



Bacchus Marsh  
Grammar

Early Learning Centre

# 2020 Woodlea Early Learning Centre

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Handbook

# Contents

Welcome to the Early Learning Centre, Woodlea Community .....	3
Vision .....	4
Philosophy .....	4
Curriculum .....	4
Wellbeing.....	4
Environment .....	5
Cultural Competence .....	5
Centre Opening Hours 2020 .....	6
Kindergarten (4 -5 year old room).....	7
A Positive Start.....	8
Early Learning Staff .....	9
Points of Contact .....	9
Hours of Centre .....	9
Educational Programs.....	10
Four year old Kindergarten (River Gums).....	10
Four year old Kindergarten (Banksia) .....	10
Three year old Kindergarten (Wattles).....	10
Structure of the day.....	11
Educational Leader .....	11
Centre initiatives.....	11
Curriculum .....	12
Literacy and Numeracy.....	12
Numeracy.....	12
STEAM - Science, Technology, Engineering, Arts and Math.....	12
Excursions/Incursions and Special Events .....	13
ELLA – Early Learning Languages Australia.....	13
Art and Creativity.....	14
Music and Movement.....	14
Health and Wellbeing .....	14
Project work.....	15
Portfolios .....	15
Communication .....	15
Family Involvement .....	16

School Transition .....	16
Drop off and Collections .....	17
Xplor.....	17
Uniforms .....	18
The Early Learning Centre Uniform Requirements .....	18
Jewellery and Hair .....	19
Absences/Illnesses.....	19
Medication.....	20
Medical Conditions including asthma and anaphylaxis .....	20
Emergency Drills .....	20
Using the Service Safely.....	20
Lost Property .....	20
Immunisation.....	21
Meals - We are a Lunch box Centre.....	21
Nuts Products .....	21
Safety for all children.....	22
Child Safe .....	22
Quiet and Calm Atmosphere .....	22
Toys from home.....	22
Birthdays.....	22
Relaxation and Rest .....	23
Hygiene .....	23
Policies .....	23
Sun Protection Policy –SunSmart .....	23
Sustainability.....	23
Fees.....	24
Child Care Subsidy .....	24
Miscellaneous Charges - Medical .....	25
Contact Details.....	26

# Welcome to the Early Learning Centre, Woodlea Community

Welcome Families,

We would like to warmly welcome you and your family to Bacchus Marsh Grammar, Early Learning Centre, Woodlea.

As each child commences on their early years journey our aim is that they soon recognise that they now belong not only to their family community but also to their new school community.

We hope that every family quickly develops a strong sense of belonging and enjoys its connection with Bacchus Marsh Grammar. We invite you to attend our family picnics, Mother's and Father's Day evenings and be part of your children's learning and care.

The Kindergarten years are a time for so many wonderful learning opportunities and we encourage you to embrace and immerse yourself in all of the many experiences your child will be a part of at the Early Learning Centre. The time goes by quickly and as you will soon see your child's Kindergarten years are a special time in your family's lives so enjoy every minute of this journey together.

The children at the Early Learning Centre are guided by experienced dedicated educators who will support them in so many ways. The Centre has recently been awarded an "Exceeding" rating and the educators and the school pride themselves on delivering high quality programs which have a balance between intentional teaching, project work and incorporating the strengths and interests of the child.



Throughout the Kindergarten program we will develop the children's foundation skills for numeracy and literacy, as well as resilience, problem solving, self-regulation, spatial awareness and the creative arts.

With this experience, the children can enter school as well rounded individuals with an array of holistic attributes.

Enjoy this time with your young children, give them plenty of time to explore, show them how to investigate and encourage them to be curious because these are the attributes and dispositions that will embed a love of learning that they will take with them forever.

**Kerry Osborn**  
Director

**Ashlee Grero**  
Educational Leader/Kindergarten Teacher

*"We worry about what a child will become tomorrow, yet we forget that he is someone today." ~ Stacia Tausch*

## Vision

### “Education for Life”

The Centre looks to develop students who begin the journey of “Education for Life”. Such students are confident, enthusiastic, independent learners who are flexible, open minded and inquisitive. These students have developed and mastered the skills required to successfully enter their Primary School years with confidence and a sense of joy.

The Early Learning setting is managed by a team committed to individualised attention for all students who share a web of knowledge and experience. A team that will collaborate to ensure that the most current and highest form of early year’s education is implemented.

## Philosophy

Bacchus Marsh Grammar Early Learning, Long Day Care Centre incorporates comprehensive programs for children aged three to five years. The calm, structured and stimulating environment is the foundation of Bacchus Marsh Grammar’s reputation which empowers children to learn and grow in a sensory rich environment. The values of Bacchus Marsh Grammar are an integral part of the Early Learning Centre. The Early Learning Centre does not draw on any particular movement or view of Early Learning, but believes that drawing on components that can provide evidence-based results that support the vision, is the best means of creating excellence.

## Curriculum

The Early Childhood Programs are designed and implemented by highly qualified Early Years Teachers who will work in conjunction with specialists designing curriculums which are authentic and tailored, not only the child’s immediate community in which the children learn, but ensuring Global Community awareness is evident and embedded within all teaching. The Curriculum will be implemented in a way which will prepare all children to enter their schooling years with the literacy knowledge to build skills in reading and writing, numeracy, IT, STEM knowledge and music/ movement awareness.

All teachers will develop a diverse curriculum which has a balance of explicit teaching, based on the Early Years Learning Framework as well as the strengths and interests of individual children and the group as a whole. Through the use of specific learning intentions, experiences will have purpose and all forms of teaching will create an integrated web which filters through all areas of a child’s learning. The curriculum will place curiosity and drive to be inquisitive learners at the forefront of all experiences. Through questioning, discussions and open ended authentic experiences, children will be encouraged to find confidence within themselves to have a voice when exploring various viewpoints or ideas.

## Wellbeing

All children will be empowered to work towards being able to make strong, sensible decisions. Children will be encouraged to be capable individuals who enter their schooling years, not only with the academic competence to thrive in their Prep year, but with the embedded skills to ensure that they are both inquisitive and have a developing understanding required for higher order learning. Children will be exposed to a creative, sensory enriched environment to build skills to enable them to problem solve, not only alone, but collaboratively in groups. All teachers will place a strong emphasis on embedding personal qualities such as integrity, empathy and respect for others within every day teaching which will not only help the children in their school lives but also personal skills they will take with them on their life long journey. High expectations are placed on all children by professionals and families whereby an expectation of success is used as a powerful motivator for children, promoting resilience and willingness to work hard, regulating behaviour and establishing goals and aspirations for the future (Victorian Early Years Learning and Development Framework, 2016).

