

2022 Woodlea
Junior School
Handbook

Prep to Year 4



Bacchus Marsh
Grammar

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 and 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 good communication with the staff and school. 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.

Danielle Copeman
Head of Woodlea Campus
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Sally Savic
Head of Junior School - Woodlea
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VALUES, 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.

SCHOOL VALUES

In developing Bacchus Marsh Grammar's Vision and Mission Statements, the school is guided by six core values: Respect, Discipline, Confidence, Ambition, Leadership and Kindness.

- The school seeks to teach students to respect others and the world they inhabit;
- We aim to guide our students to develop discipline to pursue long term and meaningful goals, and eschew short term and superficial pursuits;
- Students should have the confidence to express ideas and values, and project their worth to others;
- Students are guided to develop ambition and passion to achieve their best;
- Students are taught to understand that leadership occurs in a variety of forms, and encouraged to find ways they can influence and organise for the good of others and themselves;
- ...and above all else, Bacchus Marsh Grammar students are inspired to embrace life with a sense of kindness and compassion at the fore.

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 towards achieving their personal best.

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KEY STAFF CONTACTS

Heads of Campus

Head of Campus	Mrs Danielle Copeman
Deputy Head of Campus	Mrs Sarah Hunter
Head of Junior School	Mrs Sally Savic
Head of Middle School	Mr Tom Meakin

Principals

Principal	Mr Andrew Neal
Deputy Principal – Student Wellbeing and Pastoral Care	Mrs Rosalind Pittard
Deputy Principal	Mrs Debra Ogston
Deputy Principal – Teaching and Learning	Mrs Emma Kannar

Coordinators

Prep Coordinator	Ms Elle Pelly
Year 1 Coordinator	Mrs Aimee La Franchi
Year 2 Coordinator	Mr Michael Abramovic
Year 3 Coordinator	Ms Ashlee Taylor
Year 4 Coordinator	Ms Angela Price

KEY CONTACT INFORMATION

School Email	school@bmg.vic.edu.au	School Website	www.bmg.vic.edu.au
Postal Address	P.O. Box 214, Bacchus Marsh, 3340		
Phone Number	Maddingley Campus (03) 5366 4800	Woodlea Campus (03) 5366 4900	
Fax Number	(03) 5366 4850	(03) 5366 4950	
Absentee Number	(03) 5366 4888	(03) 5366 4988	
Absentee Email	maddingley_absentees@bmg.vic.edu.au	woodlea_absentees@bmg.vic.edu.au	
	Bacchus Marsh Grammar - Maddingley South Maddingley Road Bacchus Marsh, 3340	Bacchus Marsh Grammar – Woodlea 111 Frontier Ave Aintree, 3336	

STRUCTURE OF THE SCHOOL DAY

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

8:40am	Music Warning
8:45 - 8:55	AM Tutor Group
8:55 - 9:10	STAR (Independent Reading Program)
9:10 - 10:00	Period 1
10:00 - 10:50	Period 2
10:50 - 11:15	Recess
11:15 - 12:05	Period 3
12:05 - 12:55	Period 4
12:55 - 1:35	Lunch
1:35 - 2:25	Period 5
2:25 - 3:15	Period 6
3:15 - 3:20	PM Tutor Group/Dismissal

2022 TERM DATES

Term 1 2022

Staff Day – <i>ALL Staff Commence</i>	Thursday 27 January
Staff Day	Friday 28 January
Prep 2022 Readiness Meetings	Friday 28 January
Year 12 Development Day [at school]	Friday 28 January
Year 7 Classes Commence	Friday 28 January
Prep 2022 Readiness Meetings	Monday 31 January
Years 1 to 11 Commence (Maddingley & Woodlea)	Monday 31 January
Prep Reception (Maddingley) & Prep (Maddingley & Woodlea) – Commence	Tuesday 1 February
Labour Day	Monday 14 March [no school]
End of Term 1	Friday 8 April

