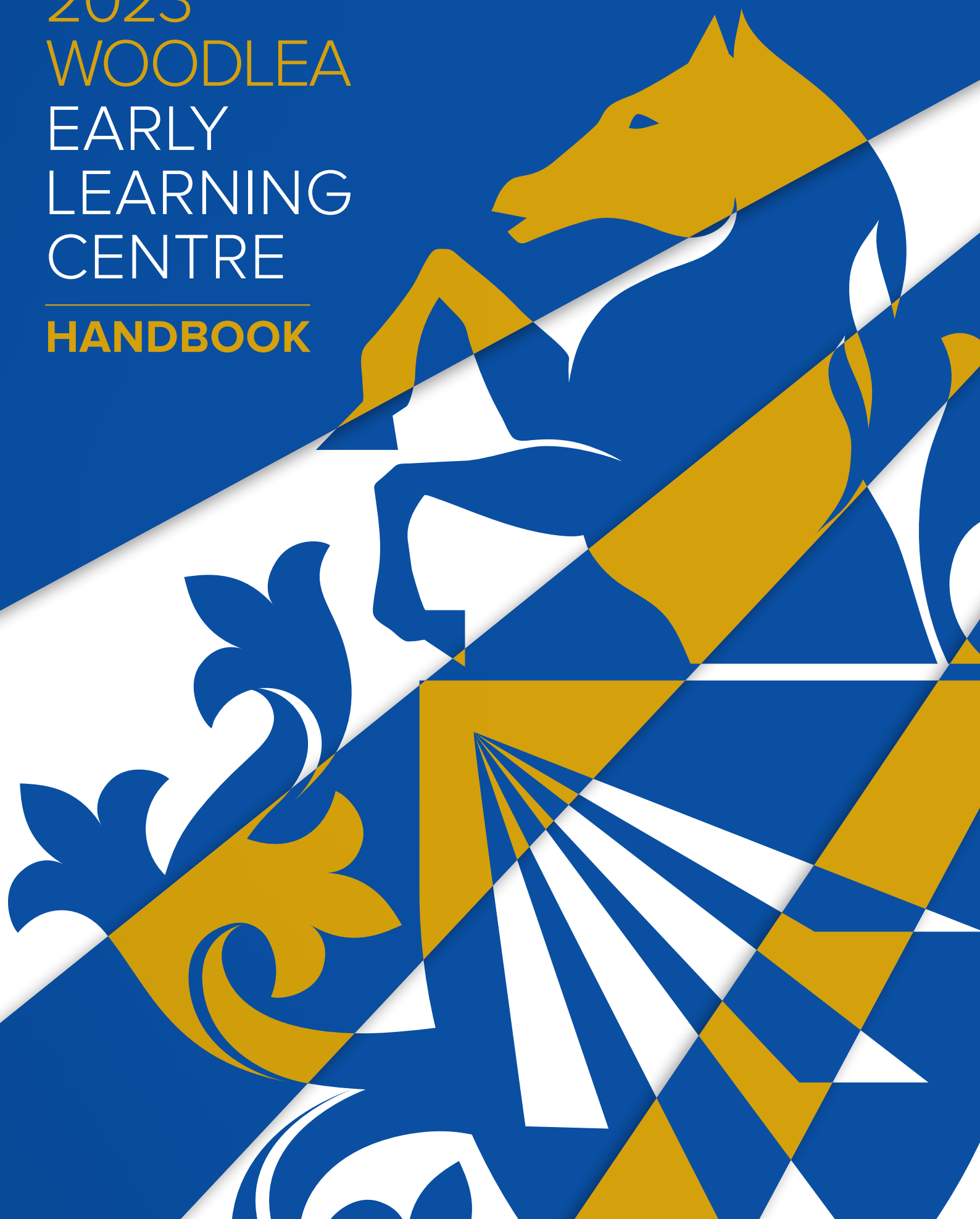


2023
WOODLEA
EARLY
LEARNING
CENTRE

HANDBOOK



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Acknowledgement of Country

The BMG ELC Community respectfully acknowledges the Wurundjeri people of the Kulin Nation as traditional owners and custodians of the land on which Bacchus Marsh Grammar Early Learning Centre is located. We pay our respects to their Elders both past, present, and emerging.



Welcome to the Early Learning Centre, Woodlea Community

Welcome Families,

We would like to warmly welcome you and your family to Bacchus Marsh Grammar Early Learning Centre. We are delighted that you have chosen us for your child's kindergarten education and trust that you will feel welcomed and valued as part of our Early Learning Centre.

We welcome you to our inaugural year in our purpose-built, kindergarten building within the Woodlea Campus. As each child commences on their early years journey our aim is that they soon recognise that they now belong not only to their family community but also within the Bacchus Marsh Grammar School community. This allows for the possible future years of schooling to be anticipated with enthusiasm and for the Woodlea School Campus students to visit the Centre for special events, reading or sports activities.