## Environment

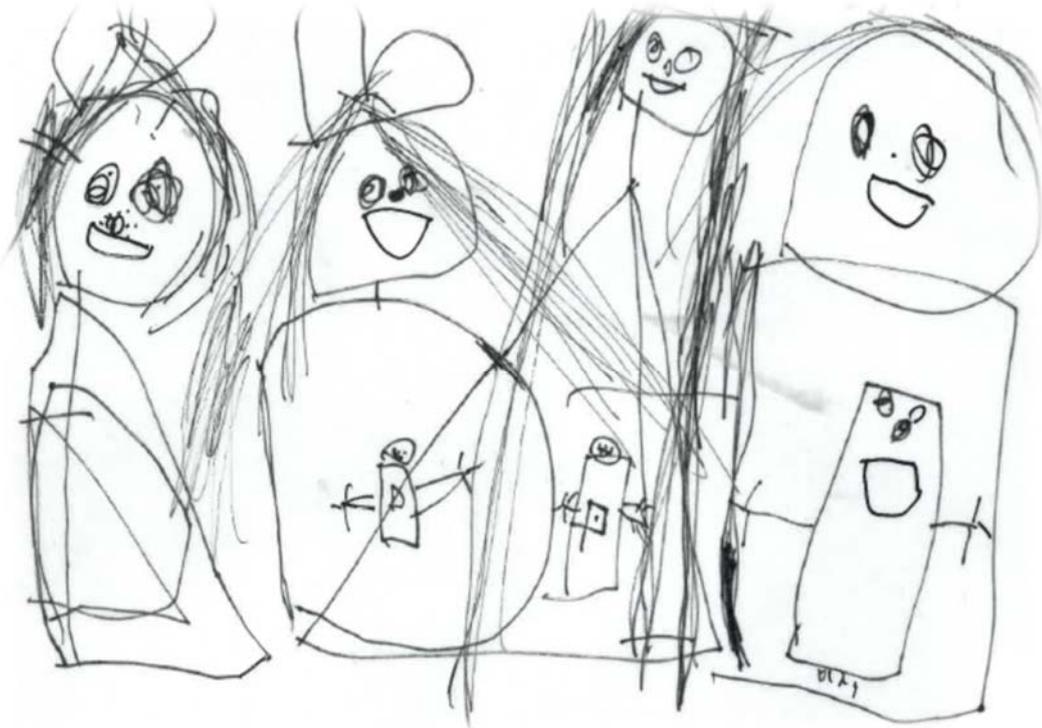
The space in which children learn is not only aesthetically appealing but is designed to ensure children are engaged, challenged and that individual learning styles are supported by evidence-based research. Teachers will ensure that sustainable living practices are taught and implemented on a daily basis. The program will be an experience that will engage all children as confident learners who will be taught to take considered risks within play which will filter through to every aspect of their daily lives.

## Cultural Competence

Cultural competence will be applied on three levels:

- *Individual level* - Understanding of the child's immediate community as well as their global awareness.
- *Service level* - where it will be evident in policies, procedures and the views of the family; and
- *Systems level* - evident in the way services relate to the local community, people and agencies.

The three levels will ensure that there is a wide breadth of knowledge across the service in relation to the way in which views influence decision making. (Early Childhood Australia, 2011).



# Centre Opening Hours 2020

7.00am – 6.00pm Monday to Friday

Centre Opening Week -	<b>Children Commence</b>	Monday 20 January
Public Holiday (Australia Day)	<b>Centre Closed</b>	Monday 27 January
Public Holiday (Labour Day)	<b>Centre Closed</b>	Monday 9 March
Public Holidays (Easter)	<b>Centre Closed</b>	Friday 10 April, Monday 13 & Tuesday 14 April
Public Holiday (Queen's Birthday)	<b>Centre Closed</b>	Monday 8 June
Public Holiday (AFL Grand Final) TBC	<b>Centre Closed</b>	Friday 26 September
Public Holiday (Melbourne Cup)	<b>Centre Closed</b>	Tuesday 3 November
Centre closes for Christmas/New Year Break		Friday 18 December

## **2021 Commencement TBC**

Centre opening week – 20 January 2020 TBC

# Kindergarten (4 -5 year old room)

## **\*\*Term Dates 2020**

### **Session times 9.00am – 4.30pm Monday to Friday Terms 1, 2, 3, & 4**

#### **Term 1 2020**

Children commence	Monday 20 January
Public Holiday (Australia Day)	Monday 27 January <b>(Centre Closed)</b>
Kindergarten Sessions commence	Tuesday 28 January TBC
Public Holiday (Labour Day)	Monday 9 March <b>(Centre Closed)</b>
End of Term 1	Friday 27 March
Public Holidays (Easter)	Friday 10 April, Monday 13 April & Tuesday 14 April <b>(Centre closed for all Easter)</b>

#### **Term 2 2020**

Kindergarten Sessions commence	Wednesday 15 April
Public Holiday (Queen's Birthday)	Monday 8 June <b>(Centre Closed)</b>
End of Term 2	Friday 26 June

#### **Term 3 2020**

Kindergarten Sessions commence	Monday 13 July
End of Term 3	Friday 18 September
Public Holiday (AFL Grand Final) TBC	Friday 26 September <b>(Centre Closed) TBC</b>

#### **Term 4 2020**

Kindergarten Sessions commence	Monday 5 October
Public Holiday (Melbourne Cup)	Tuesday 3 November <b>(Centre Closed)</b>
End of Term 4 for Kindergarten Sessions	Friday 11 December
Centre closes for Christmas/New Year Break	Friday 18 December

#### **Term 1 2021 TBC**

Centre opening week:- Centre opening week – 20 January 2020 TBC  
Kindergarten Sessions commence week of:- 27 January 2020 TBC

#### **\*\*Dates are subject to change**

Term breaks and Staff Development Days operate throughout the year as published. The Early Learning Centre is open on all of these days for all children to attend.

