



Doctrina Vitae

Bacchus Marsh
Grammar

EARLY LEARNING CENTRE CURRICULUM GUIDE 2026



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Welcome

Welcome to Bacchus Marsh Grammar Early Learning Centre (BMG ELC) where curiosity, creativity and connection are at the heart of everything we do. Our curriculum is designed to reflect our philosophy of nurturing whole-child development, both developmentally and culturally, within a safe, engaging and responsive learning environment. We believe that children learn best when their interests, voices and cultural identities are respected and celebrated, and when educators intentionally scaffold learning through meaningful interactions, play and guided experiences.

At BMG ELC, our programs are informed by ongoing critical reflection and collaboration among our educators, children and families. This reflective practice ensures that our curriculum is dynamic, inclusive and tailored to the unique needs of our children. Themes such as sustainability, literacy, numeracy, indigenous literacy, STEAM and child safety are embedded throughout our kindergarten programs, providing rich, practical learning opportunities. Our children actively participate in guiding their learning, from contributing to program planning to engaging in community projects, allowing them to develop agency and a sense of belonging.

This document provides families and staff with a clear understanding of how we support children's learning and development across various areas. Our approach is underpinned by a commitment to child safety, inclusive practices, responsive environments and collaborative partnerships. We hope this curriculum guide provides insight into the intentional practices, learning experiences and guiding principles that make BMG ELC a place where children flourish, families are partners, and educators continue to grow professionally. Together, we promote a vibrant learning community founded on respect, curiosity and a commitment to lifelong learning.



Our Philosophy

Our school values guide a respectful, inclusive and empowering learning community. We are committed to fostering a calm, inviting and stimulating environment where every child feels safe, valued and capable.

We respectfully acknowledge the Wurundjeri and Wathaurong Peoples, the Traditional Custodians of the land on which we learn and play. We recognise that Indigenous knowledge systems, stories and cultural practices are vital in shaping our programs and are woven meaningfully throughout our curriculum and environment. This perspective is not separate but embedded in our daily learning, community engagement and understanding of place.

Curriculum/Framework

Our curriculum is guided by the Early Years Learning Framework and reflects a deep commitment to children's rights, agency and voice. We believe children are competent, capable decision-makers who are active participants in their learning journeys. Their curiosity, creativity and contributions shape our curriculum which is built around open-ended, meaningful experiences.

Through an integrated and intentional approach, together with the knowledge and goals shared by families, we support each child's development across all learning domains including early literacy, numeracy, STEAM, sustainable practices, cultural competence and physical and creative expression. This will be achieved through centre operations, high expectations, intentional teaching, inquiry-based project work, questioning, discussions and open-ended authentic experiences where children become curious and inquisitive learners. We value and embed sustainable practices and environmental awareness as an everyday responsibility and opportunity for children to become leaders in creating a better world. Our diverse teaching team draws on a range of evidence-based theories and research, supporting flexible and responsive pedagogy. Learning is not bound by routines, it is enhanced by them. Rituals and responsive routines are purposefully designed to build trust, create belonging and reflect each child and their family.

Wellbeing, Child Safety, and Rights

Educators intentionally nurture the social and emotional development of every child, supporting independence, resilience and a strong sense of identity and belonging. The children will be exposed to a creative environment to build skills that empower them to confidently solve problems independently and collaboratively. We are a child-safe organisation with zero tolerance of child abuse. We will promote our statement of commitment to child safety and wellbeing and model a child safe culture at all levels in our service. We actively implement the 11 Child Safe Standards to promote a culture of safety, respect and inclusion. Every child has the right to feel safe, to be heard and to express themselves.

Diverse Learning Environment

Our diverse learning environments are aesthetically appealing, inviting and designed to ensure that children are engaged and challenged. Individual and group learning opportunities are supported through a high-quality learning environment where children become confident learners who can direct their learning and take considered risks. This will be achieved through exposure to various experiences, opportunities and community involvement.

Our diverse learning environments extend across spaces that inspire curiosity, connection and discovery. They are thoughtfully designed to be aesthetically appealing, inviting and rich in opportunities that engage and challenge children. Whether exploring within the centre, in natural outdoor settings or out in the wider community, children are supported to direct their own learning, collaborate with others and take considered risks. Through these varied experiences and opportunities, children grow as confident, capable learners with a strong sense of belonging.

Cultural Competence and Inclusion

We are committed to ensuring that all voices are heard, valued and reflected in our practices, creating a culturally safe and inclusive environment. Our curriculum reflects and respects the diverse cultures, languages and traditions of our children, families, educators and community. Events and celebrations are viewed as an opportunity to foster genuine understanding, learning and connection.

Professional Growth and Reflection

Educators' wellbeing is promoted through a supportive work environment and a cohesive team culture whilst encouraging staff to challenge themselves as professionals. As a professional learning community, we are committed to ongoing critical reflection and professional growth. Educators regularly reflect on their values, biases and practices to ensure continuous improvement. Through collaborative dialogue, mentoring, and inquiry, we strive for excellence in early childhood education.

Early Years Learning Framework (EYLF) and Victorian Early Years Learning and Development Framework (VEYLDF)

Our programs are guided by the principles and practices of the Early Years Learning Framework (EYLF), ensuring that every child's learning journey is intentional, play-based and responsive. The EYLF underpins our curriculum, supporting children's learning across the five key outcomes: identity, community, wellbeing, learning and communication. We use this framework to plan meaningful experiences that reflect children's interests, cultural backgrounds and developmental stages, allowing them to explore, inquire and build confidence as capable learners.

As a recognised kindergarten program, BMG ELC delivers a high-quality, structured early learning experience that meets the requirements of the Victorian Department of Education. Our kindergarten curriculum integrates the EYLF with Victorian Early Years Learning and Development requirements, ensuring that children are well-prepared for their transition into school. Through intentional teaching, collaborative projects and reflective practices, we create rich learning environments that enable children to develop foundational skills in early literacy, numeracy, creativity, physical development and social-emotional learning.

Our program is strengthened by strong partnerships with families, educators and the wider community. We continuously evaluate and refine our practice, ensuring that our curriculum is not only compliant with the EYLF and kindergarten standards but also responsive, inclusive and inspiring for every child in our care.



Why play matters at BMG ELC

Play is the foundation of children's learning and development. We recognise that through play, children explore the world around them, develop problem-solving skills, express creativity, build social connections and strengthen their emotional resilience. Play is not only enjoyable, it is a critical way for children to make sense of their experiences, practice new skills and develop independence and agency.

At BMG ELC, we intentionally embed play-based learning across all aspects of our curriculum. Our educators provide rich, engaging environments that inspire curiosity and discovery, offering a balance of open-ended resources, real-life experiences and guided provocations. Children are encouraged to choose activities that interest them, experiment, collaborate with peers and reflect on their learning. For example, our community garden, sensory experiences and sustainable projects allow children to engage in hands-on, meaningful learning that connects to their world.