Term 2 2022

Staff & Students Commence	Tuesday 26 April
Queen's Birthday	Monday 13 June [no school]
End of Term 2	Friday 17 June
Staff Week	Monday 20 June to Friday 24 June

Term 3 2022

Staff Commence	Monday 11 July
Students Commence	Tuesday 12 July
Mid-Term Break	Monday 15 August
End of Term 3	Friday 16 September

Term 4 2022

Staff Commence	Monday 3 October
Year 12 Trial Examinations	Monday 3 October
Students Commence	Tuesday 4 October
Mid-Term Break	Monday 31 October [no school]
Melbourne Cup	Tuesday 1 November [no school]
End of Term – ALL STUDENTS	Friday 9 December
Staff Training Week	Monday 12 December to Friday 16 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.

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 school year. Please note that it is preferred that the sports runners predominately reflect school colours of black, gold, white and blue.

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

Full school uniform requirements are listed in the school diary. Please also read in conjunction with the School Uniform and Dress Code Policy accessed via the [School website](#).



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

- 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.
- As a result of COVID-19, students may wear their sport uniform to and from School on days they have sport/PE until further notice.

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 and 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 undergarments 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 these 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 numbers 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 undergarments 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 these 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 these must not be visible at the neckline.
- Blue BMG hat (compulsory Prep Reception-Year 6 during Terms 1 & 4). ## or BMG cap (Years 7-12 only). ##

BOYS' JEWELLERY AND HAIR

Jewellery

- For safety reasons students in Prep to Year 6 are not permitted to wear jewellery.
- 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 on the [school website](#).

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

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

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 your issues or concerns unless prior arrangements have been made directly with the teacher involved. Matters of urgent concern should be directed to the Head of Junior School, Mrs Sally Savic.

STUDENT ABSENCES AND LATENESS

Parents/guardians are asked to telephone the Student Absentee line on 5366 4988, if their child is sick, will be late or absent from school prior to the start of school. Where an absence of a student has not been explained by 9.20am, the school will send an SMS to the parent/guardian requesting them to contact the school absence line. If parents/guardians do not respond to the first SMS, a reminder SMS is then sent at approximately 10.00am. If no response is received, the School will contact the parents/guardians by phone. 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. Please refer to the Student Attendance Policy on the School's website for further information.

SCHOOL DIARY

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; and
- 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 to establish work routines and enable the child to more effectively meet requirements will be required if a student consistently has issues with homework.

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 (subject to COVID-19 restrictions):

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; and
- Supervision on excursions.
- Assisting at sporting events.

At home, parents can help by:

- Encouraging an interest in books by reading to and listening to their child daily;
- Assisting in the learning of weekly spelling words; and
- Providing direction and encouragement with homework to enable the development of independence as their 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 3.20pm. From Term 4, Year 1 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 Bus Coordinator 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 of any of the above rules will result in the following:

- | | |
|------------------------|---|
| First offence: | written warning to student |
| Second offence: | written warning to parent/guardian |
| Third offence: | one week's 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/s are deemed by school management to be of a more serious nature, withdrawal of travel rights will occur immediately. 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 aware 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. if their child has complained about the behaviour of other students or if they have a query about their child's behaviour.

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. Students will be provided with a diverse range of lunchtime activities from which to choose.

THE HOUSE SYSTEM

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

1. Pentland House (black)
2. Bacchus House (blue)
3. Braeside House (white)
4. 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 Years 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 educational journey.

Curriculum

The program enhances the learning outcomes of students. The program also aims 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.

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

MUSIC PROGRAM

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 these, are subject to availability and in negotiation with the instrumental teacher. The Music Handbook/Enrolment form is available on the [School website](#). Please refer to the [2022 Business Notice](#) for all fees and charges associated with the Instrumental Music Program.

JUNIOR SCHOOL CHOIR (P-4)

The Junior School provides the opportunity for involvement in choral groups 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.