We hope that this year will be the beginning of a long and enjoyable partnership with you as we journey together in providing high-quality early education for your child. Kindergarten is an exciting and rewarding year for children, their parents, and teachers. The kindergarten year helps children to develop confidence, resilience, and the ability to co-operate with others. It is a year which sets the foundations for the development for social awareness, STEAM, numeracy, and literacy, as well as resilience, problem solving, self-regulation, spatial awareness, and the creative arts. With this experience, the children can enter school as well-rounded individuals with an array of holistic attributes.

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

The children at the Early Learning Centre are guided by experienced dedicated educators who will support your children in so many ways. Our teaching team pride themselves on delivering high quality programs which have a balance between intentional teaching, project work and incorporating the strengths and interests of the child. Our teachers will have professional and open communication with you regarding your children's learning and development. We encourage you to embrace these conversations to provide your children with the best possible outcomes for their learning.

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

We look forward to working with you along this wonderful journey.

Kerry Osborn
Director

Ashlee Grero
Educational Leader/Kindergarten Teacher



Philosophy

The values of Bacchus Marsh Grammar are an integral part of the Bacchus Marsh Grammar Early Learning Centre. The children at the Early Learning Centre will be empowered to learn and grow in a calm, inviting and stimulating environment. We do not draw on any particular theoretical approaches but believe incorporating a range of evidence-based theories provide the best outcomes for high quality early education.

Curriculum/ Framework

The Early Childhood Programs are designed and implemented by highly qualified Early Years Teachers and educators. Our curriculum is authentic and tailored to each child's immediate community, whilst also ensuring global community awareness is evident and embedded. Based on the Early Years Learning Framework our Curriculum enhances each child's literacy, numeracy, ICT, cultural awareness, STEAM knowledge, creativity, and movement skills.

Our diverse curriculum will build on the strengths and interests of individual children and the group as a whole. This will be achieved through high expectations, intentional teaching, project work, questioning, discussions, and open-ended authentic experiences where children will become curious and inquisitive learners.

Wellbeing

The children will be supported to become aware and connected to their own social and emotional wellbeing. Children will be exposed to a creative environment to build skills to enable them to problem solve not only independently but collaboratively. All teachers and educators will place a strong emphasis on embedding personal qualities such as integrity, empathy, and respect for others which will assist the children and their ongoing learning journey..

Environment

The environment in which children learn is not only aesthetically appealing and inviting but is designed to ensure children are engaged, challenged and individual learning styles are supported by evidence-based research which is visible throughout the space. The environment will support all children to become confident learners who are able to direct their own learning and take considered risks through a range of experiences and opportunities. Teachers and educators will ensure that sustainable living practices are encouraged and implemented.

Cultural Competence

We are a child-safe organisation and have zero tolerance for child abuse. Implementing the Child Safe Standards, we work at every level to create culturally safe environments and protect children from abuse and harm. Our Early Learning Centre incorporates our children's, families', educator's and communities' cultural diversities and perspectives to guide an inclusive learning curriculum which also pays respect to the Wurundjeri people as the traditional owners of the land.

Child Safety Commitment Statement

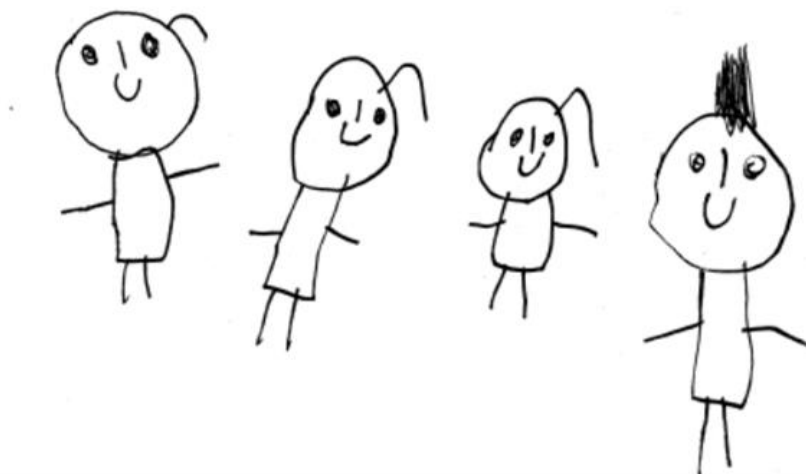
Bacchus Marsh Grammar Early Learning Centre is committed to the safety and well-being of all children and young people. We understand our responsibilities and statutory duty of care to comply with both the Victorian Child Safe Standards and the Reportable Conduct Scheme to build our capacity as an organisation to prevent and respond to allegations of child abuse.