We also value children as active participants in their own learning, providing them with opportunities to lead investigations, share ideas and influence program planning. By combining child-led play with intentional teaching, educators scaffold learning, introduce new concepts and support the development of essential skills in literacy, numeracy, STEAM and social-emotional growth.

Through this commitment to play-based learning, BMG ELC nurtures children who are confident, curious, capable and ready to thrive both within the early learning environment and as they transition to school.



Indoor and Outdoor Program

We embrace our indoor/outdoor program that allows children to move freely between spaces according to their interests and needs. This approach supports the children's right to choose where and how they learn, fostering a strong sense of belonging and security. By offering this flexibility, children remain calm, engaged and fully immersed in their play and learning experiences.

Educators thoughtfully design the environment to ensure a natural flow between indoors and outdoors. Learning opportunities are intentionally extended across both settings. For example, indoor materials are brought outside to spark curiosity in new contexts, while natural elements and open-ended resources from the outdoors are incorporated into indoor learning spaces. This blending of environments offers children rich opportunities to connect with nature, explore their creativity and deepen their learning through a range of sensory experiences.

Our teaching team pays close attention to the rhythm of the day, identifying the right moments to encourage children to move between spaces. This responsiveness ensures children are supported emotionally and developmentally, whether they are seeking active exploration outdoors or a quieter, reflective space indoors.

Central to our program is the importance of uninterrupted play. When children have extended periods of time to follow their own ideas and interests, they develop deeper thinking, problem-solving skills, resilience and independence. Through uninterrupted play in flexible environments, children build meaningful relationships, strengthen their sense of agency and are motivated in their learning journey.





Collaborative Teaching Model

We value a collaborative teaching model that fosters teamwork, shared responsibility and professional dialogue among educators. Our approach ensures that every child benefits from the diverse expertise, perspectives and strengths of our teaching team. By working together in planning, implementing and reflecting on learning experiences, educators can create more responsive, engaging and intentional programs tailored to children's individual needs and interests.

Collaboration allows educators to co-teach, mentor and model effective practices, ensuring consistency and quality across all learning spaces. Children benefit from this approach through richer learning experiences, as educators can extend learning through small group interactions, targeted interventions and integrated play-based projects. Shared reflection and discussion also enable educators to identify opportunities for innovation, make evidence-based decisions and embed critical aspects such as literacy, numeracy, STEAM, sustainability and cultural learning across the curriculum.

In addition to positive outcomes for children, our collaborative model supports professional development for educators. Team members engage in ongoing mentoring, skill-sharing and reflective practices, thereby strengthening their pedagogical knowledge, leadership capabilities and confidence in teaching. This culture of collaboration ensures that BMG ELC maintains high-quality, innovative programs, while fostering a professional learning community where educators continually grow and children thrive.

Educator Working Groups

Our working groups play a key role in enhancing the curriculum and enriching children's learning experiences. These groups bring together educators' expertise, passions and reflective practice to design innovative, meaningful programs that are embedded across all areas of learning.

The **STEAM Working Group** focuses on fostering experiences in science, technology, engineering, arts and mathematics through play-based, hands-on learning. This group develops projects, investigations and provocations that encourage children to explore, experiment and problem-solve, both indoors and in our outdoor learning environments. By linking STEAM to real-world experiences such as building structures, observing natural phenomena or experimenting with water and various materials, the group supports children in developing critical thinking, creativity and resilience.

The **Indigenous Literacy Working Group** promotes cultural understanding, respect and inclusion by embedding Indigenous perspectives and stories into the curriculum. Through storytelling, traditional literature and culturally rich resources, children develop literacy skills while learning about the history, language and traditions of First Nations peoples. The group collaborates with families and community members to ensure authentic, meaningful learning experiences that foster respect and connection.

The **Small Green Steps Working Group** supports sustainability and environmental awareness across our service. This group leads initiatives such as composting, worm farms, garden projects and community outings focused on nature and conservation. Children engage in hands-on learning about caring for the environment, understanding cycles of nature and making sustainable choices, fostering agency, responsibility and an appreciation for the natural world.

Through these working groups, BMG ELC ensures that learning is collaborative, reflective and responsive, providing children with opportunities to engage in purposeful, meaningful and authentic experiences that connect to their interests, community and environment.



Child Safe Education

The safety and wellbeing of every child is at the heart of everything we do. We are committed to creating and maintaining a child safe environment where children feel secure, respected and empowered. Our curriculum and daily practices intentionally embed child safety education, ensuring that children learn about their rights, personal safety and wellbeing in developmentally appropriate ways.

Teaching Children About Safety

We believe children have the right to understand and practice ways to keep themselves safe. Educators embed safety education into everyday learning experiences through:

- **Body Safety and Consent** – Children learn about their personal “body bubble,” the importance of consent and strategies for saying ‘no’ when they feel uncomfortable.
- **Recognising Safe and Unsafe Situations** – Through stories, role play and group discussions, children are guided to identify safe people, places and actions.
- **KidsROAR and Body Safety Superstars Programs** – These specialised programs provide engaging workshops for children and families, teaching personal safety, protective behaviours and confidence in seeking help.
- **Digital Safety Awareness** – In age-appropriate ways, children are introduced to safe online practices including understanding the difference between safe sharing and private information.

Embedding Safety in Daily Practice

Child safety is not taught in isolation; it is woven throughout routines, relationships and experiences. This includes:

- Encouraging children to express their feelings and seek support from trusted adults.
- Inviting children to participate in risk assessments, helping them understand safety in the environment while recognising the benefits of managed risk.
- Maintaining open communication and ensuring children know their voices are valued and listened to.



Child Safe Education Continued....

Educator Commitment

All staff at BMG ELC are trained in child safety practices and complete professional development 3–4 times per year. Our educators are guided by the 11 Child Safe Standards which shape our policies, procedures and culture. We ensure:

- Supervision practices such as two staff present at all times, roll checks and regular head counts.
- Clear boundaries around the use of technology, including no personal devices, and secure storage of photos and videos.
- Ongoing policy reviews and reflective discussions in staff meetings to maintain the highest standards of safety and wellbeing.

Family and Community Partnership

We recognise that families are essential partners in promoting child safety. Our service shares resources through:

- Family information evenings, brochures and gallery displays about child safety and wellbeing.
- Open communication with families regarding our policies and practices.
- Opportunities for families to contribute ideas, feedback and cultural perspectives that strengthen our child safe environment.

Our Commitment

BMG ELC is dedicated to building a culture where children are safe, respected and heard. We actively teach children about their rights, empower them to speak up, and ensure that every adult in our community is committed to their protection.