MIDDLE SCHOOL CHOIR (5-8)

The Middle School Choir allows students to experience the joy of singing music as part of a large ensemble, performing at a variety of events during the course of the school year. This group also collaborates at times with the Maddingley Middle School Choir and Senior Vocal Ensemble, allowing younger students to both work with and form meaningful relationships with older students and Middle School leaders.

WOODLEA STRINGS (P-8)

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

- Violin
- Viola
- Cello
- Double Bass

Woodlea Strings play a selection of contemporary and popular repertoire. The Suzuki-based group is excellent for developing aural skills and performs at a variety of events throughout the school year including the Instrumental Concert Series and large assemblies.

PERCUSSION ENSEMBLE

The Percussion Ensemble is open to all students with some experience playing drum kit or percussion instruments. This group is an excellent way for students to develop their sense of beat, rhythm and coordination, in addition to promoting confidence and teamwork.

GUITAR ENSEMBLE

The Guitar Ensemble is open to all students who have some experience playing either acoustic, electric or bass guitar. This group explores a variety of traditional and contemporary repertoire and provides an excellent focus for students currently receiving Instrumental Music lessons.

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 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 products 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, so 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 to their teacher for monitoring of reading and reflection progress each day as part of the daily homework routine.

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 students' 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 on 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 practice

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 are 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 pictures 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.

SCHOOL COMMUNICATION

myBMG PARENT PORTAL

Accessible from the School website, the myBMG Parent Portal provides an efficient, secure and environmentally friendly way for the School to communicate and share information with Bacchus Marsh Grammar parents. The portal provides options to make payments towards your school fees, various user pays activities and any ad hoc charges. The portal also provides easy access to information about current students in each family, including school reports, booking parent/teacher interviews, student timetable, forms and documents, financial information and fee statements. Families are also able to update medical and contact information.

EDSMART

The School uses the service of EdSmart, which is a software providing a more effective and efficient platform for managing school communications between the school and parent/guardians. A significant benefit of the software is that it assists the School in achieving its objective of being a more sustainable organisation by significantly reducing the carbon footprint through the elimination of paper communications. Through EdSmart, communications e.g. letters for camps and excursions, are sent to parents/guardians electronically via email.

The School does need to share parent and student personal information including names, addresses, date of birth and some medical data with EdSmart. EdSmart is a cloud-based platform and is committed to protecting the security of your personal information. It uses a variety of security technologies and procedures to help protect your personal information from unauthorised access, use or disclosure and they are required by law to abide by the Australian Privacy Principles. For more information on EdSmart privacy, please view their Privacy Policy.

For the system to operate effectively it requires all parents/guardians to update email and mobile telephone details on the MyDetails Tab on the School's website as soon as possible.

SCHOOLBOX

Schoolbox is the School's learning management system (LMS). Parents/guardians can use this system to access the curriculum, assessment due dates, interim results and view what's happening within the School community.

SCHOOL WEBSITE

An important form of communication within the School Community, the School's website is updated regularly with important news and information relating to the School and associated communities. It is important that parents/guardians and students access the website regularly to ensure that they are conversant with the most current information. The website is located at <http://www.bmg.vic.edu.au>.

SCHOOL NEWSLETTER

An important form of communication within the School Community, the School's newsletter the "BMG News" is published on the School's website every Friday.

To keep up to date with key dates and activities it is suggested that parents/guardians subscribe to the newsletter. To subscribe to this service visit www.bmg.vic.edu.au > News & Events > eNews and enter your contact details. You may subscribe or unsubscribe at any time.

The newsletter provides administrative information for the coming week and provides information on the daily operations of the School. Importantly, the newsletter will often contain reminders related to information contained within the Business Notice. It is vital, therefore, that parents/guardians read the newsletter and are fully aware of its contents.

BMG FACEBOOK PAGE

The BMG Facebook Page is an alternative platform of communication within our School Community. It has been set up in order to share special interest articles provide useful updates and strengthen the School's brand.

