



Bacchus Marsh  
Grammar

# 2021 Woodlea Junior School Handbook

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Prep to Year 4

# WELCOME TO WOODLEA - PREP TO YEAR 4

On behalf of all the Woodlea School staff, we would like to welcome each new family to the school community. Together we will work in partnership to guide your child through an important stage of their development.

In the Junior School we foster a caring, safe and happy environment where the child's continuing desire to learn and grow is fostered and developed. Care and respect are mutual concerns for all members of the school community and these values are continuously developed.

In today's society, there is a tendency to overprotect and insulate our children for as long as they will allow us to do so. However, it is of no benefit to you or your child for you to inhibit their personal growth and not allow them to develop into independent learners, who are able to make mistakes and learn by associated consequences.

Whilst parents are encouraged to participate in their child's education, through involvement in a variety of activities and events, we also expect that parents allow their child to develop as an individual. With parental support and direction, children can learn to cope in a variety of environments, to develop resiliency, enabling them to cope in the world in which we live.

Socially, the school provides new and wide experiences for each child. By working together, sharing materials and fair play, each child is encouraged to develop essential social skills. In the Junior School years, we aim to develop independence and establish healthy routines and acceptable codes of discipline to carry each child through to their secondary years.

You will find this handbook a valuable resource; however, we do not expect you to remember everything at once. Please ask questions because we are all here to help make your start in the Junior School a pleasant experience. We would like to encourage each family to foster the good communication that exists between families and the staff. Do not hesitate to contact your child's teacher or year level coordinator if you have any matters that need discussion or clarification. Good communication is a valuable key to success. We look forward to meeting all new families and getting to know you to enable us to work in partnership with your child's education.

**Mrs. Danielle Copeman**  
Assistant Principal  
Co-Head of Woodlea Campus  
[copemand@bmg.vic.edu.au](mailto:copemand@bmg.vic.edu.au)

**Mr. Luke Symes**  
Assistant Principal  
Co-Head of Woodlea Campus  
[symesl@bmg.vic.edu.au](mailto:symesl@bmg.vic.edu.au)

# VISION, KEY OBJECTIVES AND MISSION

**Bacchus Marsh Grammar seeks to meet the desire of the community for an independent education that is comprehensive, challenging and enriching.**

## **OUR VISION**

Our Vision is to be a co-educational, ecumenical day school that provides quality co-education for students from the outer western area of Melbourne. We celebrate diversity and place strong emphasis on the fundamental need to respect and value others and to continuously develop.

At Bacchus Marsh Grammar we know that we all have different strengths that need to be developed and weaknesses that can be enhanced.

We actively encourage students to be involved in a broad range of curricular and co-curricular activities so they develop the “whole person”. We strongly emphasise “Education for Life” in all that we do to help prepare students for the world beyond school.

We foster a sense of openness, community responsibility, social conscience, acceptance and resilience.

Through our programs and pastoral care, we support and promote the principles and practice of Australian democracy. We are committed to supporting the elected government, the rule of law and equal rights before the law, freedom of religion, freedom of speech and association and the values of openness and tolerance.

## **KEY OBJECTIVES**

Seven key objectives have been developed to ensure the consistent and consolidated growth of our School over the next five years.

These objectives are to:

- maintain an appropriate, long-term planning framework for the development of our School;
- maintain and develop enrolments and fundraising;
- further enrich the School’s programs including academic, co-curricular and personal development;
- ensure appropriate Information and Communications Technology capacity to support the School’s educational and administrative programs;
- continuously improve and develop our physical facilities and infrastructure;
- continue to adopt and maintain best practice in financial planning and procedures; and
- provide a working environment that attracts and maintains the highest quality of staff.

## **MISSION**

Bacchus Marsh Grammar aspires to fulfill the community’s desire for independent co-education that is holistic in its approach, comprehensive, challenging and enriching.

Our School is committed to providing a safe and caring environment which, through its diverse programs, encourages students to be confident, self-aware, resilient, able to contribute to their personal growth, and willing to be active and positive members of society.

We encourage a strong sense of service in our students and the knowledge that inclusion and a willingness to assist others is vital in developing a positive character and a strong society.

Our School is proud of its rich culture of achievement which encourages students and staff to strive toward achieving their personal best.

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# KEY STAFF CONTACTS

## Heads of Campus

### Co-Head of Campus

- Administration

Mr. Luke Symes

### Co-Head of Campus

- Curriculum

Mrs. Danielle Copeman

### Deputy Head of Campus

- Middle School
- Service Leadership

Mrs. Sarah Hunter

## Principals

### Principal

Mr. Andrew Neal

### Senior Deputy Principal

Mrs. Elizabeth O'Day

### Deputy Principal – Student Wellbeing and Pastoral Care

- Child Safe issues
- Pastoral Issues
- Student Welfare Issues

Mrs. Rosalind Pittard

## Coordinators

### Teaching and Learning Coordinator

Mrs. Sally Savic

### Prep Coordinator

Ms. Courtney Williams

### Year 1 Coordinator

Mrs. Aimee La Franchi

### Year 2 Coordinator

Ms. Hollie Thomas

### Year 3 Coordinator

Ms. Ashlee Taylor

### Year 4 Coordinator

Ms. Angela Price

# KEY CONTACT INFORMATION

Postal Address:

P.O. Box 214

Bacchus Marsh, 3340

Bacchus Marsh Grammar – Woodlea

111 Frontier Ave

Aintree, 3336

Telephone: 5366 4900

Facsimile: 5366 4950

Student Absentee Line: 5366 4988

Email: [school@bmg.vic.edu.au](mailto:school@bmg.vic.edu.au)

# STRUCTURE OF THE SCHOOL DAY

All classes begin at 8.45am from Monday - Friday.  
(Please note bell times are subject to change)

<b>BELL TIMES</b>	
<b>AM Tutor Group</b>	<b>8:45am - 9:00am</b>
Period 1	9:00am – 9:50am
Period 2	9:50am – 10:40am
<b>RECESS</b>	<b>10:40am - 11:00am</b>
Period 3	11:00am – 11:50am
Period 4	11:50am – 12:40pm
<b>LUNCH</b>	<b>12:40pm - 1:20pm</b>
Period 5	1:20pm – 2:10pm
Period 6	2:10pm - 3:00pm
<b>PM Tutor Group</b>	<b>3:00pm - 3:05pm</b>

## 2021 TERM DATES

### Term 1 2021

Staff Day – <i>ALL Staff Commence</i>	Wednesday 27 January
Staff Day	Thursday 28 January
<b>Year 12 Development Day [at school]</b>	<b>Thursday 28 January</b>
<b>Year 7 Classes Commence</b>	<b>Thursday 28 January</b>
<b>Year 12 Classes Commence</b>	<b>Friday 29 January</b>
<b>Years 1 to 11 Commence (Maddingley &amp; Woodlea)</b>	<b>Friday 29 January</b>
<b>Prep Reception (Maddingley) &amp; Prep (Maddingley &amp; Woodlea) – Commence</b>	<b>Monday 1 February</b>
Labour Day	Monday 8 March [no school]
<b>End of Term 1</b>	<b>Thursday 1 April</b>

