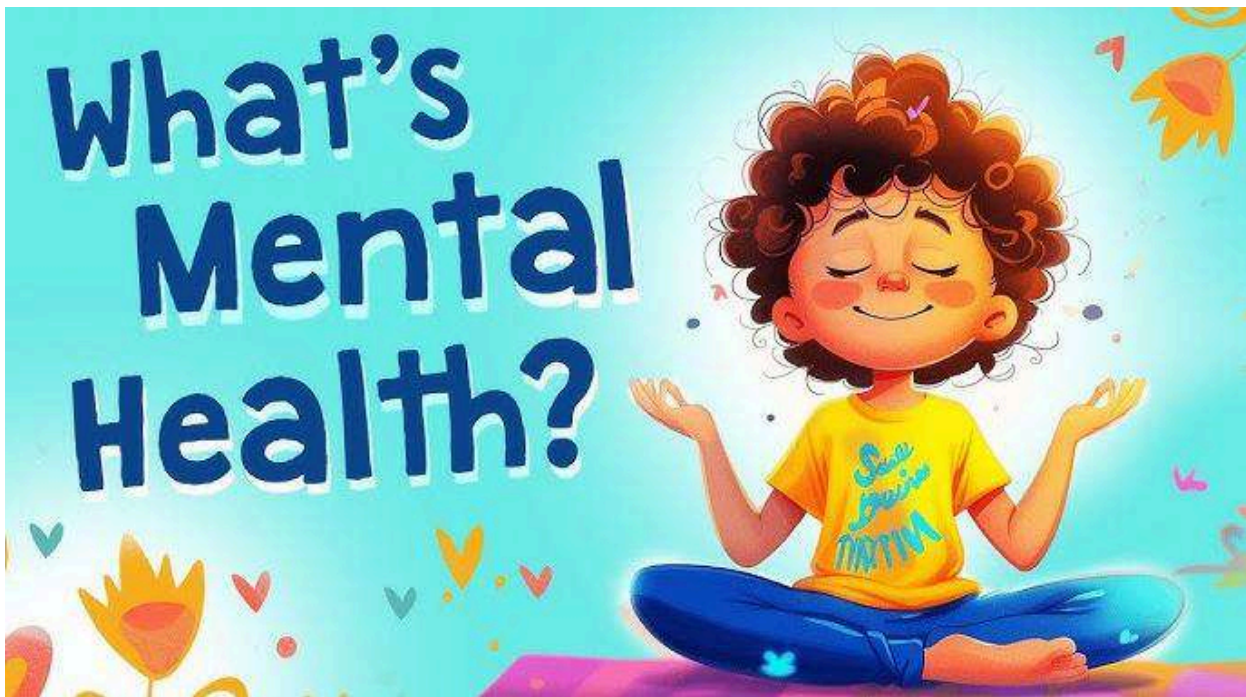
In order to ensure our library functions adequately, we are looking for anyone who may be able to assist each morning, anytime from 9-10am to scan in books that have been returned and to reshelve.

Please email Eithne if you're able to assist with this.

eking@hfmw.catholic.edu.au

2025 Library Overdues

There are still students who have outstanding loans from the library from last year. A copy of these books has been sent home a few times. If you have been unable to locate these books, please call at the office to pay for the replacement of these items.



School Psychologist



I am pleased to write that Holy Family will continue to provide psychological support to our families this year.

Dr Alexa Kambouropoulos holds a Ph.D. in Psychology. Alexa is a very passionate and empathic psychologist who works with both children and adolescents who are experiencing a range of psychological issues such as anxiety and mood disorders, autism spectrum disorders, interpersonal, learning, and behavioural disorders, study/exam stress, and adjustment difficulties (social & situational). Dr Alexa draws on psychological modalities such as Cognitive Behavioral Therapy, client-centred, play and solution-focused therapy with psycho-education. Dr Alexa firmly believes that a collaborative and parental partnership approach will produce the most successful outcomes for the child.

Given Alexa's passion is baking and creative crafts, she utilizes these as part of her play therapy in individual and group sessions. Alexa finds these modalities encourage quieter children to engage in dialogue, develop their confidence and social skills.

Please find below, some brief information regarding the process of therapy:

1. GP referral and parental consent form needs to be submitted before commencing therapy. The parent, guardian and or the class room teacher can refer the child to therapy.

2. On receiving the above, Alexa meets with the child to introduce herself and build rapport.
3. Point 2 is followed up with a brief parental chat to gather more information about the child. If necessary, Alexa also seeks further insights from the classroom teacher regarding the child.
4. During the 10 sessions, Alexa regularly keeps in touch with the parent(s) and provides feedback regarding the child. Under the MHCP, there is no monetary costs involved to the parent.
5. After the completion of the 10 sessions, if the parent wishes to continue the services, Onpsych invoices the parent the same amount as what Medicare charges which is \$124.306.

If you have any questions, please feel welcome to call me (0417 011 665) and or email on: AKambouropoulos@onpsych.com.au





Physical Education

District Athletics Trials - Friday March 13th (Year 3-6) - Please refer to permission notice sent home.

Gardiner District Summer Sport (all year 6 students and some Year 5's)

We need 1 parent to assist at each of these events.