Social media is an integral part of society and how we form, create and share information within our community. However, if social media is inappropriately used, serious issues can arise. As such, the School requests all parents/guardians exercise their best judgment and carefully consider the content and appropriateness of any communications made via this format.

MULTIMEDIA CONSENT*

Parents/guardians will be sent an annual EdSmart notification regarding the use of school multimedia and providing them with an opportunity to 'opt out' and exclude their child/ren from appearing in school publications (including Yearbook, Grammarian and weekly BMG newsletter), school website, social media, advertising or external media. Generally school multimedia involving current students may be obtained throughout the school year by BMG staff, a contracted photographer or in limited circumstances external media outlets (eg. local newspaper). Non completion of the annual notification will result in your child/ren not being included in any school multimedia and uses by the School.

*Multimedia is defined as photography, video, audio or any other form of electronic recording. Note: This does not apply to the official School Photos of students and their classes.

Should you have any questions, please contact the Marketing & Social Media Coordinator on (03) 5366 4800.

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 explore numbers through place value, addition, subtraction and 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 parents play. Where possible, parents are invited to be involved in special days such as 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: the Easter Bonnet Parade and craft morning, the 100 days of Prep celebration and Literacy Parade. Each year, our Prep students rehearse an item and perform this at the Christmas Concert followed by a fun craft morning. They are also involved in a termly visit to our farm at Staughton Vale where they explore the landscape and engage in a hands-on learning experience.

Buddy Program

To support students in their first formal year of schooling, we provide a buddy program to assist students with this transition. Each Prep student is buddied up with an older student and throughout the year, the pairs work on various tasks: creating educational games, buddy reading, literacy games, numeracy activities and writing tasks. This supports and encourages cross- age engagement and creates a supportive partnership in the yard at playtimes.

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, Global Studies, Art, Performing Arts, Physical Education and Global Studies. Literacy exposes students to the enjoyment 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 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 characters. Students explore different text types through picture story books, big books and simple chapter books. They participate in a range of literacy-based activities.

Farm Excursion:

During the year, all Year 1 students travel to a local farm and participate in a range of fun, engaging and hands-on activities. Students learn about various animal species and get an insight into how a farm functions. They also learn about the importance of helping to maintain the natural environment. Highlights of the day include riding on a miniature pony, a tractor ride around the farm, ponding, visiting the animal nursery and hand-feeding various animals.

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 the 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, Global Studies, Sport, Art and Music.

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 cooking, nature walks, shelter building, canoeing 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 participate in curriculum-based hands on activities and explore the natural habitat.

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

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, Global Studies as core subjects. While studying Science, students learn about Biology, Chemistry, Physics and Earth and Space. In Global Studies students explore the topics: States and Territories of Australia, Aboriginal Culture and Change Makers, Australian Natural Wonders and Celebrations around the world.

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 daily. Parents are invited to attend special events at including Mother's and Father's Day activities, the Easter craft session and Christmas Concert and craft session. Sports events such as the Swimming Carnival and Athletics Carnival are also fun days that parents can attend. Junior School assemblies are held each term and classes are given the opportunity to showcase their achievements.

Special Days

In Year Three, students 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, a Literacy Parade and the 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 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 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 and Information Technology.

Physical Education- Bike Education

Students 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 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. They are also given the responsibility of a chrome book. Students must work hard to show their organisation skills in order to take the chrome book home later in the year.

Year 4 Camp

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 develop their independence.