By embedding child safe education across our curriculum, we equip children with the knowledge, skills and confidence to thrive today and into the future.



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 Environment Policy and Child Safe Code of Conduct 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.



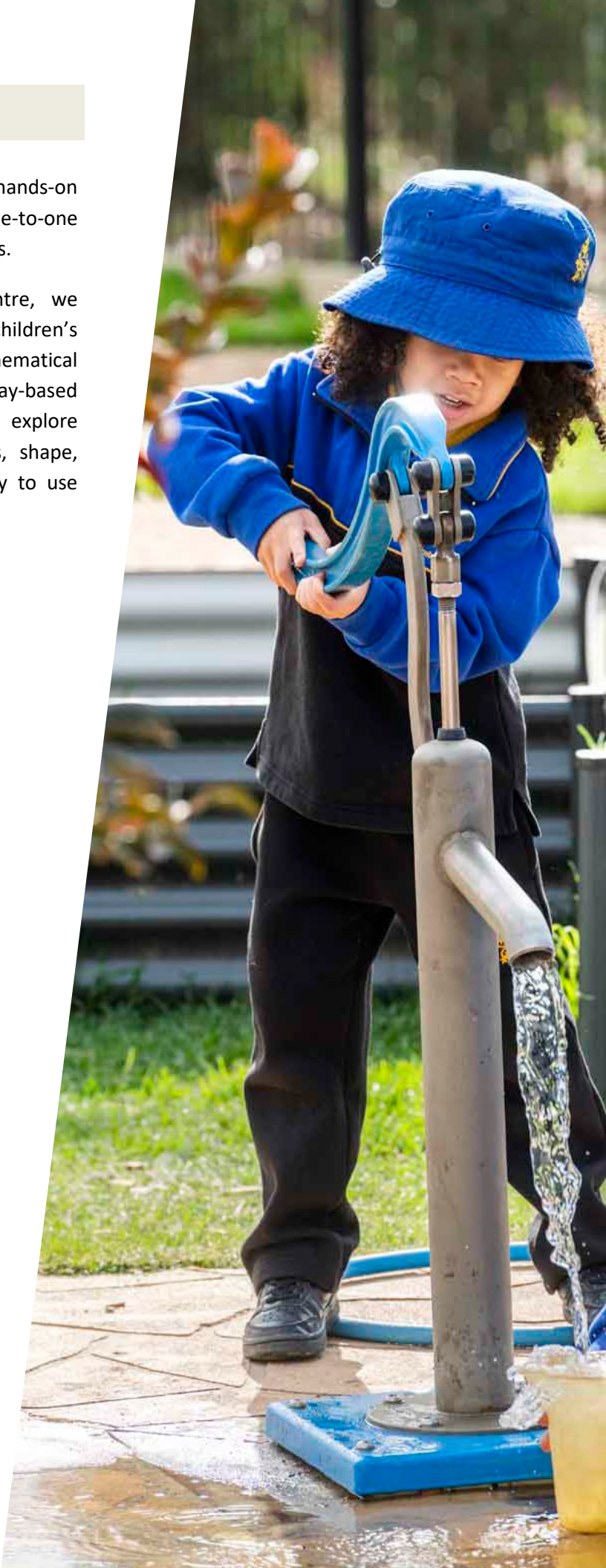
Numeracy

Numeracy concepts are naturally explored through hands-on experiences such as cooking, block play, patterning, one-to-one correspondence, counting games and sorting materials.

At Bacchus Marsh Grammar Early Learning Centre, we recognise that numeracy is an essential part of children's learning and everyday life, and that mathematical understanding is best developed through hands-on, play-based experiences. Our approach encourages children to explore concepts such as number, measurement, patterns, shape, space, time and data, while developing their ability to use mathematical vocabulary confidently and accurately.

Through playful experiences, children engage with counting, sorting, comparing and problem-solving in ways that are meaningful to them. Measurement concepts are explored as children weigh, pour and measure ingredients in cooking experiences, compare lengths and heights in construction play, or observe growth in our community garden. Concepts of time are introduced through daily routines, sequencing activities and exploring calendars or timers, while shape, space and angles are investigated through block building, puzzle play and outdoor construction projects.

We intentionally embed mathematical learning in real-life contexts and play-based scenarios, allowing children to experiment, test hypotheses and discuss their thinking using appropriate mathematical language such as "longer," "shorter," "heavier," "lighter," "half,". By connecting numeracy to children's interests and the world around them, our educators foster curiosity, critical thinking and confidence in problem-solving. Through this approach, BMG ELC ensures that children develop a strong foundation in mathematics while enjoying the process of discovery, experimentation and playful learning.



Literacy and Language

We embed literacy across our program through meaningful, play-based experiences. Children engage in storytelling, shared reading, drawing, early writing and conversations. Our intentional teaching promotes phonemic awareness, vocabulary development and a love of literature.

At Bacchus Marsh Grammar Early Learning Centre, we believe that literacy and language development are fundamental to children's learning and lifelong communication skills. Our approach is embedded in the understanding that children develop language most effectively through rich, meaningful and engaging experiences that are embedded in play-based learning. We actively promote oral storytelling, sharing of personal narratives and listening to stories which support children's vocabulary, comprehension and ability to express ideas confidently.

Phonemic awareness is a key focus within our program. Through songs, rhymes, fingerplays and playful phonics activities, children begin to recognise sounds, patterns and rhythms in language, forming the foundations of early reading and writing skills. We also nurture children's awareness of print through shared book experiences, environmental print and interactive text explorations, encouraging them to understand how written language conveys meaning.

At BMG ELC, literacy and language are integrated across all aspects of our curriculum. Play-based experiences such as storytelling, puppet play and imaginative role-playing, allow children to naturally experiment with language, sequence events and develop comprehension skills. Additionally, we encourage children to reflect on and discuss texts, make predictions and connect stories to their own experiences, fostering both critical thinking and a love of literature. By combining oral language, phonemic awareness, text comprehension and creative expression through play, BMG ELC ensures that children develop strong, confident and meaningful literacy skills that prepare them for future learning.



Library Borrowing

We believe that books and storytelling are essential to children's learning, identity formation and sense of belonging. Our library borrowing program has been developed to strengthen children's literacy skills, nurture a love for stories and build strong connections between the Centre and families. We recognise that early reading experiences lay the foundation for future learning, communication and wellbeing.

Each kindergarten room has access to our library borrowing system, where every book is catalogued and barcoded. Children decorate their own personal library bag to reflect their individuality and ownership of the program. Weekly, children are supported by:

- Selecting a book of interest from the library collection. Borrowing and returning it using our scanning system.
- Sharing the story at home with their family before returning it the following week.
- This simple yet meaningful routine gives children a sense of responsibility and independence, while encouraging them to actively engage with reading both at the centre and at home.