## A Positive Start

As adults, we can clearly relate to new beginnings or changes of routine as somewhat confronting. As a young child, this can also bring feelings of unease and, as we all know too well, this can take time to settle down. Although we would all love the children to settle in and form relationship with others quickly, we must remember to be patient and give the children time to get to know their new surroundings, other children and all of their teachers.

As your child is settling into their new environment, staff will work together with parents to ensure a smooth transition into the centre.

*Saying goodbye in the morning:*

We all want our children to feel secure within themselves and one of the best ways of enhancing this would include:

- Allowing enough time in the morning so your child is not rushed.
- Spend a few minutes in your child's room looking at activities with them and asking them about what they have been doing. Settle them into an activity and sit with them for a few minutes if you can.
- Let your child's teacher know anything which may affect their day and also let them know when you are leaving so they can help settle your child.
- When you need to leave, the best thing to say is the following, "I'm going to leave for work now and ***I'm going to come back***. I will be back after you have afternoon tea etc." It is really important not to leave without saying goodbye.

Although your child may be upset initially, they will build trust and feel secure in themselves knowing that you will return and also what you are saying to them does happen.

*'Learning and teaching should not stand on opposite banks and just watch the river flow by; instead, they should embark together on a journey down the water. Through an active, reciprocal exchange, teaching can strengthen learning how to learn.'* - **Loris Malaguzzi**



## Early Learning Staff

### The care and education of the children at BMG ELC Woodlea is a team effort

Our Centre Teachers/Educators are fully qualified and experienced professionals who deliver programs which are of a standard that will ensure all children are experiencing high quality learning opportunities each day. All teachers show passion and commitment to their practice and strive for the best possible outcomes for children. Teachers spend time each year attending Professional Development in order to understand the latest research in Early Childhood.

### Points of Contact

Mrs Kerry Osborn

Director, Early Learning Centre

Mrs Ashlee Gero

Educational Leader/Kindergarten Teacher



### Hours of Centre

The Centre is open Monday to Friday, 48 weeks of the year, from 7.00am to 6.00pm. We will close for four weeks over the Christmas and New Year period.



# Educational Programs

All of programs are overseen by our Educational Leader and are implemented by Degree Qualified Kindergarten Teachers and supported by Diploma trained Educators.



## Four year old Kindergarten (River Gums)

Degree Qualified Kindergarten teacher/ Diploma Co-Educator / Diploma Co-Educator

*Children must turn four years of age on or before 30 April in the year they attend the four year old Kindergarten program.*

Our four year old Kindergarten program caters for children the year before they start school. This program aims to support children's learning and development, social skills, emotional skills, language, literacy and numeracy skills, self-awareness and respect for others, ability to make new friends and exposes them to new ideas and concepts; all important skills for school readiness.



## Four year old Kindergarten (Banksia)

Degree Qualified Kindergarten teacher/ Diploma Co-Educator / Diploma Co-Educator

Children must turn four years of age on or before 30 April in the year they attend the four year old Kindergarten program.

Our four year old Kindergarten program caters for children the year before they start school. This program aims to support children's learning and development, social skills, emotional skills, language, literacy and numeracy skills, self-awareness and respect for others, ability to make new friends and exposes them to new ideas and concepts; all important skills for school readiness.



## Three year old Kindergarten (Wattles)

Part time Degree Qualified Kindergarten teacher/ Diploma Co-Educator / Diploma Co-Educator

Children must turn three years of age on or before 21 January in the year they attend the program.

Children participating in our 3 year old program are actively involved in a high quality Early Childhood program relating to individual needs, interests and projects. Our Three-year-old program is designed to enhance the developmental, social, emotional and language skills of the children.

## Structure of the day

Educators recognise the importance of predictable daily routines in helping children to establish a sense of security and to develop their understanding of time. We also recognise the importance of being flexible within this routine so that we remain mindful of the needs of the children and we can take advantage of the spontaneous 'teachable' moments that occur throughout the day. Periods of time will be planned for whole group teaching and instruction, as well as times for children to work in smaller groups or to engage in individual inquiry based learning experiences. The daily routine flows smoothly, with particular thought being given to the way in which transitions between different types of activities and experiences are handled.

The most significant transition that will occur each day is that of the child from home to Kindergarten. The arrival routine that we follow is one that provides gentle transition for the child and the opportunity for the development of positive relationships between Kindergarten and home.

Daily Routine	
<b>7:00am</b>	Centre Opens
<b>9:00am</b>	Kindergarten Teachers commence in each Kindergarten room
<b>9:05am</b>	Morning meeting
<b>9:30am</b>	Morning Learning Program
<b>10:00am – 11:00am</b>	Morning tea
<b>11.30am – 1:00pm</b>	Learning Program
<b>1:00pm</b>	Lunch Time
<b>1:00pm – 3.00pm</b>	Afternoon Learning Program
<b>3:00pm</b>	Afternoon tea
<b>3:00pm – 4.30pm</b>	Learning Program
<b>4.30pm</b>	Kindergarten Program Ends
<b>6:00pm</b>	Centre Closes

### Educational Leader

We understand and value the importance of best practice throughout all aspects of our educational programs. A key aspect of the role of Educational Leader is to create a common vision for children's learning and curriculum collaboratively. Through a clearly articulated vision for learning, our educators are connected and motivated to work toward shared goals for children and their learning. Our Educational Leader works alongside our teachers and educators to support, guide, challenge and inspire thinking and practice on a weekly basis.

### Centre initiatives

- Healthy Together Achievement Program
- Little Scientist House
- Smiles for Miles - DHSV
- ELLA – Early Learning Languages Australia
- FKA Member
- Soundwaves Literacy Program
- RAP – Reconciliation Action Plan
- Community Garden Visit
- Outdoor Program (Land Beyond the Fence)
- School Excursion/Buddies

## Curriculum

*Belonging, Being and Becoming*: The Early Years Framework for Australia has been used to guide Curriculum decision making for the Bacchus Marsh Grammar, Early Learning Centre, Woodlea. A Centre philosophy has been created which is also used as the underpinning of our practice. This philosophy will grow and evolve in alignment with best practice and current research.

Educators believe strongly that a child-centred approach acknowledges the child and enables family and cultural partnerships in a variety of ways.

## Literacy and Numeracy

The children will be introduced to literacy within their everyday investigations and discussions. This may incorporate an array of written and oral language opportunities involving storytelling, plays, journal writing and drawings inspired by provocations which are meaningful to the child. We promote literacy and the love of books at Bacchus Marsh Grammar, Early Learning Centre and share our passion and the importance of reading stories by incorporating a library book borrowing program.