Our Service is committed to implementing and abiding by our Child Safe Policy based on Child Safe Standards in Victoria (2022), accentuating our zero tolerance for child abuse and raising awareness about the importance of child safety in our Service and the community. We are dedicated to protecting children from abuse and neglect and promoting a child-safe environment, maintaining children's well-being.

We adhere to our comprehensive Child Protection Policy, following our mandatory reporting responsibilities to protect children from physical, sexual, emotional, and psychological abuse and neglect.

We are dedicated to promoting cultural safety for Aboriginal children, cultural safety for children from culturally and/or linguistically diverse backgrounds and providing a safe environment for children with a disability. We are committed to ongoing professional development for employees to maintain their ability to distinguish and respond to situations of abuse and neglect, ensuring employees are responsive to their responsibilities in keeping children safe.

We work in collaboration with the United Nations Convention on the Rights of the Child and have confidence in educating children about their right to be safe. At Bacchus Marsh Grammar Early Learning Centre, we know that children learn best when they feel safe and are safe. We believe in teaching children what to do if they feel unsafe and encouraging them to express their views and thoughts on matters that directly affect them. As educators, we listen to and empower children to act on any concerns they or others may raise, which is reflected in our policies and procedures for keeping children safe.



Centre Opening Hours and Term Dates 2023

****Term Dates 2023**

Centre Opening hours

7.30am – 5.30pm

Centre operates 48 weeks of the year

Monday 16th January – Friday 15th December 2023

Kindergarten Session times

9.00am – 4.30pm

Monday to Friday

Terms 1, 2, 3, & 4

Term 1 2023

Children commence

Public Holiday (Australia Day)

Term one commences

Public Holiday (Labour Day)

*End of Term 1

Public Holidays (Easter)

Monday 16 January

Thursday 26 January **(Centre Closed)**

Monday 30 January

Monday 13 March **(Centre Closed)**

Thursday 6 April

Friday 7 April, Monday 10 April & Tuesday 11 April

(Centre closed for Easter)

Term 2 2022

Term two commences

Public Holiday (ANZAC day)

Public Holiday (King's Birthday)

*End of Term 2

Monday 24th April

Tuesday 25 April **(Centre Closed)**

Monday 12 June **(Centre Closed)**

Friday 23 June

Term 3 2022

Term three commences

*End of Term 3

Public Holiday (AFL Grand Final) TBC

Monday 17 July

Friday 15 September

Friday 22 September **(Centre Closed) TBC**

Term 4 2022

Term four commences

Mid Term Break

Public Holiday (Melbourne Cup)

End of Term 4 for Kindergarten Sessions

Centre closes for Christmas/New Year Break

Monday 2 October

Monday 6 November **(Centre Closed)**

Tuesday 7 November **(Centre Closed)**

Friday 8 December

Friday 15 December

****Dates are subject to change**

* The Early Learning Centre is open during these 3 term breaks for all children to attend except for public holidays