Benefits for Children

The library borrowing program provides many learning and developmental opportunities:

- Literacy Development – Expands vocabulary, comprehension and early literacy skills.
- Love of Reading – Promotes enjoyment of books and storytelling as part of daily life.
- Independence – Encourages children to care for books and manage the process of borrowing and returning.
- Family Connection – Strengthens children's confidence as they share books and stories with their family.

Benefits for Families

The program also serves as an opportunity for family engagement. By bringing books home, families are:

- Encouraged to make reading part of their everyday routines.
- Empowered to build their child's language and literacy skills in meaningful ways.
- Given opportunities to connect with the Centre's literacy curriculum and see its value firsthand.

Educator Practice

Educators play an active role in ensuring the success of the program by:

- Supporting children to choose books that reflect their interests and developmental stage.
- Encouraging children to talk about their chosen book and what it means to them.
- Documenting how the library borrowing program enhances literacy learning across the curriculum.
- Sharing research with families on the importance of reading aloud in the early years.





STEAM

(Science, Technology, Engineering, Arts, Mathematics)

Our STEAM Working Group supports educators in embedding STEAM into everyday learning. Children explore scientific concepts, test engineering ideas through construction, and engage with technology and digital tools in meaningful ways.

At Bacchus Marsh Grammar Early Learning Centre, STEAM (Science, Technology, Engineering, Arts and Mathematics) learning is an integral part of our curriculum, fostering creativity, critical thinking and problem-solving through hands-on, play-based experiences. We recognise that young children are natural explorers and, by providing opportunities to investigate, experiment and create, we nurture their curiosity and love of learning.

Science and technology are explored through experiments, observation of the natural world and interactive materials that encourage children to ask questions and test ideas. Engineering and construction are promoted through building projects, manipulating blocks and exploring forces, balance and structures both indoors and in our outdoor learning spaces. Mathematics is embedded throughout STEAM activities, linking concepts of measurement, pattern, shape and time to real-world problem solving. The arts are interwoven into all STEAM learning, supporting self-expression, imagination and the ability to communicate ideas visually, verbally and through performance.

At BMG ELC, STEAM learning is play-based and child-led, encouraging experimentation, collaboration and reflection. For example, children might design and construct a garden structure, explore water flow and measurement in sensory play, or investigate plant growth in our community garden, combining science, maths and engineering concepts. Through these experiences, educators scaffold learning by introducing relevant vocabulary, posing thought-provoking questions and encouraging creative solutions.

By integrating STEAM across all areas of learning, BMG ELC supports children in becoming confident, capable and inquisitive learners who are ready to engage with the world around them, while developing the skills and mindsets necessary for future learning.

Inquiry-Based Learning and Projects

Inquiry-based learning and project work are central to our curriculum. Children's questions and interests guide long-term investigations.

At Bacchus Marsh Grammar Early Learning Centre, inquiry-based learning is central to how children explore, question and make sense of the world around them. Through play-based investigation and collaborative projects, children develop critical thinking, problem-solving and communication skills, while taking ownership of their learning. Inquiry learning allows children to follow their interests, ask questions and explore ideas in depth, fostering curiosity, creativity and a sense of agency.

Projects at BMG ELC are often long-term, collaborative and integrated across learning areas, allowing children to engage with practical concepts in meaningful ways. For example, children might investigate plant growth in our community garden, explore sustainability through recycling and composting initiatives, or examine local wildlife during excursions beyond the fence. These experiences provide opportunities to develop skills in research, observation, experimentation and reflection, while connecting learning to their own lives and communities.

Our educators guide inquiry by posing open-ended questions, providing provocations and scaffolding learning, while encouraging children to share ideas, test hypotheses and make decisions about their projects. Documentation of learning, reflection and display of outcomes ensures children can revisit and extend their thinking over time. By embedding inquiry and project-based learning in a play-based context, BMG ELC fosters children who are confident, curious and capable learners, prepared to engage actively and thoughtfully with the world around them.





Arts Studio

At BMG ELC, we view art as a language of expression, exploration and communication. Every room is equipped with a dedicated art studio space, designed to inspire children to experiment with a wide range of creative mediums. We believe that art is not just a product but a process that supports children in exploring identity, emotions, culture and ideas while developing fine motor skills, problem-solving abilities and imagination.

How our Art Studios Are Utilised in our kindergarten rooms

Art studios are intentionally designed to be accessible, inviting and reflective of each room's learning community. Children have daily opportunities to:

- Engage with diverse art materials such as paints, clay, collage resources and natural elements.
- Experiment with both traditional and non-traditional tools.
- Create individually or collaborate on shared projects.
- Reflect on and revisit their artworks as part of ongoing inquiry and project work.

Studios are flexible spaces that evolve in response to children's interests, group projects and learning, and family contributions.

Benefits for Children

The art studios are an integral part of the curriculum, offering:

- **Self-Expression** – A safe space for children to communicate ideas, feelings and experiences.
- **Creativity and Innovation** – Opportunities to explore, experiment and take risks.
- **Skill Development** – Growth in fine motor control, hand-eye coordination and sensory exploration.
- **Inquiry and Research** – Art as a tool for investigation, hypothesis-testing and documenting ideas.
- **Identity and Belonging** – Recognition of each child's unique voice and perspective through their creations.

This shared commitment highlights the value of art as a means to strengthen home–Centre connections and broaden children's exposure to diverse creative practices.

In the art studios, educators take on the role of facilitators, carefully designing experiences that invite exploration, curiosity and creative problem-solving. They set up intentional provocations that encourage children to experiment with materials and ideas, fostering a sense of wonder and discovery. Throughout the creative process, educators support children in reflecting on and articulating their artistic choices, helping them develop confidence in expressing their thoughts, feelings and intentions. Documentation is a key focus, capturing not only the finished pieces, but also the journey of creation, providing insight into children's learning and development. Art experiences are thoughtfully linked to broader curriculum outcomes, including literacy, numeracy, STEAM, project work and cultural learning, allowing children to see connections across their learning. Educators also uphold the rights of children as artists, ensuring that each piece of work is displayed respectfully and only with the child's permission, reinforcing the value of their voice, agency and creative expression.

Social and Emotional Learning and Development

We believe that social and emotional development is the foundation for lifelong learning, wellbeing and success. A child's ability to understand themselves, build positive relationships and navigate their emotions plays a vital role in their confidence and resilience.