Our Literacy program known as Sound Waves, will support children to explore early literacy skills such as phonemic awareness.

## Numeracy



An Early Childhood numeracy model will be implemented in a variety of ways throughout all Kindergarten groups of the Early Learning Centre. The numeracy model encompasses number focus, algebra, measurement, statistics, probability and geometry and this will be visible through intentional and incidental learning opportunities.

## STEAM - Science, Technology, Engineering, Arts and Math

Each of STEAM's five subjects share a common approach and focus. They require gathering and using evidence to create knowledge or solve problems. STEAM learning happens naturally everyday as children explore, play, and try new things. When young children have the opportunity to investigate the world around them, they learn and experiment with new STEAM skills and theories. Research shows there is a positive relationship between early STEAM experiences and future success in school. The Early Learning Science focus is based on 'The awareness of self and the local natural world'. Teachers will encourage the skills of:

- Science Understanding: making sense of Science facts and applying them to new situations
- Science Inquiry Skills: Questions, investigating, planning and making valid conclusions.
- Science as a Human Endeavour: Social and ethical issues within Science.



In 2018, we were proud recipients of a STEM award for our inquiry based learning approach with our projects. For this project work we were named a "Little Scientist House". We continue to strive for best practice and develop projects which encourage children to be inquisitive and investigative learners through research and problem solving alongside their educators and peers.

## Excursions/Incursions and Special Events

Excursions and visitors to the service are an important part of the Kindergarten program. They provide opportunities for the children to explore the wider community as well as enrich and extend the educational program provided at the service. In the lead up to excursions, families/carers will receive notification of the planned activities and the adult/child ratio required to conduct the outing in a safe manner. Permission slips will be issued prior to all excursions, and must be signed and returned in order for your child to be able to attend.

### Land Beyond the Fence

Our “Land Beyond the Fence” Outdoor Educational Program commenced in 2019, providing the children of Bacchus Marsh Grammar, Early Learning Centre the benefits of learning on a bush site. The site is located at our Maddingley Campus which will run in Terms 2 and 3. The children will be transported by bus to the site on a rotating weekly roster.



*Exposure to natural environments improves children's cognitive development by improving their awareness, reasoning and observational skills (Pyle 2002, Warden 2012)*

### Community Garden

We regularly attend the Woodlea Community Garden located across the carpark from our Centre. Visiting the community garden allows us to connect with nature, understand the environment and learn about growing and caring for produce.

### School Excursions

The children will have the opportunity to visit the Bacchus Marsh Grammar, Woodlea campus as a Kindergarten group. During these visits the children will become familiar with a school campus through tours, join a class and engage in learning activities.

*\* Please see school transition for more information\**



### Walking Excursions

Our walking excursions provide an opportunity to take the children on a stroll around the block, to the nearby parklands and to connect with their wider community. Our walking excursions in the community allow the educators to include road safety education into their daily programming, rather than providing one-off activities or experiences.

### Mother's Day and Father's Day

Every year we hold two special evenings to celebrate all the mother and father figures in the children's lives. Families will receive an invitation from their child regarding the evening where activities and fun will await.

## ELLA – Early Learning Languages Australia

ELLA is a fun, digital, play-based language learning program for children in preschool. It helps children to become more comfortable with different languages early in life so that they can stay engaged with learning languages in later years.

ELLA introduces children to learning a new language via interactive tablet apps, which have been developed in consultation with experts in languages, early childhood and technology. A cast of characters called the Polyglots introduce the children to words, sentences and songs in another language. The apps use a playful approach to learning, drawing on the interests and activities of young children, such as celebrations, cooking experiences, art activities, building and role-play.



At our Centre our children will be learning Indonesian.

## Art and Creativity

The studio within the rooms will be a beautiful space in which children and teachers will be able to work together to create, discuss and share experiences using an array of mediums. Children will be shown how to use certain tools and materials and then they will be able to self-select materials to create their own individual or group artwork.

*Creativity seems to emerge from multiple experiences, coupled with a well-supported development of personal resources, including a sense of freedom to venture beyond the known." ~ Loris Malaguzzi*



## Music and Movement

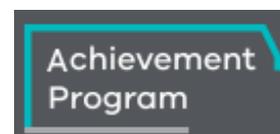
The children will be exposed to various musical elements throughout the curriculum. Some of these will include understanding the beat in music, understanding pitch, music from around the world, singing and performing.

## Health and Wellbeing

As we understand the importance of each child's wellbeing and sense of self, the children will be exposed to a variety of opportunities throughout the day which will range from quiet relaxation time through to movement to help with self-regulation and spatial awareness. Each room will be conscious of the importance of having ebbs and flow throughout the day which will bring balance to a child's emotional wellbeing.

## Achievements Program

Bacchus Marsh Grammar, Early Learning Centre is registered to participate and promote 'The Achievement Program'. This is part of Healthy Together Victoria, which aims to improve people's health where they live, learn, work and play. Healthy Together Victoria focuses on addressing the underlying causes of poor health in children's settings to strengthen Victoria's prevention system. It incorporates policies and strategies to support good health across Victoria, as well as locally led 'Healthy Together Communities'.



The Achievement Program encourages organisations to create healthier environments and adopt a holistic approach to health promotion. This includes developing a healthy physical and social environment, creating healthy policies, and providing children, young people and workers with health and wellbeing opportunities. It encourages children, students, workers and families to be actively involved in creating healthy environments, and has a focus on building and strengthening community partnerships.

## Dental Health

Smiles 4 Miles is an initiative of Dental Health Services Victoria (DHSV) which aims to improve the oral health of children and their families in high risk areas across Victoria. Tooth decay is Australia's most common health problem. Smiles 4 Miles assists early childhood services to encourage and promote good oral health habits and healthy eating among children in their care. Being affiliated with the Smiles for Miles program we follow the key components of Drink well, Eat well, Clean well, throughout all our Kindergarten programs.

## Healthy eating

We are committed to helping children establish healthy eating habits for life. We feel we have a responsibility to promote the healthy growth and development of children. Educators will work alongside the Kindergarten groups to educate the children on healthy eating options through cooking experiences, discussions and group activities. \* Please refer to **Meal times** in regards to your child's lunch box.