NOTE:\*\* Good Friday 2 April, Easter Monday 5 April, Easter Tuesday 6 April \*\*

### Term 2 2021

<b>Staff &amp; Students Commence</b>	<b>Monday 19 April</b>
Queen's Birthday	Monday 14 June [no school]
<b>End of Term 2</b>	<b>Friday 18 June</b>
Staff Week	Monday 21 June to Friday 25 June

### Term 3 2021

Staff Commence	Monday 12 July
<b>Students Commence</b>	<b>Tuesday 13 July</b>
Mid-Term Break	Friday 13 August [no school]
<b>End of Term 3</b>	<b>Friday 17 September</b>

### Term 4 2021

Staff Commence	Monday 4 October
Year 12 Trial Examinations	Monday 4 October ( <i>externally supervised at school</i> )
<b>Students Commence</b>	<b>Tuesday 5 October</b>
Mid-Term Break	Monday 1 November [no school]
Melbourne Cup	Tuesday 2 November [no school]
<b>End of Term – ALL STUDENTS</b>	<b>Friday 10 December</b>
Staff Training Week	Monday 13 December to Friday 17 December

# GENERAL INFORMATION

## UNIFORM REQUIREMENTS

The school colours are black, gold, white and blue. Wearing of the school uniform is compulsory for all students. Full school uniform must be worn correctly to and from school and on all formal occasions, including school assemblies.

Winter uniform is the Full School Uniform and may be worn at any time of the year but is compulsory for Terms 2 and 3. Students in Year Prep - Year 4 are required to wear their jumper to and from school when in winter uniform. In the case of any unseasonable weather, where the forecast is above 25°C, students may choose to wear their summer uniform for that day. During Term 1 and 4, summer uniform may be worn as an alternative to full school uniform.

Where the forecast temperature is 25°C and above, the school jumper is not required to be worn. The reputation of the school is enhanced by the appearance of students in public and the pride with which the uniform is worn. Uniforms should be kept neat and tidy. School shoes (not boots) must be plain black and always be neat and polished.

All students who are not in correct uniform need to have a signed note in their school diary from a parent/guardian explaining the reason. A note shall not be regarded as sufficient explanation for continued variation to the uniform. Such students will be issued with a Breach of Uniform notice by their coordinator.

Students wear their sports uniform to and from school on their designated Physical Education day. Parents will be made aware of their child's Physical Education day at the beginning of the 2021 school year. Please note that it is preferred that the sport runners predominately reflect school colours of black, gold, white and blue.

Uniform and jewellery requirements are detailed in the school diary. Please refer to this for any information relating to uniform.

All school uniform items must include the school logo shown below.



*Items marked with ## constitute core uniform items for a student of any gender.*

## UNIFORM REQUIREMENTS – SPORT / PHYSICAL EDUCATION

### **SPORTS UNIFORM ##**

- BMG track suit pants.
- Rugby top with BMG logo or BMG half zip jumper (Prep to Year 4) or BMG full zip jacket (Years 5 to 12).
- Polo shirt with BMG logo.
- BMG House polo shirt with BMG logo (Years 5 to Year 12).
- White BMG sports socks or plain black socks.
- Sports runners. To reduce the risk of injury, skate/casual shoes are not part of the sport uniform.
- BMG black sports shorts.
- BMG hat (blue Prep to Year 6).

- BMG cap (Year 7 to Year 12).
- Black/yellow football socks (Richmond colours – Years 7 to 12 for specific sports).
- Mouthguard (Year 7 to Year 12).

### **Notes on wearing the Sports Uniform**

- Woodlea students are required to wear their Sport uniform to school on their timetabled days for PE and Sport.
- The school anorak may be worn over the polo top or rugby top but may not be worn whilst participating in sports activities or in classrooms.
- In first and fourth terms, hats must be worn during PE and Sport conducted outside.
- School sports jumpers or jackets are not to be tied around the waist.
- Long sleeve tops must not be worn under the polo top.

### **SCHOOL BAGS ##**

- BMG school bags are part of the full school uniform.
- Sports bags are to be used for occasions when a change of clothing is required for sport or for specific school events.
- Students must make themselves aware of the school safe handling policy.
- Students should ensure that they are carrying appropriate loads in their bags in a manner that will not cause injury.

### **BMG ANORAK ##**

The school anorak may be worn over the top of the blazer for added protection from the weather, but not as a replacement for the blazer.

- Those students riding bicycles to and from school may wear the anorak instead of their blazer, but once at school their blazer must be worn.
- Similarly, students waiting at school bus stops may wear their BMG anorak.
- The anorak is not to be worn to class.
- The anorak is also a compulsory for all excursions to the Staughton Vale Campus.

### **RUNNERS ##**

- Runners may only be worn when students are legitimately in Sports Uniform. They are NOT to be worn with full summer or winter school uniform at recess or lunch times.
- Skate and fashion shoes are not acceptable.

## **UNIFORM REQUIREMENTS - GIRLS**

### **GIRLS' FULL SCHOOL UNIFORM**

- BMG kilt (Years 3 to 12) (knee length) with plain black tights or knee length plain black socks (the hem of the kilt must be below the top of the sock).
- BMG tunic (Years Prep to Year 3) (knee length) with plain black tights or knee length plain black socks (the hem of the tunic must be below the top of the sock).
- BMG grey trousers. ##
- BMG check trousers.
- Long sleeve gold shirt with logo. ##
- BMG cross-over tie (Prep to Year 4).
- BMG tie (appropriate to Year level) or leadership/designated award tie. ##
- BMG jumper. ##
- BMG Blazer (Years 5 to 12). ##
- Plain black socks with trousers (grey or check). ##

- Plain black lace up, buckle or Velcro (Prep to Year 4 only) school shoes (boots or ballet style shoes not permitted).

### **Notes on wearing the Full School Uniform**

- Shirts must be tucked in.
- No under garments should be visible.
- Ties and all buttons must be done up correctly.
- Sleeves must not be rolled up.
- Plain white T-shirts may be worn under school shirts in cold weather, with no visible motifs and must not be visible at the neckline.
- Scarves may be worn provided that they are in School Colours. Beanies are not allowed.
- No scarves, gloves, hats or school anoraks are to be worn in class.
- Boxer shorts should not come below dress hems.
- Shoe laces and buckles must be done up. Jumpers (Years Prep to 4) must be worn to and from school.
- Blazers (Years 5 to 12) must be worn to and from school.