Early Learning Staff

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

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

Points of Contact

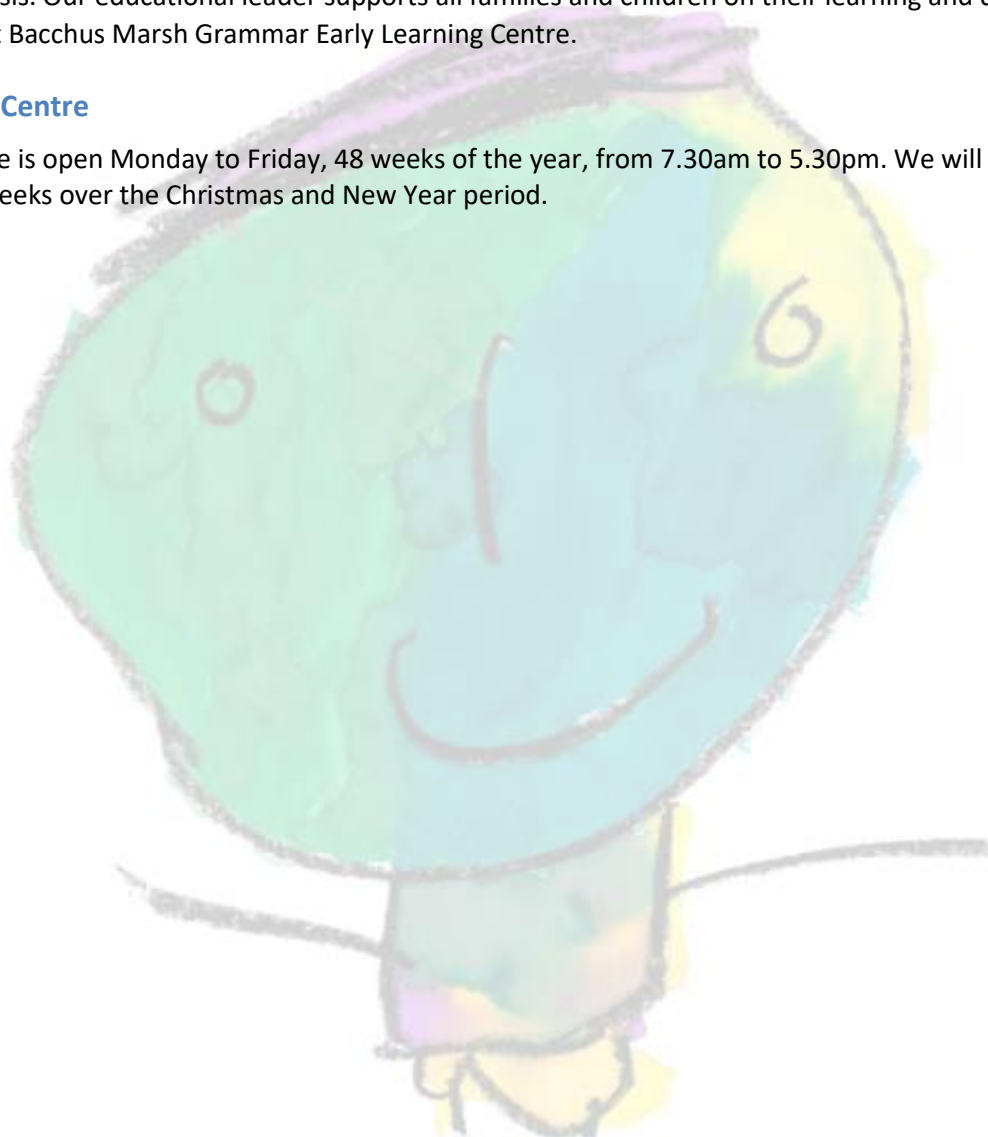
Mrs Kerry Osborn	Director, Early Learning Centre
Mrs Ashlee Grero	Educational Leader/Kindergarten Teacher

Educational Leader

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

Hours of Centre

The Centre is open Monday to Friday, 48 weeks of the year, from 7.30am to 5.30pm. We will close for four weeks over the Christmas and New Year period.



Educational Programs

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

We view the curriculum between both the 3-year-old and 4-year-old programs as integrated and linked, enabling children and families to develop a sense of connection to our service while and supporting their transition from one program to the next.

Funded Three-year-old Kindergarten Program

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

*Children must turn three years of age on or before 1st January
in the year they attend the program.*



Children participating in our 3-year-old program are actively involved in a high-quality Early Childhood program relating to individual needs, interests and projects led by a degree trained early childhood teacher.

Our three-year-old kindergarten program provides an open-ended learning program that incorporates both expected routines and emerging opportunities. We will nurture each child's natural curiosity and extend their connective understanding of the world where the child leads their own learning through exploration, imagination, and experimentation.

The most important goal of our curriculum is to assist children to become enthusiastic lifelong learners in an environment where they are valued, cared for, nurtured and respected. This means encouraging the children to be active and creative explorers who are confident to try out their ideas and share their own thoughts and opinions.

Funded Four-year-old Kindergarten Program

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

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

Our funded four-year-old Kindergarten program is a high quality and holistic program that caters for children the year before they commence school and is led by a degree trained Early Childhood Teacher.

This program aims to support children's learning and development, social and emotional skills, language, literacy and numeracy skills, self-awareness, respect for others, and exposes them to new ideas and concepts, all important skills for school readiness.

Through our valuable small and large group learning opportunities our children will build a diverse range of holistic skills, providing them with a strong foundation to enter into their formal schooling.

Structure of the day

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

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

Daily Routine

7:30am	Centre Opens
9:00am	Kindergarten Teachers commence in each Kindergarten room
9:05am	Morning meeting
9:30am	Morning Learning Program
10:00am – 11:00am	Morning tea
11.30am – 1:00pm	Learning Program
1:00pm	Lunch Time
1:00pm – 3.00pm	Afternoon Learning Program
3:00pm	Afternoon tea
3:00pm – 4.30pm	Learning Program
4.30pm	Kindergarten Program Ends
5.30pm	Centre Closes

Centre initiatives

- Healthy Together Achievement Program
- Little Scientist House
- Smiles for Miles - DHSV
- FKA Member
- Soundwaves Literacy Program
- RAP – Reconciliation Action Plan
- Local Community engagement
- Outdoor Program (Land Beyond the Fence)
- BMG Woodlea Campus involvement
- Resilience Project
- Incursions



A Positive Start

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

Forming Friendships Children and adults learn and make friendships in a variety of ways and over varying periods of time. During the early weeks of kindergarten, the children may chat happily and spontaneously to each other or be happy to play alongside their peers with minimal verbal communication. Some will be content to spend time watching the play of others. In the early weeks of kindergarten, we will plan many activities that encourage the children to establish new friendships in a relaxed and unhurried manner.