## Maternal and Child Health Service

As part of the Government's "Healthy Start for School" program the Melton Maternal and Child Health Service offers the 3 and a half year old Key Development Assessment for children attending Kindergarten/Childcare who are unable to attend their regular Maternal and Child Care Centre. Information and permission will be sent out to our 3-4 year old group during the year.

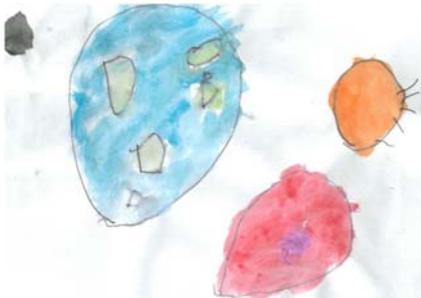
## Project work

Project work presents many opportunities for young children's ideas to be valued, their creativity to be encouraged, their interests to be nurtured, and for their learning needs to be met.

In early childhood, projects can be defined as open-ended studies of everyday topics which are worthy of being included in an educational program. Here at the Bacchus Marsh Grammar, Early Learning Centre our projects emerge from the questions children raise and develop according to their particular interests. Rather than offering immediate answers to the questions children ask, our educators provide experiences through which children can discover the answers themselves. Project investigations promote in-depth understanding and cover a wide range of relevant subtopics. For this reason projects usually take several weeks to complete—and sometimes much longer, depending on the interests of the children.



## Portfolios



A portfolio is one way to report to families and it is designed to reflect our philosophy of sharing our learning. It contains a wide variety of experiences that your child has completed at Kindergarten. All the activities are carefully planned so that each child has the opportunity to develop a wide range of skills throughout the year. They are continually encouraged and offered a wide range of materials and activities which enable them to master the skills already taught and to develop new ones. The portfolio will share the learning journey of your

child's time here at Bacchus Marsh Grammar, Early Learning Centre in terms of their cognitive and social development and is a valuable record. The portfolio will always be accessible to the children to revisit their learning as well as our families to have a look through at arrival and departure times.

## Communication

### Newsletter

This is an important form of communication within the Early Learning Centre Community. Our Early Learning Centre's newsletter is produced twice a term and made available to all current families.



### Kindergarten Room Reflection

Each fortnight you will receive via email a reflection of the fortnights learning within each program written by the Kindergarten teacher. These will provide you with valuable knowledge about the program and topics that your child is currently learning.

### Diaries

Each child will receive their own diary. The diary will need to accompany your child every day to Kindergarten/centre and be placed in the designated box/basket. The diary serves as a valuable source of information sharing between teachers and families. Please ensure you check your child's diary every evening so you keep up to date.

## Parent evenings

We hold information evenings for our families, to provide information regarding school readiness, child development and strategies you can use at home with your children. At times, we are also accompanied by speech therapists, maternal child health, school principals and other supporting personnel that may assist in providing a valuable source of information for our families.



### Notice board

In our foyer, you will find our Centre notice board. Here you can find information regarding the Woodlea community, upcoming dates and other valuable information.

### Family Feedback

Through working together as a team, better understanding and relationships are developed between staff and families which, most importantly, will benefit your child. We welcome and take on all feedback from all our families. Please do not hesitate to provide feedback in our Room Reflective Journals or have a conversation with our Kindergarten teachers or Director of Early Learning.

## Family Involvement

Warm, mutually respectful relationships between educators and families are essential to providing a good quality early learning program. The information we share with each other benefits the children, the families and the educators. This sharing is the basis for developing a true partnership between yourself and the educators which they think will benefit your child's experience at the Bacchus Marsh Grammar, Early Learning Centre. While we realise that families often have work and other commitments and may have limited time, you are welcome to be involved in the service. Some suggestions of ways you can participate in the service include:

- Contributing to our reflective journals in each room and in the foyer.
- Offering some special music or songs in your home language for the children
- Through our diverse curriculum, we welcome your contribution (dance, cooking, cultural activities, musical instruments, your occupation etc.)
- All visitors to our programs must have a current Working with Children Check.
- Donating recycled materials such as boxes for collage
- Mothers' Day and Fathers' Day evenings
- Parent information evenings
- Family picnics

## School Transition

By working together, parents and educators can enhance a child's learning and wellbeing. Our Kindergarten program builds strong foundations for your child's future learning in Prep. Throughout the Kindergarten year, Kindergarten educators build up a comprehensive understanding of your child's development, learning and abilities.

## Grade 5 Buddies

The Bacchus Marsh Grammar Early Learning Centre participates in a 'Buddy Program' which is a relationship program where our Kindergarten children meet with a Grade 5 buddy from Bacchus Marsh Grammar, Woodlea Campus and together they work on activities to develop positive relationships and social interaction. Most importantly, the buddy program assists new Prep students to settle in and become familiar with faces outside of their classroom environment.

## Transition Statements

All children at the conclusion of their Kindergarten year will have a transition statement completed for them. The transition statement will be developed by your child's early childhood teacher and will summarise your child's learning and development before they start school, as well as his or her strengths and interests. You will be asked to contribute about your child and give your perspective by completing Section 3: The Family section of the Statement. These transition statements will then be passed onto your child's school for the teachers to gain a better understanding of your child's learning, strengths and weaknesses.



## End of year celebration

To celebrate our learning journey together in our four year old Kindergarten programs, we hold an end of year celebration before the children move into Prep the following year. This is a night where we share our learning journey through songs, collages, art and creativity and most importantly engagement with our families. Families will receive an invitation for our celebration to be held in term 4.

## Drop off and Collections

It is a legal requirement that children are signed in and out of the Centre each day. This will occur through our electronic management system, Xplor and allows you to do this through an App as you enter and exit the Centre. Please ensure staff know of your arrival and departure each day.

## Xplor

Everything in one place.

Xplor is the world's most advanced education platform, and it's changing everything we thought we knew. It comes with a collection of features that let you do the everyday things, and the not-so-everyday things, in ways that are intuitive, simple, and fun.



Xplor was designed to be easy to understand.

An email will be sent to you with instructions for passwords prior to your child's commencement. Please visit <https://support.myxplor.com/hc/en-us> and select the product: Parents

This quick start guide is designed to introduce you to the primary functions found around the Xplor mobile app. If you have any questions around the platform, feel free to search around this knowledge base and if you cannot find the answers you are looking for, our support team is always available. Please telephone 1 300 014 428 and speak to one of the Xplor consultants.