### **GIRLS' SUMMER UNIFORM**

- BMG cotton dress (knee length).
- BMG jumper. ##
- BMG Blazer (Years 5 to Year 12). ##
- BMG grey summer shorts. ##
- BMG short sleeve open-neck shirt with BMG logo. ##
- Shirts must be tucked in.
- Plain white T-shirts may be worn under school shirts in cold weather, with no visible motifs and must not be visible at the neckline.
- Black BMG socks (ankle or knee high) with stripe to be worn with shorts. ##
- White BMG socks (ankle or knee high) with stripe to be worn with dress.
- Plain black lace up or buckle school shoes (boots or ballet style shoes not permitted).
- Blue BMG hat (compulsory Prep Reception to Year 6 during Terms 1 & 4). Or BMG cap (Years 7 to 12)##

### **GIRLS' JEWELLERY AND HAIR**

#### **Jewellery**

- For safety reasons students in Prep to Year 6 are not permitted to wear jewellery.
- One wristwatch.
- One set of plain studs or sleepers (worn in the earlobe) only are acceptable.
- No visible necklaces.
- No rings or bracelets are to be worn.
- Any students wearing obvious and excessive make-up will be asked to remove it immediately. Clear nail polish. Nail extensions are not permitted (e.g. Acrylic/gel). No eyeliner may be worn.
- Other than earrings, other body piercing must not be visible. No tongue studs to be worn. Similarly, body markings are not to be visible.

#### **Hair**

The following regulations regarding hair apply:

- Hair must not be shaved less than a 'number 3'.
- Hair may be dyed to a 'natural' blonde, brown or black only. Dyed 'white blonde' is not deemed a natural colour. Hair colour to be consistent.
- Hair must be evenly or not overly graded in cut and must be off the face.
- Hair must sit naturally around and off the face; if this cannot be achieved it is to be tied or clipped back with school coloured ties or clasps.

- Hair clips may be used if plain and in reasonable number and are in school colours.
- Beads in hair are not permitted.
- Single or double plaits are permitted, but not multiple small plaits.
- Extreme hairstyles are not permitted. The judgement of 'extreme hairstyle' will be made by the Principal, Deputy Principals and Head of School.
- Fringes must not obstruct student vision.
- Any hairstyle regardless of length or style that is deemed unruly is unacceptable and considered a breach of regulations.

## **UNIFORM REQUIREMENTS - BOYS**

### **BOYS' FULL SCHOOL UNIFORM**

- BMG grey trousers. ##
- Long sleeve gold shirt with logo. ##
- BMG school tie (appropriate to Year level) or leadership/designated award tie. ##
- BMG jumper. ##
- BMG Blazer (Years 5 to 12). ##
- BMG or Plain black socks with trousers. ##
- Plain black lace up or Velcro (Prep to Year 4) school shoes (no boots).
- Leather shoes with a heel (Years 5 to 12)
- Black belt (optional).

### **Notes on wearing the Full School Uniform**

- Shirts must be tucked in.
- No under garments should be visible.
- Ties and all buttons must be done up correctly.
- Sleeves must not be rolled up.
- Plain white T-shirts may be worn under school shirts in cold weather, with no visible motifs and must not be visible at the neckline.
- Scarves may be worn provided that they are school colours. Beanies are not allowed.
- No scarves, gloves, hats or school anorak are to be worn in class.
- Shoe laces must be done up.
- Jumpers (Years Prep to 4) must be worn to and from school.
- Blazers (Years 5 to 12) must be worn to and from school.

### **BOYS' SUMMER UNIFORM**

- Short-sleeved open-neck gold shirt with BMG logo. ##
- BMG jumper. ##
- BMG blazer (Years 5 to 12 only). ##
- School grey trousers (with short black BMG socks).  
OR School summer shorts (worn with BMG socks). ##
- Plain black lace up shoes (no boots).
- Shirts must be tucked in.
- Plain white T-shirts may be worn under school shirts in cold weather, with no visible motifs and must not be visible at the neckline.
- Blue BMG hat (compulsory Prep Reception-Year 6 during Terms 1 & 4). ## OR BMG cap (Year 7-12 only). ##

## **BOYS' JEWELLERY AND HAIR**

### **Jewellery**

- Primary students are not permitted to wear jewellery for safety reasons.
- One wristwatch.
- No visible necklaces.
- No rings or bracelets are to be worn.
- Any students wearing obvious and excessive make-up will be asked to remove it immediately. Clear nail polish. Nail extensions are not permitted (e.g. Acrylic/gel). No eyeliner may be worn.
- Body piercing must not be visible. No tongue studs to be worn. Similarly, body markings are not to be visible.

### **Hair**

The following regulations regarding hair apply:

- Hair must not be shaved less than a 'number 3'.
- Hair may be dyed to a 'natural' blonde, brown or black only. Dyed 'white blonde' is not deemed a natural colour. Hair colour to be consistent.
- Hair length should be at the top of the collar.
- Hair must be even or not overly graded in cut and sit naturally around and off the face.
- Sideburns must not extend beyond the ear-lobe or out onto the face.
- Boys must be clean-shaven. Boys arriving at school unshaven will be directed to the Health Centre to shave, or sent home to shave before returning to class.
- Extreme hairstyles are not permitted. The judgement of 'extreme hairstyle' will be made by the Principal, Deputy Principals and Head of School.
- Fringes must not obstruct student vision.
- Any hairstyle regardless of length or style that is deemed unruly is unacceptable and considered a breach of regulations.

## **UNIFORM OUTLETS**

The School's Uniforms are available from Rushfords Schoolwear in Werribee and at the School Uniform Shop at Maddingley campus. Key operating hours are listed below. The school will post on the [school website](#) any information relating to operating hours during the 2020/2021 school holidays.

**School Uniform Shop:** Maddingley Campus (Gate 2 Main Carpark) - Telephone 5367 4072

Hours of Operation\*:

Monday & Friday: 12:30pm to 4:30pm

Wednesday: 8:00am to 12noon

\* Note that the hours are subject to change

**Rushfords Schoolwear:** Shop 1/13 Barnes Place Werribee - Telephone 9741 3211

Hours of Operation:

Monday to Friday: 9:00am to 5:00pm

Saturday: 9:00am to 1:00pm

## **REPORTS AND PARENT/TEACHER INTERVIEWS**

Detailed written reports are issued twice a year, in June and December. These reports evaluate each student in a comprehensive manner in all curriculum areas.

Parent/Teacher Interviews are conducted in first and third term. Further information, including dates and times will be shared with parents in the new school year.

Parents should always feel free to communicate any concerns regarding the progress of their child at any given time. It is advisable to give prior notice to teachers if an interview is requested as staff are frequently involved in meetings after school. Please note that first thing in the morning is not an appropriate time to see teachers with issues or concerns unless prior arrangements have been made directly with the teacher involved. Matters of urgent concern should be directed to the Co-Heads of Campus, Mr Luke Symes or Mrs Danielle Copeman.