Our approach is holistic, nurturing and responsive to each child's individual needs. We embed social and emotional learning into daily practice through:

- **Child-led problem solving:** We empower children to resolve challenges independently and respectfully using our Problem-Solving Wheels which are available and utilised throughout the day. This encourages critical thinking, negotiation and responsibility for their actions.
- **Wellbeing practices:** In the Wattle Room, our Wellbeing Teddies foster a sense of belonging and connectedness. They provide comfort and create opportunities for children to express their feelings in safe and supported ways.
- **Emotional literacy:** We explicitly teach that all feelings are valid. Children learn to recognise, name and respond to emotions through stories, discussions and reflective practices. This builds self-awareness and self-regulation skills.
- **Respect and kindness:** Our educators model empathy and encourage children to treat themselves and others with care, respect and fairness. Every child's voice is heard and valued, supporting their right to be active participants in their learning and relationships.
- **Social and emotional intelligence:** Through daily interactions, group projects, yarning circles and play-based learning, children develop essential skills in cooperation, resilience, empathy and leadership.

Families are also partners in this journey as we work together to support children's wellbeing across home and kindergarten. By prioritising social and emotional development, we help children build the confidence, independence and inner strength they need to thrive in school and beyond.



Physical Development

We recognise physical development as a fundamental aspect of children's overall growth, wellbeing and learning. Developing gross and fine motor skills, coordination, strength and body awareness in the early years lays the foundation for confidence, independence and lifelong healthy habits. Physical development is an integral part of our curriculum, embedded in daily routines, play and intentional teaching experiences.

How Physical Development is Embedded in Our Programs

Physical development is intentionally integrated into our programs through a variety of structured and unstructured opportunities, including:

- **Outdoor Play and Gross Motor Experiences** – Children engage in climbing, balancing, running, jumping and ball games, developing strength, coordination and spatial awareness.
- **Fine Motor Exploration** – Activities such as art, loose parts play, gardening, construction and manipulative tasks strengthen hand–eye coordination and dexterity.
- **Planned Movement Experiences** – Intentional activities such as dance, obstacle courses and stretching support flexibility, body awareness and rhythm.
- **Active Transitions and Routines** – Daily routines are structured to incorporate movement, encouraging children to move purposefully between activities and spaces.
- **Inquiry and Project Work** – Physical experiences are connected to learning, for example, measuring plants in the garden, building structures or exploring scientific concepts through movement.

Benefits for Children

Embedding physical development in our curriculum provides multiple benefits for children:

- **Health and Wellbeing** – Supports fitness, muscle strength, balance and overall physical health.
- **Cognitive Development** – Research demonstrates links between physical activity and brain development, attention and learning capacity.
- **Social and Emotional Growth** – Group games and collaborative activities foster teamwork, communication, resilience and self-confidence.
- **Fine Motor Skill Development** – Enhances readiness for writing and drawing, skills.
- **Independence and Risk Assessment** – Children learn to assess challenges, make safe choices and take measured risks in controlled environments.

Research highlights the vital role of physical development in early childhood. Neuroscience shows that movement strengthens brain connections and supports executive functions such as attention and problem-solving. Active play promotes cognitive, social and emotional growth, while motor skill development is linked to academic success, self-regulation and overall well-being.

Educators foster physical development by observing children's interests, providing challenging yet safe experiences, and creating environments that encourage exploration and risk-taking. Movement is embedded across learning, connecting to inquiry, creativity and problem-solving. Families are valued partners, with educators promoting active lifestyles and emphasising the importance of play at home.

Physical development is consistently reviewed and embedded across all programs. Educators reflect, plan for progression and ensure alignment with best practice so children experience fun, challenges, and success through movement. This intentional approach empowers children to grow physically, socially and emotionally, building confidence, resilience and a lifelong enjoyment of movement.

Music and Movement

Music and movement are celebrated as essential tools for children's holistic development. Our programs intentionally integrate singing, dancing, rhythm and instrument play to support children's cognitive, social, emotional and physical growth.

Learning through Music

Music experiences at BMG ELC are designed to spark creativity and self-expression. Children engage with a variety of musical styles and songs that allow them to explore sound, rhythm, pitch and tempo. These experiences strengthen memory, listening skills and language development, while also fostering confidence and a sense of achievement.

Movement and Physical Development

Through dance, action songs and movement games, children learn to express themselves physically, follow instructions and work collaboratively with peers. Movement is also used to support emotional regulation, allowing children to explore feelings and energy levels in safe and playful ways.

Integration into Daily Routines

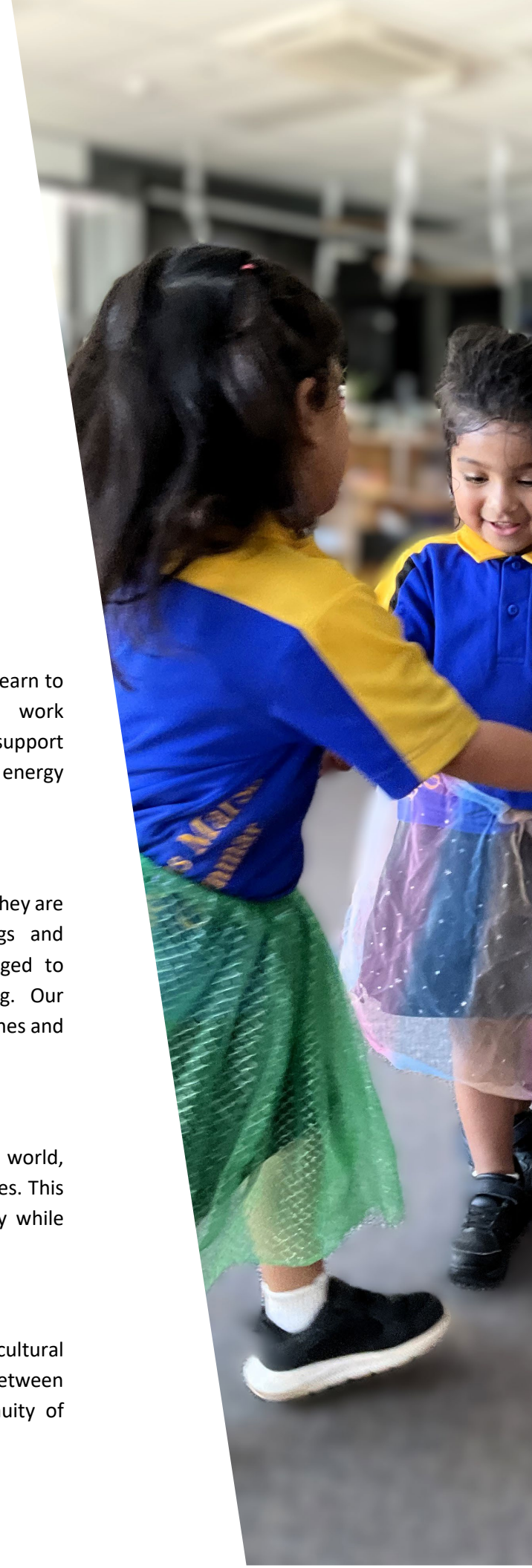
Music and movement are not confined to scheduled sessions, they are embedded throughout the day. From morning gatherings and transitions to small group activities, children are encouraged to explore rhythm, body awareness and musical storytelling. Our educators use these moments to enhance learning, build routines and create joyful experiences that engage the whole child.