Account Statements will be accessed by the primary carer through the Xplor App.

Another email will follow with instructions to approve a CWA so that your CCS (If applicable) can be paid.

**Please note: it is important that you complete the "Set up Auto Debit" using your PayPal account.**

## Uniforms

The Bacchus Marsh Grammar, Early Learning Centre uniform is compulsory for all children who access the centre including long day care and Kindergarten programs. These are comfortable, easy to wear uniforms that are practical for day to day activities. *Uniforms are available for purchase at:*

<p><b>On campus at Bacchus Marsh Grammar, Maddingley Campus.</b></p> <p>Phone/Fax: 5367 4072</p>	<p><b>Rushfords- 1/13 Barnes Place Werribee.</b></p> <p>Phone: 03 9741 3211</p> <p>Fax: 03 9741 3155</p> <p>Email: <a href="mailto:rushfords@noone.com.au">rushfords@noone.com.au</a></p>
<ul style="list-style-type: none"> <li>Monday and Friday: 12.30 - 4.30pm</li> <li>Wednesday: 8.00am to 12.00pm</li> </ul>	<ul style="list-style-type: none"> <li>Monday-Friday 9.00am - 5.00pm</li> <li>Saturday: 9.00am to 12.00pm</li> </ul>

## The Early Learning Centre Uniform Requirements

Please be advised, in 2020 our ELC uniform will have a colour change. 2020 will be a transition year for this colour change and 2019 uniforms will still be accepted. However, commencing January 2021 only new uniforms will be acceptable attire.

\*Price List to June 30, 2020

All prices are subject to change without notice

Lay-by, Visa, Mastercard and Eftpos all welcome

Unisex Items		Unisex Items	
<p><b>½ Zip Fleecy Windcheater</b> (Royal blue/Black/Gold fleecy windcheater with logo)</p> <p>All Sizes</p>	\$51.50	<p><b>Rain Coat</b> (Royal blue polar fleece lined jacket with logo)</p> <p>Sizes 2-4 Sizes 6-14</p>	\$46.50 \$49.95
<p><b>S/S Polo Shirt-Royal Blue</b> (Royal blue/ Gold Cotton Back polo with logo)</p> <p>All Sizes</p>	\$36.95	<p><b>School Bag</b> (Royal blue with logo)</p> <p>One Size</p>	\$20.50
<p><b>Track Pants</b> (Black Fleecy Pant with logo)</p> <p>All Sizes</p>	\$29.50	<p><b>Bucket Hat</b> (Royal Blue Bucket hat with toggle &amp; logo)</p> <p>All Sizes</p>	\$16.50
<p><b>Sports Shorts</b> (Black Cotton back sport short with logo)</p> <p>All Sizes</p>	\$23.50	<p><b>Beanie</b> (Black acrylic beanie with logo)</p> <p>One Size</p>	\$15.50
<p><b>Sports Skorts</b> (Black back skort with built in short under skirt with logo)</p> <p>All Sizes</p>	\$22.00		

Shoes: Shoes that are worn must be a closed toe shoe E.g.: runners, sand shoes or boots in winter and must be worn with socks. Sandals and thongs are not acceptable.

Please place a change of clothes in your child’s bag for emergencies. These should include underwear, tracksuit pants, shirts and socks.

### Jewellery and Hair

Girl’s Jewellery	Girl’s Hair
<ul style="list-style-type: none"> <li>• One set of studs or sleepers (worn in the earlobe only) are acceptable</li> <li>• No other jewellery is acceptable for safety reasons</li> </ul>	<ul style="list-style-type: none"> <li>• Hair must not be shaved less than a number 3</li> <li>• Long Hair <u>must</u> be tied back</li> <li>• Hair accessories must be in uniform colours</li> <li>• Fringes must not obstruct the child’s vision</li> <li>• No extreme hairstyles allowed</li> </ul>
Boy’s Jewellery	Boy’s Hair
<ul style="list-style-type: none"> <li>• No jewellery including pierced earrings is acceptable.</li> </ul>	<ul style="list-style-type: none"> <li>• Hair must not be shaved less than a number 3</li> <li>• Hair length must be no longer than the top of the collar</li> <li>• Hair must be even or not overly graded in cut and must be off the face</li> <li>• No extreme hairstyles allowed</li> </ul>

*Please refer the BMG Uniform and Dress Code Policy*

### Absences/Illnesses

Please notify us by telephone 5366 4999 if your child/children will be absent for the day. Please consider other children and keep your sick child at home where they will be more comfortable. This ensures a healthy environment for us all. Children find it difficult to cope when they are feeling unwell and tired. A home environment is the best place until they feel better. Children with contagious illnesses must be kept at home and a doctor’s certificate presented when the child returns confirming the infection is no longer contagious

If your child becomes unwell whilst at our Centre, staff will contact parents with their concerns and will require the child to be collected if they display symptoms as per the Table of Symptoms, if they are unable to cope with the daily routine or present a risk of cross infection.

If a family member has an infectious disease, please let us know and consult our Infectious Diseases information in the front foyer for exclusion periods.

<p>A Table of Symptoms for the most common childhood illnesses is available in our foyer and specifies how long a child must be excluded from care. Symptoms include:</p>	
<ul style="list-style-type: none"> <li>• Fever</li> <li>• Diarrhoea</li> <li>• Vomiting</li> <li>• Conjunctivitis</li> <li>• School sores</li> <li>• Cold sores</li> </ul>	<ul style="list-style-type: none"> <li>• Head Lice</li> <li>• Rashes</li> <li>• Spots</li> <li>• Swelling</li> <li>• Weeping sores</li> <li>• Nose/Ears discharge</li> </ul>

*Infectious Disease Policy is available in detail in the Centre foyer and on the website.*

## Medication

Educators will be able to administer medication to children who are recovering from illness if a medication form has been completed and signed by parents before the medication is given. The nominated supervisor or an educator can assist you to complete the form.

Medication must be in date, in its original container with the original label, have the child's name on the label, and have any instructions about the medication (including those from a GP) attached to the medication.

Medication must be handed to an Educator for appropriate storage. **Please DO NOT leave medication in your child's bag.**

Any child who has commenced an antibiotic must not attend the Service for 24 hours from commencement.