## **STUDENT ABSENCES AND LATENESS**

Parents are asked to telephone and leave a message on the Student Absentee line, on 5366 4988, if their child is sick or will be absent from school. Parents in the Junior School will be contacted after three days of absence if notification is not received. Please supply your child's class teacher with a written note explaining any absence once your child returns to school. Students who arrive late to school must personally report to Reception to obtain a late pass before going to class. Students who are collected early during the school day must be signed out at Reception before leaving for the day. Parents should not collect their child directly from the classroom.

## **STUDENT DIARIES**

The school diary is used by all students and is each student's main organisational tool and mode of communication between home and school. The class teacher checks diaries on a daily basis. Students need to be encouraged to notify teachers if parents have used the diary to communicate with the teacher. Parents are asked to sign student diaries, as a minimum requirement, on a weekly basis.

Please read your child's diary for the following:

- Information about Bacchus Marsh Grammar, including school policies, rules and responsibilities
- Uniform regulations
- Your child's class timetable
- Daily homework tasks
- Incidental notes from staff

If the diary is lost, the student must purchase a new school diary from the Main Administration office immediately.

## **HOMEWORK**

Students are expected to complete a set amount of homework each night. Even from the early school years, it is important to develop good habits in regards to homework.

The amount of time set aside for homework varies with the age of your child. Throughout the Junior School years, it is important to your child's development that reading forms a significant component of homework expectations each night, including weekend reading.

Year Prep students are expected to spend time reading each day and learning the 'Magic 100 Words'. Other homework tasks will be sent home throughout the year in addition to reading and sight words.

Year 1 and Year 2 students are expected to spend approximately ten to fifteen minutes reading each night, as well as practising the spelling of weekly spelling words. Throughout the week, Numeracy and Literacy homework will be provided. In most cases, set homework is linked to the subjects being studied during the school week in order to support and consolidate the learning taking place in the classroom.

Year 3 and Year 4 students are expected to spend thirty minutes on set homework each night, Monday through Thursday. Additionally they are required to read for at least ten minutes per day, including weekends where possible. Class teachers will notify parents of the specific subject areas to be covered each night, however, reading, spelling and times tables are expected to be completed on a nightly basis. Reading is a very important aspect of homework at this level and it is expected that students record their reading in the Reading Reflection Journal provided.

- If homework is incomplete without parent notification, then the student's school diary will be stamped.
- Students will be asked to complete their homework during recess or lunch.
- If the diary is stamped five times in one term, the student will receive a homework detention with their Year Level Coordinator.
- If a student receives three homework detentions, they will be sent to the Head of Campus.

A parent meeting will be required if a student consistently has issues with homework, to establish work routines, to enable the child to more effectively meet requirements.

## **CHROMEBOOKS**

All students in Year Prep to Year 4 have access to Chromebooks. The Chromebooks are stored at school and students are not able to take these home.

## **A CHILD SAFE SCHOOL**

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.

At Bacchus Marsh Grammar, we have a zero tolerance for child abuse and are committed to acting in a child's best interest and in keeping them safe from harm. The School regards its child protection responsibilities with the utmost importance and as such, is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and maintain a child safe culture that;

- has zero tolerance for child abuse;
- actively works to listen to and empower children;
- has systems to protect children from abuse, and will take all allegations and concerns very seriously and responds to them consistently in line with the School's policies and procedures;
- is committed to promoting physical, emotional and cultural safety for all children; and
- is committed to providing a safe environment for all children.

More information and a copy of the Child Protection Program Handbook can be found on the school's website.

## **PARENTAL INVOLVEMENT**

Within the Junior School, parents are encouraged to become involved in their child's learning. This can be achieved in a variety of ways to suit the age of your child. Parents who wish to be involved must complete the following prior to engaging in volunteer work at the School:

1. Complete the Parent Helper Expression of Interest form at the beginning of the year.
2. Read the Child Protection Program Handbook and Child Safe Standards Toolkit that is provided after submitting the expression of interest form.
3. Complete the Child Protection Program Code of Conduct Acknowledgement Form and any other required forms in the information pack, and return it to the office.
4. Have a current Working with Children Check and list Bacchus Marsh Grammar as an organisation in MyCheck.
5. Provide the office with a copy of their Working with Children Check.
6. Show the classroom teacher their Working with Children Check each time they engage in volunteer work at the school. It is important that parents ensure they carry this card on them when involved in volunteer duties.

### **At school, parents can help by:**

- Hearing reading.
- Supervising mathematical related activities.
- Revising sounds with individuals or small groups.
- Assisting with art and craft.
- Assisting with cooking activities.
- Utilising skills as a guest speaker.
- Supervision on excursions.
- Assisting at sporting events.

### **At home, parents can help by:**

- Encouraging an interest in books by reading to and listening to your child daily.
- Assisting in the learning of weekly spelling words.
- Providing direction and encouragement with homework to enable the development of independence as your child grows.

There is an expected level of confidentiality when assisting with children that must be adhered to at all times. If you believe there is a matter to be attended to with a particular child then the appropriate person to inform is the child's class teacher. It is never appropriate to discuss a child's progress amongst the parent body whilst dropping off or waiting to collect children at the end of the day.

## **BUS TRAVEL**

The school will provide an extensive bus network servicing the areas of need.

Year Prep students are supported through the school peer support program. One of the Junior School teacher's aides collects Prep and Year 1 students at the end of the school day and ensures that they are on their bus prior to the dismissal bell at 3.05pm. From Term 4, Year One students independently make their way to the bus turnaround. If you would like any further information on how the bus network is managed, please contact the School Bus Service Administrator on 5366 4800.

### **Student Bus Travel Code of Conduct**

The purpose of this code is to ensure safe and comfortable travel for all.

This Code is applicable to all students (Primary and Secondary) who travel to and/or from school on a designated school bus.

At all times while travelling by school bus, students must abide by the following rules and conduct requirements. All students **must**;

1. **Behave** in a safe, responsible and respectful manner – ensuring that behaviours and noise levels are not uncomfortable to other passengers.
2. **At all times** remain **properly** seated while bus is in motion.
3. **Not** take photos of other students, drivers or aspects of the bus during operation.
4. **Not** eat food (including chewing gum) or consume drinks (other than water) on the bus.
5. **Not** sit on armrests, kneel or place feet on the seats.
6. **Not** draw on, damage or deface any article in or on the bus.
7. **Not** use offensive or indecent language.
8. **Not** throw any article in or from the bus.
9. **Not** spit or fight.
10. **Not** distract the driver while the bus is in motion, unless there is a serious reason to do so such as requesting a stop or an emergency situation.
11. **Not** make inappropriate and/or rude gestures to pedestrians and/or the general public.
12. **Not** yell at or out to pedestrians and/or the general public.
13. **Not** behave whilst waiting for a bus in a way that brings discredit to the school.
14. **All** students must travel on the bus service to which they have been allocated.
15. **Behave** in a way that respects the rights of residents who are in the vicinity of school bus stops.
16. **Wear seat belts** where fitted **at all times**.
17. Students must carry their Student ID cards at all times to tap on/off the bus.