Cultural Responsiveness and Inclusion

We celebrate diverse musical traditions from around the world, including songs and dances shared by families and communities. This encourages children to develop respect for cultural diversity while connecting to their own identities.

Family Engagement

Families are invited to participate in musical activities, share cultural songs and/or instruments. This strengthens the partnership between home and the Centre, ensuring children experience continuity of learning and rich, shared musical experiences.



Land Beyond the Fence

We extend learning beyond the classroom through regular excursions to local wetlands, parks and our Staughton Vale campus where our Land Beyond the Fence program takes place on a fortnightly basis during Terms 2 and 3.

At Bacchus Marsh Grammar Early Learning Centre, our **Land Beyond the Fence** Bush Kinder program offers children unique, immersive experiences in the natural environment beyond our service. Each week during Terms 2 and 3, children travel by bus to our Staughton Vale campus at Anakie where they explore diverse landscapes, engage in hands-on learning and form a deep connection with the natural world.

During these excursions, children participate in hikes, nature exploration and tree climbing, developing physical skills, confidence and resilience. They interact with the environment using real tools such as ropes, pulleys, saws and hand drills, allowing them to engage in purposeful, skill-building activities. Children also explore sustainable practices through our market and kitchen garden, learning to care for plants, harvest produce and engage with the natural cycles.

Bush Kinder experiences include fire and cooking activities, where children learn to cook safely over an open fire under the supervision of educators, thereby fostering practical life skills, collaboration and problem-solving. These experiences are embedded in a play-based, inquiry-focused framework, encouraging children to take risks, make decisions and reflect on their learning while developing a deep sense of connection to country and environment.

Through the Land Beyond the Fence program, BMG ELC nurtures children who are confident, curious and capable, fostering resilience, creativity and a lifelong love of learning in the outdoors.



Learning to be Sustainable

Sustainability is woven into our daily practices and curriculum, empowering children to become sustainability champions both within our learning community and beyond. We believe that even our children play an important role in caring for the earth, and we actively support them to understand, problem-solve and lead positive change.

Children take on responsibilities such as becoming energy monitors and compost monitors, roles that encourage accountability and awareness of their everyday impact. These responsibilities foster a sense of pride and agency, as children see the tangible results of their efforts in reducing waste, saving energy and contributing to a healthier environment.

Through intentional teaching and meaningful experiences, children learn about the interconnectedness of people, plants, animals and the environment. They are encouraged to question, reflect and collaborate with peers and educators to explore sustainable solutions, from reusing and recycling materials to reducing single-use items and caring for our community garden.

By embedding sustainability into our routines, projects and community partnerships, children develop the knowledge, skills and values needed to become lifelong advocates for the environment. These practices instil a deep respect for the natural world and demonstrate to children that their actions, big or small, can make a difference.



Loose Parts

We embrace the philosophy of loose parts play as a powerful approach to fostering creativity, problem-solving and critical thinking in children. Loose parts open-ended materials such as natural items, recycled objects and everyday resources offer limitless possibilities for exploration, design and imagination. By engaging with these materials, children are empowered to take ownership of their learning, follow their interests and co-construct knowledge with peers and educators.

How Loose Parts Enhance the Curriculum

Loose parts are embedded across all curriculum areas and support children's holistic development:

- **Creativity and Imagination** – Children use loose parts to represent ideas, build structures and tell stories, transforming objects into symbolic tools for play.
- **STEAM Learning** – Sorting, stacking, balancing and constructing with loose parts develops mathematical thinking, engineering concepts and scientific inquiry.
- **Language and Literacy** – Children use loose parts as props in storytelling, dramatic play and communication, strengthening vocabulary and narrative skills.
- **Social and Emotional Development** – Collaborative play with loose parts encourages negotiation, problem-solving and teamwork while fostering resilience and confidence.
- **Cultural and Environmental Awareness** – The use of natural and recycled materials builds respect for the environment and highlights sustainable practices.



Families are valued partners in enriching the loose parts curriculum. Our **Loose Parts Station**, located in the gallery space, provides a visible and accessible way for families to contribute. Families are encouraged to bring in items such as:

- Recycled materials (bottle tops, fabric scraps, cardboard tubes, small boxes)
- Natural materials (pinecones, shells, branches, driftwood, stones)
- Household items (buttons, bangles, tins, baskets, jars)

By contributing these resources, families strengthen home-centre connections and model sustainable practices. The Gallery Loose Parts Station also provides children with a sense of pride as they recognise and share contributions from their own family.

Educators thoughtfully embed loose parts into the program in ways that extend children's interests and curriculum outcomes:

- **Intentional organisation** – Selecting and rotating materials to align with projects, provocations and emerging play themes.
- **Observation and Documentation** – Recording how children use loose parts to demonstrate learning outcomes across the curriculum.
- **Sustainability and Respect** – Encouraging children to care for materials, recycle thoughtfully and discuss the life cycle of resources.
- **Extension of Learning** – Using children's explorations with loose parts as inspiration for projects, discussions and skill development.

Indigenous Learning

We embed Indigenous perspectives meaningfully through storytelling, language, cultural practices and ongoing reflection. Our Indigenous literacy group supports each room and, collectively, across the entire service, to embed meaningful and enriching perspectives on Indigenous learning.

At Bacchus Marsh Grammar Early Learning Centre, Indigenous learning is integrated throughout our curriculum to foster respect, understanding and a connection to First Nations cultures, histories and perspectives. We acknowledge and pay our respects to the Wurundjeri and Wathaurong people as the Traditional Owners of the land on which our service operates, and we incorporate their knowledge, stories and practices into our everyday learning experiences.

Our approach is guided by collaboration, cultural authenticity and reflection. Through storytelling, art, music, language and literature, children engage with Indigenous perspectives in ways that are meaningful and developmentally appropriate. Our Indigenous Literacy Working Group supports this work by developing projects, resources and programs that celebrate Aboriginal and Torres Strait Islander culture while promoting literacy, critical thinking and identity.

Children participate in hands-on experiences such as creating artworks inspired by traditional practices, exploring native plants in the garden and engaging with local stories and oral storytelling. These experiences are reinforced through discussions, reflection and shared rituals, helping children develop empathy, respect and a deeper connection to the country.