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

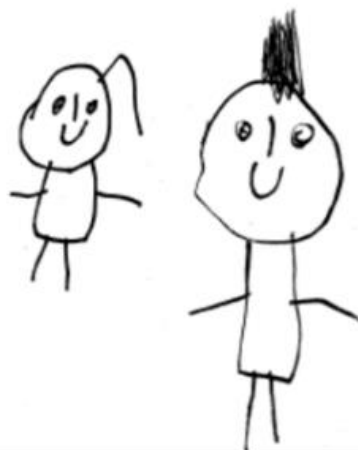
Saying goodbye in the morning:

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

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

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

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



Curriculum

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

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



Literacy

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



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

Numeracy

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

STEAM - Science, Technology, Engineering, Arts and Math



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

skills of:

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

Excursions/Incursions and Special Events

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



Land Beyond the Fence (Bush Kinder)

Children are natural learners and the children at Bacchus Marsh Grammar Early Learning Centre leave the confines of the kindergarten and head to the “Land Beyond the Fence” to satisfy their natural learning needs. “Land Beyond the Fence” is our outdoor education program which has been running since its inception in 2019 and is held at our Staughton Vale campus once a week, throughout terms two and three. The children will be transported by bus to the site on a rotating weekly roster. This weekly session provides the children with the ideal learning environment to enable them to spend regular, extended periods of time in a natural environment with materials provided by nature, with their interests and enjoyment spurring them on in their learning.



The children have the opportunity to play in a natural setting where they have been engaged in many learning opportunities such as:



- Climbing trees, maneuvering through bushes, roll down hills, balance on fallen logs.
- Discovering insects, birds, animals, and plants that engage their interest.
- Using natural materials in creative ways, such as building huts and discovering hideaways.
- Exploring their understanding of the natural world
- Exploring real tools such as ropes and pulley systems, drills and junior hacksaws.
- Children experience the daily and seasonal fluctuations in weather and seasons
- Team-building skills by working together to complete a collaborative task.
- Building on social awareness by sharing these experiences with their peers, families, and teachers.

Our program supports our overall Early Learning Centre philosophy, which promotes learning through hands-on experiences and embraces children’s ability to explore, create, problem solve, collaborate, and enhance resilience. There is mounting evidence of decreasing opportunities for children to play outdoors in nature and this links to concerns about children's health and wellbeing. There are well-documented benefits to children’s learning in natural settings. However, from our reflections and connections during our program, we have observed benefits such as:

- Increased confidence, motivation, imagination, and concentration
- Increased social, physical and language skills
- Deeper conceptual understandings
- Development of ecological literacy
- The accommodation of many different learning styles
- Enhanced problem solving & communication skills
- An authentic connection and respect for the natural environment and sustainability
- Enhanced attitudes towards natural play spaces and risk management. The children have real-life opportunities to make dynamic risk assessment that develops resilience, determination, and courage.



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

Walking Excursions

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



Art and Creativity

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

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

Music and Movement

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

Centre Gallery

Our Gallery is a beautiful space that showcases the children’s learning and involvement within their kindergarten program. This space is also where we invite parent participation for special events and contributions. This space will be updated regularly to reflect the current projects and programs. The children take ownership of creating their own displays and sharing with their families during arrival and departures.

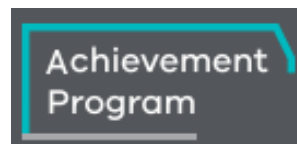


Health and Wellbeing

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

Achievement Program

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



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

Dental Health

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

Healthy eating

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

Maternal and Child Health Service

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

Project work

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



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

Family Involvement

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

- Contributing to our reflective journals in each room and in the foyer.
- Offering some special music or songs in your home language for the children
- Contributing to our diverse curriculum, through dance, cooking, cultural activities, musical instruments, your occupation etc.
- Donating recycled materials such as boxes for collage
- Parent information evenings
- Contributing and involvement within Gallery Space.

Communication

Centre Updates

This is an important form of communication within the Early Learning Centre Community. We will keep you up to date with the upcoming centre happenings at the service. We will keep you up to date with the upcoming centre happenings at the service.

Kindergarten Room Reflection/ Newsletter

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



Diaries

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

Parent evenings

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

Family Feedback

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



Portfolios

A portfolio is one way to report to families and it is designed to reflect our philosophy of sharing our learning. It contains a wide variety of experiences that your child has completed at kindergarten. All the activities are carefully planned so that each child can develop a wide range of skills throughout the year. They are continually encouraged and offered a wide range of materials and activities which enable them to master the skills already taught and to develop new ones. The portfolio will share the learning journey of your child's time here at Bacchus Marsh Grammar, Early Learning Centre in terms of their cognitive and social development and is a valuable record. The portfolio will always be accessible to the children to revisit their learning as well as our families.