Excursions and Incursions

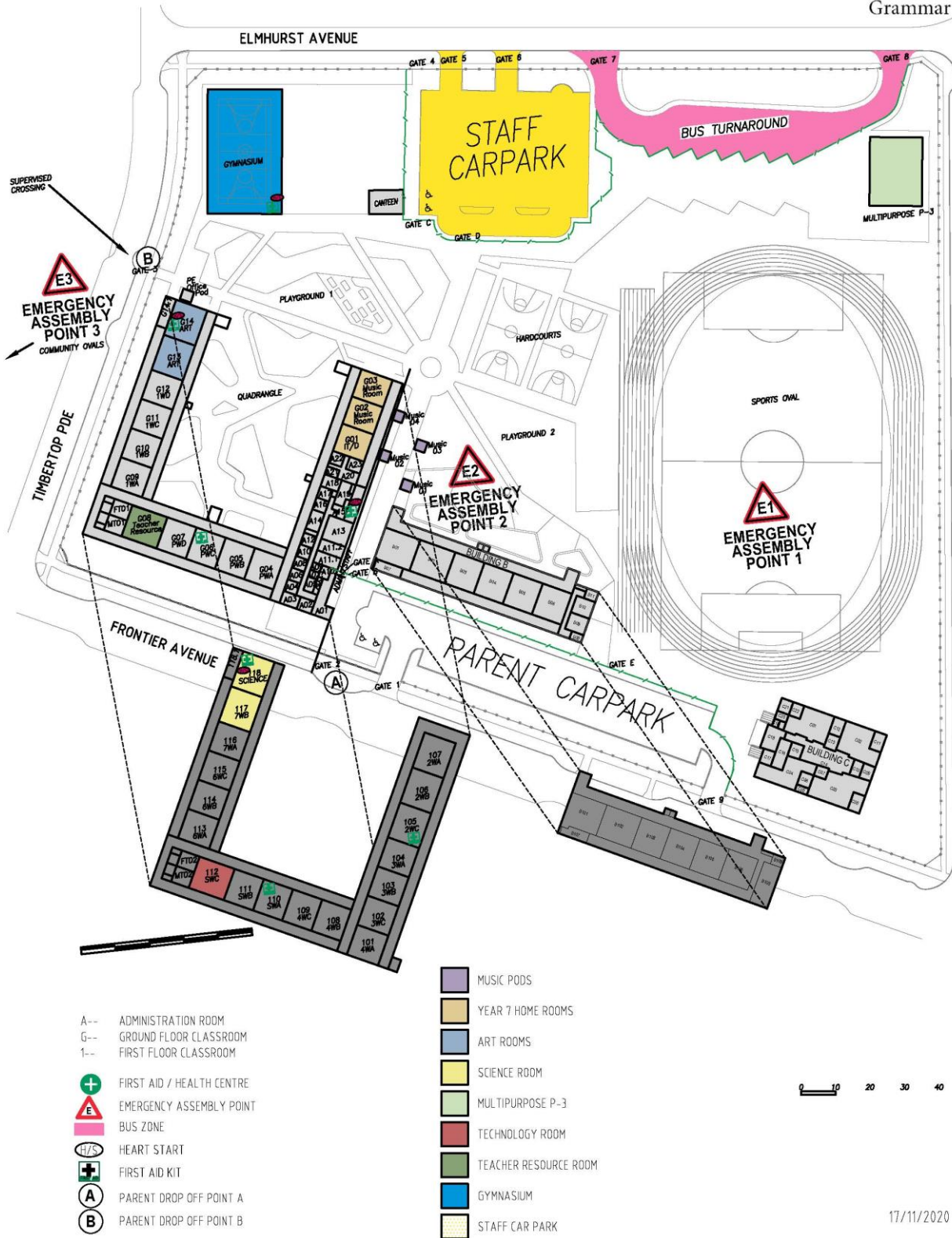
At Year 4, students actively participate in a range of internal and external excursions covering a range of cross-curriculum priorities. The programs are designed for students to further develop their knowledge and provides opportunities to apply their understanding to the real world. The development 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. Students also visit Staughton Vale where they participate in curriculum-based hands on activities.

Subject to change

SCHOOL MAP



Bacchus Marsh
Grammar





Bacchus Marsh Grammar

An Independent Ecumenical
School for Girls and Boys.

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