By embedding Indigenous learning across all areas of the curriculum, BMG ELC nurtures children who are culturally aware, respectful and confident in engaging with diverse perspectives, ensuring that Indigenous knowledge is valued as a vital part of their early learning journey.



Community Partnerships

We recognise the importance of strong and meaningful community partnerships in enriching children's learning and development. Engaging with our local community provides children with opportunities to experience a sense of belonging, connect with diverse individuals and contribute as active participants in the wider world. These partnerships reflect our philosophy of collaboration, respect and shared responsibility in supporting children's growth.

We embed community spaces into our curriculum to extend children's experiences beyond the classroom.

- **Wetlands and Natural Spaces** – Excursions to local wetlands provide children with hands-on experiences in sustainability, science and environmental stewardship. Children explore local ecosystems, connect with Indigenous perspectives on the land, and develop a deeper respect for the natural world.
- **School Oval and Grounds** – Access to the Bacchus Marsh Grammar oval and school facilities supports physical development, team games and wellbeing. These spaces provide children with the opportunity to practise gross motor skills, build resilience and engage in open-ended outdoor play.
- **Local Shopping Centre and Town Spaces** – Visits to the shopping centre and town create real-life learning experiences in numeracy, literacy and social interaction. Children engage in conversations with shopkeepers, explore concepts of money and exchange, and develop confidence in navigating familiar community spaces.

We intentionally foster relationships with groups that represent the diversity and vibrancy of our local community.

- **Sporting Clubs** – Collaborations with local sporting clubs introduce children to physical activities such as soccer, basketball and dance, encouraging teamwork, perseverance and a love of movement.
- **We Love Aintree Community Group** – This partnership provides opportunities for children and families to connect with their neighbourhood, participate in community events, and engage in projects that highlight belonging and contribution.
- **Community Service Providers** – Our connections with organisations such as libraries, health professionals and emergency services support children to build confidence and understanding of community roles.

Benefits for Children

Through these community partnerships, children:

- Develop a sense of belonging and identity within their local environment.
- Gain real-world learning experiences linked to the curriculum.
- Build confidence, independence and problem-solving skills.
- Recognise themselves as active contributors to their community.
- Strengthen relationships between home, school and the wider community.

Family and Community Involvement

Families are encouraged to share their own community connections, skills and knowledge. Whether through volunteering, suggesting community links or sharing cultural traditions, family input ensures our partnerships remain meaningful and inclusive.



ELC Community Garden

Our community plays a vital role in enriching children's learning and fostering a sense of connection and belonging. Our gardening program supports children to engage with the natural world, exploring life cycles, plant growth and sustainability through hands-on experiences. Children actively take ownership of the garden, making decisions about planting, watering, caring for, and harvesting fruits, vegetables and herbs. This responsibility fosters a sense of pride, resilience and achievement, while encouraging collaboration and problem-solving as they work together to nurture their garden.

The learning extends beyond the garden itself. Harvested produce is shared with families and the wider community, creating meaningful opportunities for children to contribute, give back and understand the importance of shared resources. Children are also encouraged to reflect on the origins of food, healthy eating and environmental stewardship, linking their practical experiences to broader life and sustainability concepts.

Our program is further enhanced through engagement with local environmental groups, such as We Love Aintree. These partnerships provide children with opportunities to connect with experts, participate in community initiatives and develop an understanding of their local ecosystems, including the local wetlands. By observing, asking questions and participating in guided projects, children deepen their knowledge of environmental sustainability while experiencing the impact of their actions on their community and the wider world.

Through these experiences, children are empowered to make choices, take initiative and see themselves as active contributors to both their immediate and extended community. This approach not only supports learning in STEM, health and sustainability, but also strengthens values such as responsibility, empathy, cooperation and respect for nature, ensuring that their connection to the environment is both meaningful and lasting.

Events and Celebrations

Events and celebrations are embraced as opportunities for meaningful learning, community connection and cultural understanding. Rather than being stand-alone occasions, we see these moments as extensions of our teaching and learning program. They provide rich opportunities for children, educators and families to come together and explore values, traditions and perspectives in ways that foster a sense of belonging and inclusivity.

How We Approach Events and Celebrations

Events and celebrations are woven into the curriculum through planning, reflection and collaboration. Examples include cultural celebrations, national days of recognition, sustainability events and service-led traditions such as gallery exhibitions or family gatherings. This ensures that each occasion is:

- **Child-Centred** – Informed by children’s interests, voices and cultural identities.
- **Inclusive** – Respectful of the diverse cultures, beliefs and family traditions within our community.
- **Educational** – Designed as opportunities for inquiry, exploration and critical thinking.
- **Collaborative** – Shared experiences between children, educators, families and the wider community.

Benefits for Children

Events and celebrations enhance children’s learning and development by:

- **Building Cultural Awareness** – Exposing children to diverse traditions, histories and perspectives.
- **Fostering Belonging** – Strengthening children’s sense of identity as their own cultural backgrounds are recognised and valued.
- **Encouraging Inquiry** – Providing provocations for questions, discussions and further exploration in project work.
- **Supporting Social Skills** – Promoting collaboration, empathy and respect as children participate in shared experiences.

Benefits for Families

Families play an active role in shaping and enriching events and celebrations. This collaboration not only strengthens the home and kinder partnership, but also supports children in making meaningful connections between their family and kindergarten experiences. Their involvement may include:

- Sharing family traditions, stories, recipes or artefacts that bring learning to life.
- Participating in events and offering feedback to guide future celebrations.
- Contributing to displays and discussions that highlight the diverse cultures of our community.

Educator Practice

Educators ensure that events and celebrations are purposeful and connected to the curriculum by:

- Embedding learning opportunities before, during and after each event.
- Guiding children through reflective conversations about what they experienced and learned.
- Creating displays and documentation that capture children’s voices and perspectives.
- Considering cultural sensitivity and inclusivity in every decision-making process.
- Encouraging sustainability and thoughtful practices, such as reducing waste during events.

Cultural Responsiveness

Cultural responsiveness is central to our curriculum and daily practice. We acknowledge the Wurundjeri and Wathaurong people as the Traditional Owners of the land on which we learn and play, and we embed respect for Country into all aspects of our program. We value the cultural diversity of our children, families, educators and community, and we are committed to creating an environment where all voices are respected and celebrated.

Embedding Cultural Knowledge

- **Indigenous Perspectives** – We integrate Aboriginal and Torres Strait Islander histories, perspectives and ways of knowing into the curriculum through storytelling, language, art and connection to Country. Our Indigenous Literacy Working Group supports educators in reflecting on their practice and strengthening cultural learning across all classrooms.
- **Family and Community Contributions** – Families are invited to share cultural practices, languages and traditions with children. This might include cooking experiences, music, clothing, celebrations or storytelling. These contributions are embedded into programs to honour and reflect the unique identities of children and families.
- **Educator Expertise** – Our educators bring their own cultural knowledge and skills into the learning environment. For example, cooking traditional meals, introducing new languages and sharing personal experiences enrich the curriculum and promote inclusion.