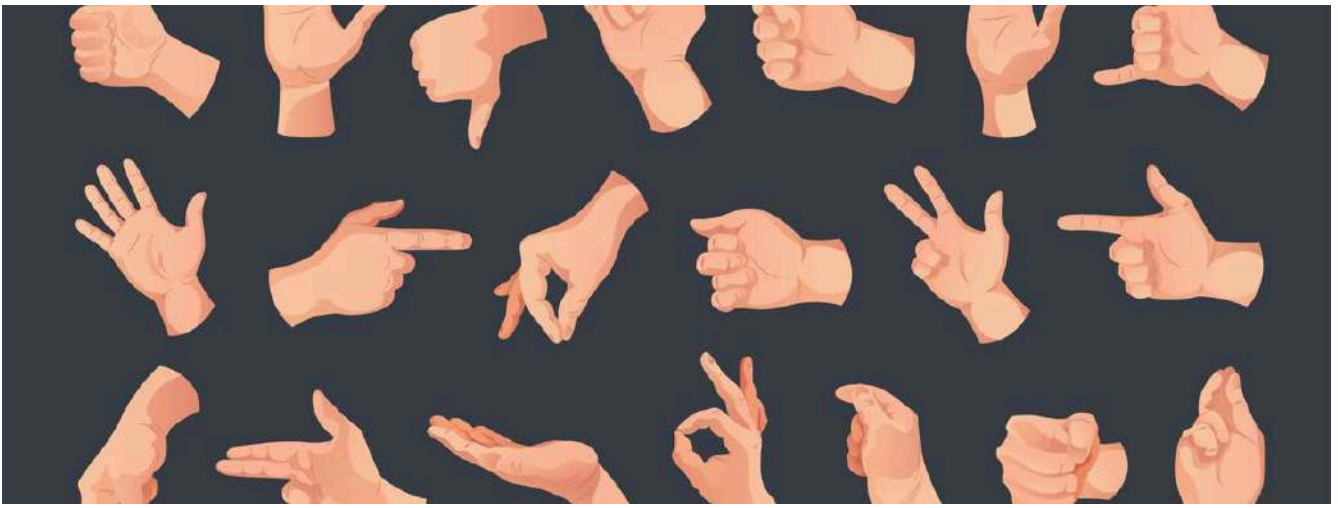
Friday March 20 - against Huntingtower (original date Feb 13)

Gala Day - Friday March 27th, 9.30am-2pm

If you can assist with coaching/umpiring T20 cricket, Hot Shots tennis or t-ball, at any of these events please let me know smichelsson@hfmw.catholic.edu.au

Running Club

Staff, parents, siblings and students are invited to join Holy Family School's Running Club, every Friday at 8am on our school running track. Please enter via the gate by the hall.



Auslan



Thank you P&F

This week we started to use our brand new table tennis table at our lunchtime club on Tuesday.

Thank you to the P&F for purchasing this from funds raised last year. We can't wait to see what exciting things might be next from the community fundraising efforts this year!





Award Winners

Term One Week Five

Class	Student	Awarded
Prep I	Jacob	For having a fantastic week coming into the classroom with a positive attitude and showing great responsibility. He also uses his initiative to help around the room. Well done, Jacob!
Year 1F	Mili B	For showing outstanding resilience by never giving up. Your determination is something we are very proud of. Well done!
Year 2B	Millie A	For being a lovely, helpful and kind member of our class and always trying your best.
Year 3V	Amber	For such an amazing 3 weeks at Holy Family. We have loved having you in our class and we will miss you lots!
Year 4D	Charlie B	For outstanding effort in following classroom routines and engagement with his learning.
Year 4LD	Theo	For always being ready to learn, following our classroom routines perfectly!
Year 5SG	Emily P	For a fabulous effort in all areas of schooling. Keep up the great effort Emily!
Year 5PB	Royce	For being a dedicated learner by working diligently and using his time wisely in writing his historical narrative.
Year 6HB	Benjy	For being a caring and thoughtful friend by including others and offering support. You must feel really proud, Benjy.
Year 6L	Week 4 - Emilia R	For being an outstanding role model to her Prep buddy during Mass. Well done on showing and encouraging her to

	Week 5 - Claudette M	display appropriate behaviour in church. For trying her hardest in all her learning. I'm so proud of your engagement with your learning. Keep up the fantastic work Claudette!
Auslan	Week 4 - Nella O Week 5 - Meera, Evie, Everley, Samantha (1F)	For outstanding Respect and Dedication in the classroom. She showed exceptional focus by rehearsing her self-identity signs: her name, age, family members, pets and hobbies. For being communication stars! You all do a great job signing questions in Auslan as well as responding kindly. Well done!



Colour Explosion



Run, walk or dance your way through
a fun course of colour!
A Family Event!

**Holy Family
School Grounds**

**Food
Stalls**

**Kids
Activity
Stalls**

**Friday
20th March
5pm-8pm**

**Entrants
Wristbands:
\$5 From The Office**

**Food & Activity
Tokens:
Online via CDF Pay**

**Fundraising Pages: [tinyurl.com/
HFMWCE](https://tinyurl.com/HFMWCE)**

Funds raised go towards supporting our school!





Community News



SPORTS ACADEMY INFORMATION EVENING

If you're currently researching secondary school options for your son, come along to our **Sports Academy Information Evening** to learn more about our Sports Academy program, important enrolment guidelines and how your son can apply for our **2028 Sports Academy class**.

Date: Monday 30 March, 2026
 Time: 6:30pm to 7:30pm
 Location: 10 Bosco St Chadstone 3148
 Register: www.salesian.vic.edu.au/book-a-tour/
 or via the QR Code



10TH - 12TH
00:01AM TO 2

**PLAY IN ANY
 GAME TYPE!**

**WINNING CLASS WILL
 NUMBER OF COR
 PER STU**