School Transition

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

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

How Bacchus Marsh Grammar Early Learning Centre will support your children's transition to school.

- Self-Regulation: The ability to obtain, maintain and change emotion, behavior, attention and activity level appropriate for a task or situation.
- Receptive language (understanding): Comprehension of spoken language (e.g. the teachers' instructions).
- Expressive language (using language): Producing speech or language that can be understood by others (e.g. talking to friends).
- Articulation: The ability to clearly pronounce individual sounds in words.
- Executive functioning: Higher-order reasoning and thinking skills
- Emotional development/regulation: The ability to perceive emotion, integrate emotion to facilitate thought, understand feelings and regulate emotions (for a child's responses to challenges).
- Social skills: initiating into social groups positively. Determined by the ability to engage in reciprocal interaction with others (either verbally or non-verbally), to compromise with others and to be able to recognise and follow social norms.
- Our program will also challenge each child to persist and learn new skills they may not have mastered yet. We will support children emotionally on how to persist when faced with challenges and ways we can effectively problem solve.



These are just a few areas of development that will be fostered. However, each kindergarten program will also have their mini-projects and interest-based learning activities, enhancing previous and emerging skills.

How can you assist your children at home.....

- Increasing independence skills: Increase expectations of your child around self-care tasks such as dressing, toileting, eating, and getting ready to leave the house. Provide only verbal rather than

physical 'help' to complete the tasks where possible.

- Books: Expose the child to books to prepare them for literacy, so they learn to sit through the entirety of a book and talk to you about the story in many different ways.
- Fine motor skill development: Activities such as threading, colouring, using tongs, finger isolation, finger puppets, using smaller materials in play dough.

Junior Leader Buddies

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



Transition Statements

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

End of year celebration

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

Drop off and Collections

It is a legal requirement that children are signed in and out of the Centre each day by adult 18 years and above. This will occur through our electronic management system, Xplor. The App will allow you to scan the QR code on the iPad on entry/exit to our service. Please ensure staff know of your arrival and departure each day.

Xplor

Everything in one place. Xplor was designed to be easy to understand.



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

An email will be sent to you with instructions for passwords prior to your child's commencement. Please visit <https://support.ourxplor.com/hc/en-us/articles/900000777683-New-Parent-Guardian-Set-Up->

This quick start guide is designed to introduce you to the primary functions found around the Xplor mobile app.

This email (from the centre) will also have instructions on how to approve a CWA so that your CCS (If applicable) can be paid.

Accounts

All accounts will be direct debited weekly on a Thursday. You will be sent instructions on how to set up an Auto Debit through Xplor in January.

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

Accounts are paid one week in arrears.

Uniforms

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

On campus at Bacchus Marsh Grammar, Maddingley Campus. Phone/Fax: 5367 4072	Rushfords- 1/13 Barnes Place Werribee. Phone: 03 9741 3211 Fax: 03 9741 3155 Email: rushfords@noone.com.au
Monday and Friday 12.30pm - 4.30pm Wednesday: 8.00am to 12.00pm	Monday-Friday 9.00am - 5.00pm Saturday: 9.00am to 12.00pm

The Early Learning Centre Uniform Requirements

Please be advised, in 2020 our ELC uniform had a colour change. Commencing January 2021 only the new color change uniforms will be acceptable attire.

*Price List to June 30, 2023

All prices are subject to change without notice

Lay-by, Visa, Mastercard and Eftpos all welcome

Unisex Items		Unisex Items	
½ Zip Fleecy Windcheater (Royal blue/Black/Gold fleecy windcheater with logo) All Sizes	\$ 55.95	Rain Coat (Royal blue polar fleece lined jacket with logo) All sizes	\$53.50
S/S Polo Top – Royal Blue (Royal blue/ Gold Cotton Back polo with logo) All Sizes	\$ 41.95	School Bag (Physiopak Black with logo) One Size	\$ 58.50
Track Pants (Black Fleecy Pant with logo) All Sizes	\$ 30.95	Bucket Hat (Royal Blue Bucket hat with toggle & logo) All Sizes	\$ 17.50
Sports Shorts (Black Cotton back sport short with logo) All Sizes	\$ 25.50	Beanie (Black acrylic beanie with logo) One Size	\$ 16.50
Sports Skorts (Black back skort with built in short under skirt with logo) All Sizes	\$ 24.50	NAME LABELS Pre-ordered Garment Labels (Sew or Iron on) per 50 units	\$24.50

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

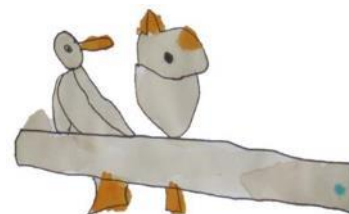
Please place a change of clothes in your child's bag for emergencies. These should include underwear, tracksuit pants, shirts, and socks.