*Administration of Authorised Medication Policy is available in detail in the Centre foyer and on the website.*

## Medical Conditions including asthma and anaphylaxis

The Service aims to provide a safe environment for children who have identified medical conditions. It is Service policy that a Medical Management Plan be completed by parents/guardians in consultation with the family doctor. The Plan should include a photo of your child, state what triggers the medical condition, what first aid is needed, contact details for the doctor who signed the plan and state when the Plan should be reviewed.

This must be completed and returned before enrolment commences.

Our service will develop a Risk Minimisation Plan which is based on information in the Medical Management Plan.

Parents are responsible for updating their child's Medical Management Plan or providing a new Plan when necessary.

*Medical Conditions Policy is available in detail in the Centre foyer and on the website.*

## Emergency Drills

Throughout the year the Service will hold emergency drills which occur at any given time throughout the day. These are carried out in a well-organised and orderly manner. An emergency evacuation plan will be displayed in every room.

*Emergency Management and Evacuation Policy is available in detail in the Centre foyer and on the website.*

## Using the Service Safely

Never leave children unattended in cars while collecting children from the Service.

Cars parks are dangerous places for children. Always hold children's hands when arriving and leaving the Service.

Never leave a door or gate open.

## Lost Property

We understand the frustrations felt when your child loses his/her clothing. Therefore, it is imperative that **all** of your child's clothing be **clearly named**.

## Immunisation

The Victorian Government introduced this requirement to provide an important reminder to parents/carers about immunisation as part of a continued effort to maintain high childhood immunisation rates and protect the community from vaccine-preventable diseases. To finalise enrolment for your child at Bacchus Marsh Grammar Early Learning Centre you must provide a current Immunisation History Statement from the Australian Immunisation Register (AIR) that shows your child is up to date with all the immunisations that are due or able to receive for their age.

Bacchus Marsh Grammar Early Learning Centre, Woodlea supports:

- Australian Government, Department of Health: No Jab, No Pay
- Victorian State Government, Health and Human Services: No Jab, No Play

Under the new regulations for Immunisations we are now required to have your child's immunisation history statement provided to our service **every 6 months**; you will be issued with a reminder when this is further required.

It must be noted that children will not be able to attend the ELC **without Immunisation**. An up to date Immunisation Statement must be supplied before commencement (Enrolment Policy). This can be obtained from your MyGov account. Please refer to our Immunisation and Disease Prevention Policy located both in the Centre's foyer, and also on our website, for further information in regards to Immunisation.

Families are eligible for Child Care Subsidy if their child is fully immunized

Further information is available at <http://www.humanservices.gov.au/>

*Immunisation and Disease Prevention Policy is available in detail in the Centre foyer and on the website.*

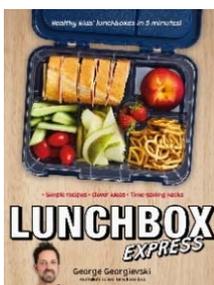
## Meals - We are a Lunch box Centre

You will be required to provide all food that your child will eat for the day.

Your child's lunchbox will be stored in the refrigerator and will be accessed at snack and meal times. Please ensure that you pack your child's food in a suitable lunch box that is clearly named. It is not necessary to use an insulated type lunch box and it is preferred that you use a simple plastic or tin type lunch box with divisions for snacks, sandwiches etc.



Please note that we are unable to heat food for the children, so please supply food in accordance with this. You may like to use a small thermos type container for bringing in warm food over the cooler months.



We strongly encourage healthy eating, which we will discuss with children throughout the year, explaining that party food such as chips, lollies etc. are not everyday lunch box foods.

Please see hand outs.

Fruit is always available in our fruit bowls located in all our rooms.

Your child will also require a named drink bottle (preferably not glass) supplied with water. This can be refilled at the centre at any time during the day.

## Nuts Products

The Early Learning Centre is a **NUT AWARE** service. Please refrain from bringing food containing nut products.

*Medical Conditions Policy is available in detail in the Centre foyer and on the website.*

## Safety for all children

As we are sure you will agree, the safety of all of the children at the Woodlea Early Learning Centre is considered as of **HIGH** importance to everyone.

To help all teachers keep your children safe, some of things families can do to help with this include the following:

- Please tell the teachers when you drop off and pick up your child each day.
- Please do not let any other child out of the classrooms other than your own.
- Please do not let any child out of the front door or front gate other than your own.
- Always sign your child in and out of the centre (Xplor).
- Always let us know if someone different will collect your child and provide relevant documentation/evidence.



We thank you for helping us to keep our children safe at the Bacchus Marsh Grammar, Early Learning Centre.

## Child Safe

Bacchus Marsh Grammar is committed to the protection of all children from all forms of child abuse and demonstrates this commitment through the implementation of a comprehensive Child Safe Program designed to keep children safe and endorsed by the Schools' governing body. We are clear about our behavioural expectations of every person in our community.

Staff are mandated to report any concerns regarding child safety which include family violence.

*Child Protection Policy is available in detail in the Centre foyer and on the website.*

## Quiet and Calm Atmosphere

We aim to provide a calm and relaxing place for children to learn. We believe children will gain more from their time here when the environment is organised, calm and we are all respectful of one another. We therefore ask you to enter the Early Learning Centre with this in mind and ensure conversations with teachers and children are undertaken in a quiet and calm manner.

## Toys from home

To avoid toys being lost and broken we ask that your child does not bring any toys from home. Occasionally, you may go on holidays and you may have photos to show etc. or your child may have a special book they would like to bring in to show the class. Please speak to your child's teacher prior to bringing items in and they will discuss the best time for your child to have the opportunity to share these personal experiences.

## Birthdays

Due to the number of students with allergies, we do not allow students to share food. We ask that parents do not send in any food or gifts for their child to share with the class for their birthdays, Easter, Christmas or other special occasions.

We recognise that birthdays are an extremely special day for your child, the teacher will celebrate your child's special day in many ways, such as a birthday badge, birthday crown, special seat etc.

Thank you for your understanding on this matter. The safety of the children in the Early Learning Centre is a primary focus for us all.

We value inclusion at Bacchus Marsh Grammar Early Learning Centre, Woodlea and we appreciate your sensitivity when it comes to birthday parties and invitations for your child.

## Relaxation and Rest

Kindergarten days are very busy with new learning, social negotiations to manage, problems solving to practise and many other experiences. Our Kindergarten program also offers quiet spaces so children are able to balance the need for moments of less activity and interaction which may include having a lie down listening to music, stories or participating in yoga or guided mediations. It is important that your children are also attending Kindergarten each morning well rested from the night before.