18. Disembark at their designated stop as advised on Roll Call.
19. Abide by Bacchus Marsh Grammar Rules and Regulations, particularly those related to behaviour and appearance.
20. Parents are required to take their child's temperature prior to boarding the bus in the AM

Note: - These requirements are mandatory for the safety and comfort of all students while travelling to and from school.

**NORMALLY:**

NON-COMPLIANCE WITH ANY OF THE ABOVE RULES WILL RESULT IN THE FOLLOWING;

**First offence** – verbal warning to student.

**Second offence** – written warning to parent/guardian.

**Third offence** – one week suspension of student from school bus travel.

**Fourth offence** – the student will not be allowed to travel on the school bus for the remainder of the year.

**Note:**

**If the incident or incidents are deemed by the Principal to be of a more serious nature, withdrawal of travel rights will occur immediately.**

**Normal School sanctions, i.e. detentions, suspension, etc., will also apply to any/all bus incidents**

**Safety:**

**Students are reminded not to cross the road in front of or directly behind the bus after alighting at the bus stop.**

Students should wait until the bus has cleared the stop and have clear vision in both directions before crossing.

The initial response to any misbehaviour is for the incident/s to be reported to the school. Upon prompt investigation of the incident, students will receive appropriate disciplinary action and parents notified.

Parents are also requested to pay particular attention to where they park and issues of safety when dropping off and collecting children. Parents are also asked to be mindful that many bus stops are in residential areas and they have a responsibility to be mindful of the amenity of residences close to bus stops.

Is it not appropriate for parents to confront students or parents regarding issues or concerns. All issues of such nature should be reported to the relevant Deputy Principal.

**Safety tips for Bus Travel**

Children should learn to:

- Stand a safe distance back from the curb when waiting for a bus.
- When waiting for the bus it is important not to push or crowd forward as the vehicle comes to a stop, as people may trip or be pushed in front of or into the approaching vehicle.
- Move towards the bus only when it has stopped and the doors have opened.
- Stay in the same seat with bags under their seat when on the bus.
- Follow the instructions of the driver.
- Sit quietly on the bus and not distract the bus driver.
- Sit quietly and not engage in behaviour that will disturb and attract the attention of other passengers.
- Not harass other passengers.
- Keep all body parts inside the bus.
- Only move from the seat when the bus has stopped.
- Once off the bus, if students need to cross the road, wait for the bus to leave and only cross when it is safe.

Parents should:

- Drop off or wait for their child on the same side of the road as the bus stop.
- Park away from the designated bus stop area.
- Parents are not to approach students, other parents or the bus driver.
- Parents are to communicate change of stops or other communication to Bacchus Marsh Grammar only, not the Bus driver.
- Under no circumstances are parents to board the bus.
- All enquiries, concerns or issues are to be reported to the School Bus Service Administrator - Mrs Leanne Robertson by calling 5366.4800 or via email at [bus@bmg.vic.edu.au](mailto:bus@bmg.vic.edu.au). if their child has complained about the behaviour of other students or if they have a query about their child's behaviour.

## **THE CANTEEN**

The Canteen is open daily, at recess and lunchtime. It is highly recommended that students have only a limited amount of money to spend at the canteen.

Ordering is placed through the Qkr! By MasterCard App.

Emergency lunches are available, with the money to be brought to school the following day or paid through the Qkr! by MasterCard App.

### **Menus**

Menus and Online Ordering (Qkr! by MasterCard App) information can be found on the school website.

- Online/Lunch Order Menu
- Over the Counter Purchases

## **THE HOUSE SYSTEM**

Each student is a member of one of four Houses. These are:

- Pentland House (black)
- Bacchus House (blue)
- Braeside House (white)
- Hilton House (gold)

Family members all belong to the same House. Houses are involved in various school activities and competitions under the leadership of senior students within the House.

## **PHYSICAL EDUCATION / SPORT AWARDS**

### **Junior School Age Group Champion Criteria**

During Interschool sports, students in Year 3 and 4 may compete in two individual races and one relay. Strong athletes should compete in their correct age group and their strongest events to ensure they have the best opportunity to gain Age Group Champion.

Should students compete in more events than two individual races, only their nominated events will count towards Age Group Champion.

On the day, if students are already competing in two events and then fill in for other students, only the events they were nominated for prior to the day will count toward Age Group Champion. Age Group Champion points will be awarded according to fastest times not necessarily finishing place if there is an "A" and a "B" section.

The age in which students compete in is determined by the age they turn during that year (i.e. if a student turns 10 during the school year, they compete in the 10 year old age group).

## **STAUGHTON VALE CAMPUS AND PROGRAM**

Based 35 minutes away from the Woodlea Campus and located on the fringe of the Brisbane Ranges National Park is a purpose built facility called the [Staughton Vale Campus](#). Situated on over 200 undulating acres of fertile pastures, orchards, dams and natural forest this campus will be used to enhance the learning experiences of all students. It will also heighten their relationship and understanding of their own impact on their local natural environment and wider role as a global environmental citizen.

### **Program**

All classes from Year Prep/Reception to Year 12 will access the Staughton Vale Campus for a variety of excursions and learning activities throughout their education journey.

### **Curriculum**

The program is a new initiative of the School, and is being introduced to enhance and benefit the learning outcomes of students. The program will also aim to develop the key transdisciplinary skills of thinking, social, communication and research skills. At the Campus, students are immersed in rich learning experiences that are integrated and support the curriculum taught in their respective year levels at the Woodlea Campus.

The focus of the program is to:

- Integrate key curriculum skills and practical application elements of the subject areas of integrated studies, Science, History and Geography within a farming and environmental context.
- Incorporate key thinking skills and practical elements to enhance the learning experiences in curriculum areas that include The Arts and Physical Education.
- Promote and instil the character based skills of respect, resilience and perseverance through the design and implementation of unique learning experiences.

## **OUTSIDE SCHOOL HOURS CARE PROGRAM**

YMCA Ballarat offers before school and after school care for Primary aged students on school grounds. Details and associated costs for this program are available on the [school website](#).

## **CO-CURRICULAR ACTIVITIES**

A booklet outlining a comprehensive range of co-curricular activities will be distributed in Term 1. The additional classes offered will range from enrichment and support in core curriculum areas, to stimulating and fun activities in a broad range of specialist subjects that are available to Junior School students. In some cases the curriculum is designed to cater for specific needs and as such participation is based on teacher selection. There will be a diverse range of choice for students to make regarding participation in lunchtime activities that will be provided.

## **MUSIC**

### **INSTRUMENTAL MUSIC LESSONS**

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Music learning can have a significant impact on the cognitive, affective, motor, social and personal competencies of students.