Absences/Illnesses

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

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

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



A Table of Symptoms for the most common childhood illnesses is available in our foyer and specifies how long a child must be excluded from care. Symptoms include:

- | | |
|---|---|
| <ul style="list-style-type: none">• Fever• Diarrhoea• Vomiting• Conjunctivitis• School sores• Cold sores | <ul style="list-style-type: none">• Head Lice• Rashes• Spots• Swelling• Weeping sores• Nose/Ears discharge |
|---|---|

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

Medication

We do not accept written or verbal authorisations to administer Over-the-Counter pain relief medication like Panadol, Nurofen, Ibuprofen and paracetamol unless it has been prescribed by a medical practitioner or authorised verbally in an emergency as outlined in the Policy listed below. Pain relief medication may mask the symptoms of serious illnesses and our educators are not qualified medical professionals.

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

Prescribed medication must be in date, in its original container with the original label, child's name and the doctor's prescribed dosage clearly labeled on the medication.

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

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

Medical Conditions including asthma and anaphylaxis

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

This must be completed and returned before enrolment commences.

Our service will develop a Risk Minimisation Plan which is based on information in the Medical Management Plan. Parents are responsible for updating their child's Medical Management Plan or providing a new plan when necessary.

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

Emergency Drills

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

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

Using the Service Safely



Never leave children unattended in cars while collecting children from the Service. Cars parks are dangerous places for children. Always hold children's hands when arriving and leaving the Service.

Remember that as a parent of Bacchus Marsh Grammar ELC, you represent the Bacchus Marsh Grammar Values, and this extends to our carpark grounds and arrival and departure times. We share our community's concern and urge you to consider your child's safety and the safety of others when you are dropping off and picking up your children from the Early Learning Centre and Woodlea School Campus.

In Victoria, children under seven years of age must be restrained in an approved child restraint. Children aged between six months and seven years old must use a properly fastened and adjusted rearward-facing child restraint OR a forward-facing child restraint.

There are also laws for where children can sit in vehicles, specifically:

If a car has two or more rows of seats, then children under four years old must not travel in the front seat.

Never leave a door or gate open.



<https://kidsafe.com.au/wp-content/uploads/2020/06/202002-Kidsafe-Parents-Guide-to-Roads-Web.pdf>

Child Safe

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

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

"All children have the right to learn, grow and develop in an environment that is free of harm. We all have a responsibility to ensure that this environment for children, whether within the school or outside of it, is safe and secure... Bacchus Marsh Grammar takes its obligations to protect the children in its care with the utmost seriousness". Statement by Andrew Neal, Principal BMG

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

Child Safe Standards

We are committed to being a child safe, child friendly and child empowering organisation. In everything we do we seek to protect children. We listen and respond if harm or abuse occurs and remain open, honest, and transparent about any failings.

At Bacchus Marsh Grammar, Early Learning Centre, Woodlea, we comply with the National [Child Safe Principles](#) and the Victorian [Child Safe Standards](#). The standards are a minimum set of requirements for organisations providing services to children in Victoria. This ensures that the safety of children is promoted, child abuse is prevented, and allegations of child abuse are properly responded to.

There are 11 Child Safe Standards:

[Standard 1: Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued](#)

[Standard 2: Child safety and wellbeing is embedded in organisational leadership, governance and culture](#)

[Standard 3: Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously](#)

[Standard 4: Families and communities are informed, and involved in promoting child safety and wellbeing](#)

[Standard 5: Equity is upheld and diverse needs are respected in policy and practice](#)

[Standard 6: People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice](#)

[Standard 7: Processes for complaints and concerns are child focused](#)

[Standard 8: Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training](#)

[Standard 9: Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed](#)

[Standard 10: Implementation of the Child Safe Standards is regularly reviewed and improved](#)

[Standard 11: Policies and procedures document how the organisation is safe for children and young people.](#)

Further information on the child safety standards can be found at the [Commission of Children and Young People](#).

There is zero tolerance for any form of child abuse or maltreatment. Any suspected abuse or maltreatment must be reported both internally and to external authorities including Child Protection and Child first.

If you have concerns that a child is at risk of significant harm as a result of abuse or neglect, please [contact Child Protection](#).

Lost Property

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

Immunisation

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

Bacchus Marsh Grammar Early Learning Centre, Woodlea supports:

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

Twice a year, we will request parents/carers to provide evidence of up-to-date immunisation for their attending child. We review the immunisation evidence provided to make sure it meets the requirements of the law and keep it with the child's enrolment records. In addition, a health authority may review this record in the event of a disease outbreak at the service.

We will issue with a reminder when this is required.