*Sleep, Rest, Relaxation and Clothing Policy is available in detail in the Centre foyer and on the website.*

## Hygiene

To avoid the spread of infection we ask that all children wash their hands upon arrival at the centre using soap. Teachers will encourage further hand washing throughout the day including all times prior to eating and after playing outside. Educators encourage children to develop autonomy with regards to personal hygiene with support. Educators will ensure that:

- Appropriate hand washing is modelled
- Hand washing is supervised on arrival, after toileting, before eating, after messy play, outdoor play and handling animals
- Appropriate 'social hygiene' is modelled in relation to coughing and sneezing (i.e. covering mouth when coughing and use of disposable tissues)
- Each child has their own drink bottle or cup at snack/lunch time
- Tables are washed before and after food is served
- Cleaners are employed to clean the bathrooms and floors etc., daily.

*Health, Hygiene and Safe Food Policy is available in detail in the Centre foyer and on the website.*

## Policies

All our Policies can be viewed, and we are happy to help you locate them, in the foyer of our Centre. A number of our policies are also on our website.

## Sun Protection Policy –SunSmart

The Bacchus Marsh Grammar Early Learning Centre, Woodlea works in alignment with their Sun Protection Policy (Physical Environment) which uses a combination of sun protection measures for all outdoor activities from September to the end of April and whenever the UV Index level reaches 3 and above. As an accredited SunSmart Kindergarten, we are committed to protecting the children and adults attending the services from the harmful effects caused by too much exposure to the sun's ultraviolet (UV) radiation. In partnership with families, we believe we have a role to play in establishing healthy sun protection behaviors for life.



Some of these measures include:

- Children playing in shaded areas wherever possible.
- Children and Teachers wearing sun safe hats, clothing and SPF 50+ sunscreen.

*Physical Environment Policy is available in detail in the Centre foyer and on the website.*

## Sustainability

The aim of our service is to help children learn about and implement sustainable practices and foster respect and care for the living and non- living environment.

Our teachers will promote a holistic curriculum which explores ideas and practices for environmental sustainability.



*Environmental Policy is available in detail in the Centre foyer and on the website.*

## Fees

- Fees are invoiced in 1 week's arrears
- Payment must be Direct Debit via PayPal through Xplor and processed weekly
- CWA (through Xplor) must be agreed on before CCS can be applied. This is completed within the first week of enrolment
- Late collection fees do apply
- Any leave beyond 8 weeks will result in immediate withdrawal of your position at the Centre
- 1 months' notice is required for withdrawal

**Please see the 2020 Fee Schedule – 1<sup>st</sup> January 2020 for more details**

*Fees & Debt Collection Policy is available in detail in the Centre foyer and on the website*

## Child Care Subsidy

Child Care Subsidy is available to all families who are Australian Residents if the child meets immunisation requirements and parents meet eligibility requirements. Entitlement is determined by an activity test which determines the number of hours of subsidised care to which families are entitled.

<i>Hours of activity per fortnight</i>	<i>Maximum number of hours of subsidy per fortnight</i>
8 hours to 16 hours	36 hours
More than 16 hours to 48 hours	72 hours
More than 48 hours	100 hours

A broad range of activities meet the activity test requirements, including paid work, self-employment, unpaid work in a family business, active job hunting, volunteering or studying. You can also include reasonable travel time to and from a place of activity to the Centre. In two parent families, both parents must meet the activity test, and subsidy hours are calculated on the lower number where parents have different levels of activity. There are exemptions for parents who legitimately cannot meet the activity test requirements. Low income families who do not meet the activity test can access 24 hours of subsidised care per fortnight.

The percentage of subsidy a family receives is based on their estimated combined annual income.

All families wishing to access Child Care Subsidy need to complete an online Child Care Subsidy assessment through their myGov account. Assessment asks families to provide information about their expected combined family income, activity level of parents and types of child care service being used.

The Additional Child Care Subsidy may be available to help support:

- families needing help to support their children's safety and wellbeing
- grandparents on income support who are primary child-carers
- families in temporary financial hardship
- families moving to work from income support

Families can claim Child Care Subsidy or Additional Child Care Subsidy online by signing into their myGov and completing a Child Care Subsidy claim. If eligible, the Subsidy will be paid directly to the service on families' behalf and we will reduce the fees owed. This can occur after our service enters families' enrolment information online, and families confirm their enrolment information through their myGov account. Until Child Care Subsidy details are available, families will need to pay full fees.

Families are entitled to receive Child Care Subsidy for up to 42 days where their child is absent, for example due to illness, public holidays and parental leave. Evidence to support these absences is not required. Additional absence days may be available if they meet the situations outlines in the Family Assistance Law and there is evidence to support these.

### Miscellaneous Charges - Medical

In the event of an accident or illness, the Centre may authorise medical, surgical or other treatment considered necessary by a qualified medical practitioner. Parents will be responsible for all medical, ambulance and associated expenses incurred.

**\*Please note this Handbook must be read in conjunction with the 2020 Business Notice.**

## Contact Details

### **Bacchus Marsh Grammar, Early Learning Centre, Woodlea**

Address: 5 - 7 Quarry Road, Aintree VIC 3336

Telephone: 5366 4999  
Facsimile: 5366 4850  
Email: [woodleaec@bmg.vic.edu.au](mailto:woodleaec@bmg.vic.edu.au)  
Website: [www.bmg.vic.edu.au](http://www.bmg.vic.edu.au)

### **Bacchus Marsh Grammar, Maddingley Campus**

South Maddingley Road Bacchus Marsh, 3340

Postal Address: P.O. Box 214 Bacchus Marsh, 3340

Telephone: 5366 4800  
Facsimile: 5366 4850  
Email: [school@bmg.vic.edu.au](mailto:school@bmg.vic.edu.au)  
Website: [www.bmg.vic.edu.au](http://www.bmg.vic.edu.au)

### **Bacchus Marsh Grammar, Woodlea Campus**

111 Frontier Ave, Aintree VIC 3336

Telephone: 5366 4900  
Facsimile: 5366 4950  
Email: [school@bmg.vic.edu.au](mailto:school@bmg.vic.edu.au)  
Website: [www.bmg.vic.edu.au](http://www.bmg.vic.edu.au)



Bacchus Marsh  
Grammar

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Early Learning Centre

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