Students are encouraged to learn a musical instrument. These lessons are available during the school day and tuition fees are in addition to the school fees. Before- and after-school lessons are available however, are subject to availability and in negotiation with the instrumental teacher. The Music Handbook/Enrolment form is available on the Bacchus Marsh Grammar website at [www.bmg.vic.edu.au](http://www.bmg.vic.edu.au) Please refer to the 2021 Business Notice for all fees and charges associated with the Instrumental Music Program.

### **PREP TO YEAR 2 CHOIR**

The Junior School provides the opportunity for involvement in choral groups for students from Prep to Year 4 as co-curricular options. Students meet weekly to experience the joy of singing music as part of a large ensemble and perform at a variety of events during the course of the school year. Please note that this co-curricular option commences in Term Two, once students have had the opportunity to settle into school life.

### **YEARS 3 to 4 CHOIR**

The Junior School provides opportunity for involvement in choral groups for students from Prep to Year 4 as co-curricular options. Students meet weekly to experience the joy of singing music as part of a large ensemble and perform at a variety of events during the course of the school year. The Years 3 - 4 Choir also collaborates with the Middle School Choir and Senior Vocal Ensemble, allowing younger students to both work with and form meaningful relationships with older students and Junior School leaders.

### **JUNIOR STRINGS**

Junior Strings is open to Junior School students of all year levels who play one of the following instruments:

- Violin
- Viola
- Cello
- Double Bass

This Suzuki-based program is excellent for developing aural skills in young musicians and is directed by Mrs Leggieri, Mr Wrzaszcz and Mrs Arancibia. Suzuki Strings perform at a variety of events throughout the school year including the Instrumental Concert Series and large assemblies.

## **JUNIOR ORCHESTRA**

Junior Orchestra is available to Years 2 to 6 students who play an orchestral instrument. The Junior Orchestra covers a range of traditional & contemporary repertoire and performs at a variety of events throughout the school year. Students are encouraged to continue instrumental lessons for the duration of their participation in this ensemble, in order to maximise both their development and overall enjoyment within the group.

## **HEALTH CENTRE**

The Health Centre is staffed by Registered Nurses between 8.00am to 4.30pm Monday to Friday.

If your child attends the Health Centre you will receive an SMS informing you of their attendance and the reason for their attendance. If your child needs to be collected due to illness or injury the Health Centre staff will contact you by phone.

Any updates to your child's medical information must be updated via the myBMG Parent Portal. If your child has significant medical issues, please contact the Health Centre to discuss further.

## **NUTS AND NUT PRODUCTS**

At Bacchus Marsh Grammar, we have a growing number of students who have been identified with anaphylaxis, a severe allergic reaction particularly to nuts and nut products. In the interest of the safety of all students in our school, it is important to note that we are a nut aware school. Please refrain from bringing food containing nuts and nut product as we have a Risk Management Plan in place to provide a safe environment for the students and staff with allergic and Anaphylaxis conditions to these products.

## **BIRTHDAYS AND CLASS PARTIES**

Due to the increasing concern about the number of children who experience allergic and anaphylactic reactions to certain foods, additives etc. 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 class teacher will celebrate your child's special day in many ways, such as a birthday badge, birthday crown, special seat etc.

## **PETS AND SCHOOL**

Due to the growing number of students who have been identified with allergies to animals, students are not permitted to bring animals to school for Show and Tell. Staff will organise animals to be brought to school in a safe manner if they are required for demonstration in a particular curriculum area.

## **JUNIOR SCHOOL READING REFLECTION JOURNAL**

Students in Years Prep to Year 4 are required to read each night as part of the school's homework expectations. A Junior School Reading Reflection Journal has been developed, providing students with the opportunity to reflect on their reading as well as enabling each student to practise goals in relation to Reading Behaviours and Comprehension Skills that they set each fortnight, in conference with their class teacher. Students are also able to develop their own questions: Literal, Inferential and Critical Evaluative, in relation to their reading to develop a deeper understanding of the text whilst enhancing their understanding of the three levels of comprehension. The students will be required to hand in their journal each day as part of the daily homework routine to their teacher for monitoring of reading and reflection progress.

## **FOUNTAS & PINNELL**

Bacchus Marsh Grammar has implemented the use of the comprehensive Fountas & Pinnell Benchmark Assessment System, as a tool for assessing Reading Behaviours and Comprehension Skills. This benchmark system provides teachers with knowledge of their student's reading and comprehension abilities, enabling them to match appropriate levels of books for both instructional and independent reading. This assessment also gives the teachers insight regarding the skills and strategies needed to teach individual students to become proficient readers. Each student's progress will be monitored through on-going assessment to ensure continued progression, or intervention, if needed.

As part of this assessment, students will be asked to read an unfamiliar short text. While reading, the teacher will make notes of their accuracy and fluency. Teachers are particularly interested in strategies students use to decode unfamiliar words. After reading, a comprehension conversation will be conducted by the teacher, during which, students will be required to respond to questions regarding the text using three levels of thinking: literal, inferential and critical evaluative. This conversation helps the teachers to gain valuable insight into each student's comprehension skills and will enable them to conference effectively to develop their fortnightly goals within their Reading Reflection Journal.

## **FUN AND EFFECTIVE WAYS TO READ WITH YOUR CHILD**

### **1. Choose a quiet time**

Set aside a quiet time with no distractions. Ten to fifteen minutes is usually long enough.

### **2. Make reading enjoyable**

Sit with your child and say how much you enjoy reading together. Talk about 'story time' as being the favourite part of the day. Try not to pressure your child if he or she is reluctant. If your child loses interest then do something else and finish the reader later.

### **3. Maintain the flow**

When your child mispronounces a word do not interrupt immediately to allow for self-correction. If they do not self-correct, reread what your child has read and ask "Does that make sense?" and discuss. If your child encounters an uncommon or difficult word, it is better to tell them the word to maintain the flow rather than insist they sound it out. If your child does try to 'sound out' words, encourage the use of letter sounds rather than 'alphabet names'

### **4. Be Positive**

If your child attempts an unknown word, praise your child's effort! Don't say "No. That's wrong", but try something like 'Let's read it together' and point to the words as you say them. Boost your child's confidence with constant praise for even the smallest achievement.

### **5. Success is the key**

Parents anxious for a child to progress can mistakenly give a child a book that is too difficult. This can have the opposite effect to your child's reading progress. Until your child has built up his or her confidence, it is better to keep to easier books. Struggling with a book with many unknown words is pointless. Fluency, phrasing and expression are lost, text cannot be understood and children can easily become reluctant readers. Don't compare your child's performance with that of friends or relatives as every child progresses at their own rate.

### **6. Visit the library**

Surround your child with books. Try to have books in your home for your child to read. Books can be expensive but they can be the treat instead of an 'ice-cream'. If he or she likes a book, find another book with a similar subject or by the same author. Use the local library and librarian, as they are marvellous resources.