It must be noted that children will not be able to attend the ELC **without Immunisation**. An up-to-date

Immunisation Statement must be supplied before commencement (Enrolment Policy). This can be obtained from your MyGov account. Please refer to our Immunisation and Disease Prevention Policy located both in the Centre's foyer, and on our website, for further information in regard to Immunisation.

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

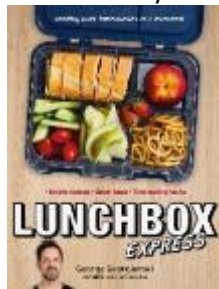
Further information is available at <http://www.humanservices.gov.au/>

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

Meals - We are a Lunch box Centre

You will be required to provide all food and utensils that your child will require for the day.

Your child's lunchbox will be stored in the refrigerator and will be accessed at snack and mealtimes. Please ensure that you pack your child's food in a suitable lunch box that is clearly named. It is not necessary to use an insulated type lunch box and it is preferred that you use a simple plastic or tin type lunch box with divisions for snacks, sandwiches etc. Finger foods are the easiest foods for your child to eat independently and successfully throughout the day. Ensure you practice and teach your child how to open, close, store and pack their own lunch boxes over the holiday period before commencing.



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

Please see handouts.

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

Your child will also require a named drink bottle (preferably not glass) supplied with water. This continually refilled at the Centre throughout the day, and we encourage and support all children in refilling their water bottles when needed.

Nuts Products

The Early Learning Centre is a **NUT, DIARY, EGG, AND CRUSTACEAN AWARE** service. Please refrain from bringing food containing nut, egg, or crustacean products.

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

Safety for all children

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

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

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

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

Quiet and Calm Atmosphere

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

We therefore ask all parents and siblings to enter the Early Learning Centre with this in mind by walking when in the gallery space, speaking quietly, and respecting our spaces and displays.



Toys from home

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

Birthdays

Due to the number of students with allergies, we do not allow students to share food. We ask that parents do not send in any food or gifts for their child to share with the class for their birthdays, Easter, Christmas or other special occasions. We recognise that birthdays are an extremely special day for your child, within our kindergarten programs the children celebrate each child's birthday collectively as a group and highlight what makes our birthdays special.

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

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

Relaxation and Rest

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



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

Hygiene

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

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

- Tables are washed before and after food is served
- Cleaners are employed to clean the bathrooms and floors etc., daily.

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

Policies

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

Sun Protection Policy –SunSmart

The Bacchus Marsh Grammar Early Learning Centre, Woodlea works in alignment with their Sun Protection Policy (Physical Environment) which uses a combination of sun protection measures for all outdoor activities from September to the end of April and whenever the UV Index level reaches 3 and above. As an accredited SunSmart Kindergarten, we are committed to protecting the children and adults attending the services from the harmful effects caused by too much exposure to the sun's ultraviolet (UV) radiation. We provide SPF50+ sunscreen at the centre for your child. However, if your child requires their own sunscreen please ensure you fill in a form at the office.

In partnership with families, we believe we have a role to play in establishing healthy sun protection behaviors for life.

Some of these measures include:

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

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

Sustainability

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

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

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



Fees

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

Please see the 2022 Fee Schedule – 1st January 2022 for more details

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

Child Care Subsidy

Child Care Subsidy is available to all families who are Australian Residents if the child meets immunisation requirements and parents meet eligibility requirements. Entitlement is determined by an activity test which determines the number of hours of subsidised care to which families are entitled. Combined family income is used to determine the subsidy percentage. Income thresholds change each financial year.

Current thresholds are available from the Department of Human Services website. See servicesaustralia.gov.au. See 'Activity Level and Subsidised Care.'

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

A broad range of activities meet the activity test requirements, including paid work, self-employment, unpaid work in a family business, active job hunting, volunteering or studying. You can also include reasonable travel time to and from a place of activity to the centre. In two parent families, both parents must meet the activity test, and subsidy hours are calculated on the lower number where parents have different levels of activity.

There are exemptions for parents who legitimately cannot meet the activity test requirements.

Low-income families who do not meet the activity test can access 24 hours of subsidised care per fortnight under the Child Care Safety Net. Families who do not meet the activity test but have a preschool-age child attending preschool are eligible for 36 hours of subsidised care per fortnight.

People with disability or impairment, including those who receive Disability Support Pension or an invalidity service pension or who have been diagnosed by a registered medical practitioner or clinical psychologist as impaired to a significant degree may be exempt from the activity test.

Families who need more than their available hours of subsidised care per fortnight due to exceptional circumstances can also apply to Centrelink for additional hours.

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

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

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

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

Child Care Subsidy may not be paid by the Government in certain situations and families will be required to pay full fees for the period involved. These include:

- non-attendance for 14 weeks in a row
- for any days before a child attends the service for the first time.
- for any days in the final attendance period after a child last physically attends the service.

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

Miscellaneous Charges - Medical

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



Doctrina Vitae

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