### **7. Regular practise**

Try to read with your child on most school days. 'Little and often' is best. Read the same book for multiple nights. This will give your child the opportunity to practise fluent, phrased and expressive reading. Once your child can read, have him or her read aloud to you every day and take turns. Your child will be given a book from school to read, however, keep your own book supply because children need a wider exposure.

### **8. Communicate**

Your child will receive a reading diary from school. Try to communicate regularly with positive comments and any concerns. Your child will then know that you are interested in their progress and that you value reading. When reading books, help your child make connections between what he or she reads in books and what happens in life. If you're reading a book about a family, for example, talk about how what happens in the story is the same or different from what happens in your family.

### **9. Talk about the books**

There is more to being a good reader than just being able to read the words accurately. Just as important is being able to understand what has been read. Always talk to your child about what the book might be about before you read it. Look at the pictures, the cover and the title. Ask “What do you think this story is about?” Go through the book page by page and talk about the picture and the words or ideas that might be in the book. After reading the book, ask questions. You will be able to see how well they have understood the story and you will help them to develop good comprehension skills.

### **10. Variety is important**

Children need to experience a variety of reading materials like picture books, comics, magazines, poems, newspapers, diaries, atlases, maps, instructions, recipes and letters.

# Year Prep Highlights

## **Curriculum Overview**

Students in Prep are exposed to an extensive curriculum in the areas of literacy, numeracy, Global studies, art, music performance and physical education. In Literacy, students develop the skills to become independent readers and writers. In numeracy, students will explore numbers through place value, addition, subtraction and also investigate shapes, patterns, time, length, area, chance and data.

## **Parental Involvement**

Parents are encouraged to be involved in their child's learning. Consistency is the key to success and at Bacchus Marsh Grammar we understand the valuable role parent's play. Where possible, parents are invited to be involved in special days like; Mother's and Father's Day activities; Show Case Assemblies; Cross Country fun run; Easter Bonnet parade and Craft morning; Christmas Concert and Craft morning and the daily before school reading program.

## **Special Days**

Students participate in many great celebrations offered by the school; pizza and pyjama day, the Easter Bonnet parade and craft morning, the 100 days of Prep celebrations, and Literacy parade. Each year, our Prep students rehearse an item and perform this to the parents at the Christmas Concert followed by a fun craft morning.

## **Buddy Program**

To support students in their first formal year of schooling, we provide a fantastic buddy program to assist students with this transition. Each Prep students is buddied up with a Year 4 student and throughout the year, the pairs will work on various tasks; creating educational games, buddy reading, literacy games, numeracy activities and writing tasks.

*Subject to change*

# Year 1 Highlights

## **Curriculum Overview**

Students continue their journey through Year 1 building upon their knowledge in all areas of the curriculum, including Literacy, Numeracy, Integrated Studies, Art, Performing Arts, Physical Education and Information Technology. Literacy exposes students to the enjoyment and passion of reading and writing. Students broaden their phonetic awareness and incorporate this in their writing of specific texts. The Shared Reading program and Guided Reading sessions focus on specific reading and comprehension skills in order to diversify students' literacy knowledge. Numeracy gives students the opportunity to learn mathematical skills by manipulating hands on resources and exploring more complex skills through problem solving tasks.

## **Literacy Week**

Students celebrate Literacy during Book Week and dress up as their favourite book character. Students explore different text types through picture story books, big books and simple chapter books. They participate in a range of literacy based activities which includes a story that travels around the school which every class has an opportunity to write in.

## **Excursion to Scienceworks**

During the year, all Year 1 students travel to Scienceworks to continue to learn about the unit 'Space'. At Scienceworks, students visit the Planetarium and watch 'Tycho to the Moon'. During their time at the Planetarium, students learn about night and day, space travel, the phases of the moon and features of the lunar surface and the Sun, as they travel with Tycho the dog.

Children are able to explore the idea of our place in space by taking a close up look at the Sun, watching the effects of gravity, seeing the Earth from space and watching meteors shoot across the night sky. The show concludes with a guided 'What's in the sky tonight' presentation.

## **Day Camp to Staughton Vale.**

Students participate in an excursion to Staughton Vale, where they explore their environment, identify the community and ways in which we can protect and conserve our world.

*Subject to change*

# Year 2 Highlights

## **Curriculum Overview**

In Year 2, students start to extend beyond those early years building blocks and become more responsible, independent learners. The Year 2 Curriculum has a large focus on core academic skills; reading, writing and mathematics. In addition, students engage in a wide range of specialist classes to complement their academic learning. They participate in Information Technology, Reading Enhancement, Sport, Art and Music. The children also focus on a History and Geography topic each term.

Term 1 -Significant People and Places

Term 2 - Australia and its Neighbours

Term 3 - Past and Present

Term 4 - Earth

## **Special Days & Parental Involvement**

The Year 2 students spend two fun-filled days at Sunny Stones Camp. They participate in activities such as, archery, bush art, nature walks, ropes course and wonderful team building initiatives. This camp is a fantastic opportunity for personal growth and developing independence as the students experience their first school camp.

The Year 2 students also visit Staughton Vale, where they work alongside the year 10 students to explore leadership skills and explore the natural habitat.

Additionally there are many Junior School events that the Year 2 students participate in including the Literacy Parade, Science Fair, P-2 Cross Country, Easter Craft, LOTE week celebrations and the end of year Christmas Concert.

Father's Day STEM Challenge, Mother's Day Craft Morning, Easter and Christmas celebration mornings are all special days that give students the opportunity to share experiences with their parents and significant others at school.

*Subject to change*

# Year 3 Highlights

## **Curriculum Overview**

Students in Year Three learn skills and strategies in a variety of curriculum areas including, literacy, numeracy, music, performing arts, physical education, information technology and art. Year Three is the first year in which students study Science and History and Geography as core subjects. In Science, students learn about Biology, Chemistry, Physics and Earth and Space. While studying History and Geography students explore the topics: Who is in Our Community, We Are One, Our Australian Environment and Familial History.

## **Parental Involvement**

Throughout Year Three, students are encouraged to develop independence, particularly with organisation and completion of homework. Parents are encouraged to read with their children on a daily basis. Parents are invited to attend special events at Bacchus Marsh Grammar including Mother's and Father's Day activities, Easter craft session and Christmas Concert and craft session. Sports events such as the Swimming Carnival, Athletics Carnival and Cross Country are also fun days that parents can attend. Junior school assemblies are held each term and classes are given the opportunity to showcase performances.

## **Special Days**

In Year Three, students have the opportunity to participate in incursions and excursions. Each year students are involved in a camp experience which occurs over three days and two nights. This provides students with a range of experiences and challenges to further develop their independence, cooperative skills and ability to work as a team. Students also enjoy Book Week activities, Literacy Parade, and the Christmas Concert.

*Subject to change*

# Year 4 Highlights

## **Curriculum Overview**

Students in Year 4 are given many opportunities, which support, challenge and extend their learning and thinking skills. In Literacy, students are explicitly taught skills and processes to enhance their understanding and knowledge to apply spelling, grammar, detail and structure correctly when writing in a range of different genres. Comprehending a range of texts using literal, inferential and critical evaluative thinking skills are also an important focus within Year 4, as students become more proficient with their reading. Throughout Numeracy, the students are required to show the thinking processes involved when working on a range of equations as well as solving worded problems. This skill assists them in their mathematical learning in the Middle and Senior school and showcases their understanding of the operations they apply to obtain a correct answer. Students also undertake study in the following subject areas: History and Geography, Science, Physical Education, Art, Music, Performing Arts, Asian Studies and Information Technology.

## **Physical Education- Bike Education**

Students in Year 4 take part in Bike Education over a period of 6 weeks. Throughout the unit, they develop the necessary skills to ride safely and confidently on roads and paths. Students learn important safety skills such as scanning, signalling and paired riding whilst learning road rules such as giving way, stop signs and navigating intersections. Bike education allows students to become confident, responsible and capable riders.

## **Preparation for Middle School**

In Year 4, students are prepared for the responsibilities of Middle School. They are taught the necessary skills to be accountable for their belongings and completing set assignments. Students are given the responsibility to move themselves to specialist classes towards the end of Year 4 and have been given the same lockers as the students in Year 5 and 6 to prepare them for the independence required as they move into Middle School.

## **Year 4 Camp**

In Year 4, students attend a three-day and two-night camp focusing on personal growth, a sense of community and a connection to the world around them. Students enjoy a variety of team and individual activities, which help to build resilience, skills to communicate and compromise with their peers as well as opportunities to challenge themselves. Camp gives students the opportunity to build relationships with other students in their cohort and allows them to grow their independence.

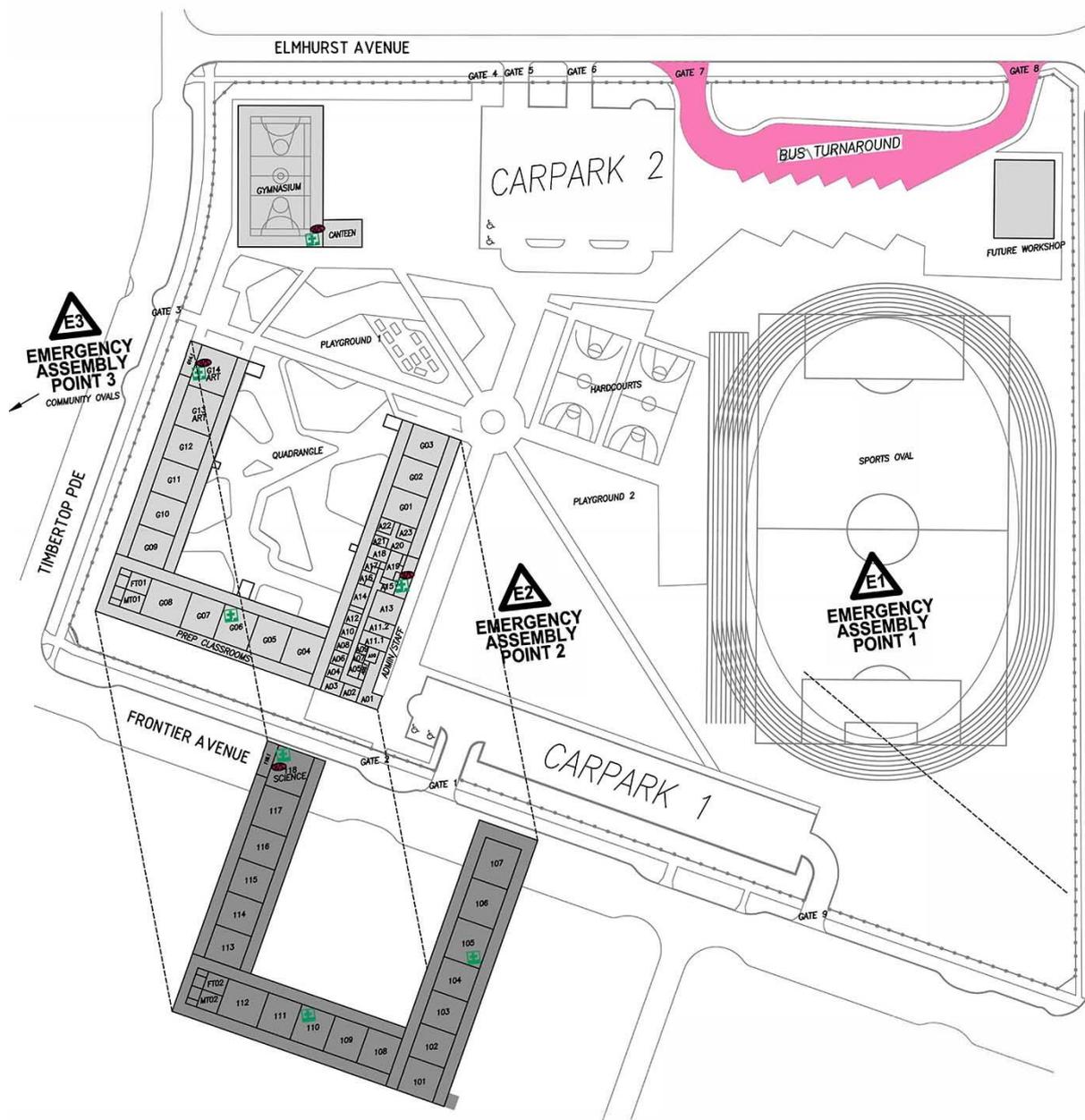
## **Excursions and Incursions**

At Year 4, Bacchus Marsh Grammar students actively participate in a range of internal and external excursions covering a range of cross-curriculum priorities. The programs are designed for students to further develop their obtained knowledge and provides opportunities to apply their understanding to the real world. The development of interpersonal skills is prevalent at this age level as students learn to value the importance of working independently and in teams. Upon return, students are encouraged to represent and communicate observations, ideas, and findings.

*Subject to change*

# SCHOOL MAP

## WOODLEA CAMPUS MAP



- A-- ADMINISTRATION ROOM
- G-- GROUND FLOOR CLASSROOM
- 1-- FIRST FLOOR CLASSROOM
- + FIRST AID / HEALTH CENTRE
- △ EMERGENCY ASSEMBLY POINT
- 🚌 BUS ZONE
- H/S HEART START
- ⊕ FIRST AID KIT

14/09/2



Bacchus Marsh  
Grammar

**BACCHUS MARSH GRAMMAR**

An Independent Ecumenical School for Girls and Boys.

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