Inclusive Practices

- **Daily Curriculum** – Diversity is represented in resources, stories, art and classroom discussions. This ensures children see themselves and others reflected positively in the environment.
- **Celebrations and Rituals** – We acknowledge cultural events and traditions in a respectful and meaningful way, working alongside families to ensure authenticity and sensitivity.
- **Language and Communication** – We encourage the use of home languages alongside English, recognising the importance of linguistic identity for children's development and family connection.

Benefits for Children

Through culturally responsive practices, children:

- Develop respect for diversity and inclusion.
- Build a strong sense of identity and belonging.
- Gain an understanding of cultural similarities and differences.
- Learn empathy, acceptance and appreciation of multiple perspectives.
- Strengthen connections with their families, peers and community.



Family and Community Involvement

Cultural responsiveness is co-constructed with families and the wider community. Families are encouraged to:

- Share cultural knowledge, skills and traditions with the service.
- Contribute to curriculum decisions about cultural events and learning.
- Engage in reflective conversations with educators about inclusion, bias and representation.

Rituals and Responsive Routines

We recognise routines as rich opportunities for learning and connection. Our rituals create moments of calm, joy and relationship-building.

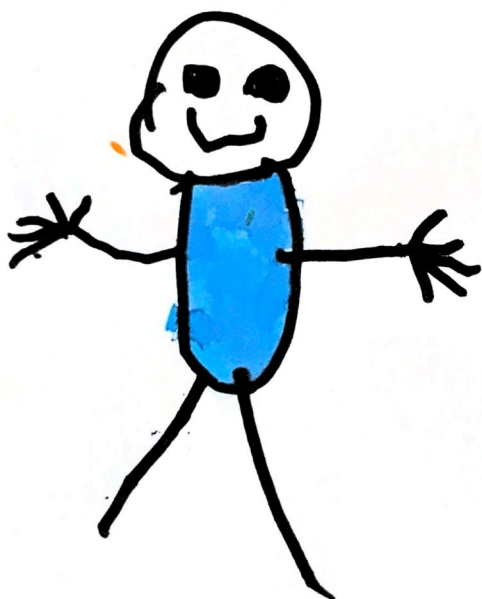
At Bacchus Marsh Grammar Early Learning Centre, we recognise that rituals and responsive routines are foundational to children's sense of belonging, security and wellbeing. They provide consistency and predictability in the day while allowing flexibility to respond to children's needs, interests and learning rhythms. By striking a balance between structure and responsiveness, we create environments where children feel confident, supported and empowered to engage fully in their learning.

Our routines are informed by Kelly Goodsir's principles of responsive routines and Memory Lyon's understanding of rituals as meaningful, repeated experiences that support identity, relationships and community. From daily greetings, group times and meal routines, to transitions, relaxation rituals and reflection activities, each moment is intentionally designed to promote social-emotional skills, language development and self-regulation. For example, in the Wattle Room, children participate in a daily teddy bear ritual, where they collect their handmade bears and engage in calm, reflective play, fostering a sense of comfort and connection.

Rituals at BMG ELC also reinforce cultural and community values, with shared songs, nursery rhymes and storytelling creating opportunities for collective participation, identity building and language development. Our educators adapt routines to suit children's developmental stages and interests, ensuring that each child experiences moments of agency, choice and engagement. By embedding responsive routines and meaningful rituals throughout the day, BMG ELC nurtures children who are confident, connected and ready to explore, learn and thrive.

Examples of routines and rituals that may take place at BMG ELC:

- Wattle Room teddy bears as wellbeing supports
- Collaborative morning teas
- Stories and Rhymes
- Mealtimes
- Birthdays and events



Gallery Space

Our gallery space is a vibrant hub of collaborative learning and teaching, designed to bring together children, educators and families. It serves as a gathering space where our service community gathers for rituals and routines such as our morning tea, fostering a sense of belonging and connection across the centre.

The gallery showcases children's learning journeys and inquiries, capturing their curiosity, creativity and achievements. Displays are intentionally created to reflect ongoing projects, investigations and the processes of learning, not just the final outcomes. This encourages children to reflect on their experiences, articulate their thinking and engage in meaningful dialogue with peers and educators.

Our gallery is also a space for celebrations and special events where children's accomplishments and service-wide initiatives are highlighted. Families are actively invited to participate, contribute and engage with the learning environment, whether through collaborative activities, shared cultural experiences or by adding to the displays and exhibitions. This reinforces the connection between home and the Centre and acknowledges the valuable role families play in our learning community.

Through this dynamic space, we foster a culture of shared learning, respect for each child's voice, and an appreciation of collective achievements, making the gallery a cornerstone of teaching, learning and community engagement at BMG ELC.



Observations and Assessment of Learning

We are committed to ensuring every child's learning journey is recognised, valued and extended. Our teachers and educators use a range of intentional strategies to track progress and support each child's growth.

- **Observations and Documentation:** Educators capture children's learning through a variety of methods, including written observations, photographs, work samples and reflective notes. These provide a holistic picture of each child's development across all learning areas.
- **Early Years Assessment and Learning Tool:** This tool guides our teaching and planning, enabling us to identify strengths, set goals and design meaningful experiences for both individual children and the group as a whole.
- **Children's Voice:** We actively seek children's perspectives through discussions, questioning and conversations. This serves as a pre-assessment tool, helping educators understand children's prior knowledge before embarking on new learning or inquiry projects. Children's voices are also revisited at the end of a learning journey, allowing us to reflect on their growth, deepen understanding and celebrate progress.
- **Responsive and Individualised Learning:** By combining formal tools, informal observations and the insights of children themselves, we create a responsive curriculum that adapts to individual needs and interests while supporting the group's collective learning.

This thoughtful approach ensures that children are not only meeting developmental milestones, but are also empowered to be active participants in their own learning journey.



Learning Journeys

Each child at BMG ELC has their own Learning Journey Portfolio which captures their unique experiences, growth and achievements throughout the kindergarten year. The portfolio is a personalised record that reflects the child's perspective of their learning journey.

Children take ownership of their portfolios by contributing a wide variety of artefacts, including:

- Artwork, drawings and collages
- Photographs of learning moments
- Written reflections or dictated stories
- Conversations and recorded voices
- Project work and creative explorations

The portfolios are more than a collection of work—they are a meaningful expression of each child's identity, creativity and progress. They allow children to revisit their learning, celebrate achievements and reflect on their growth with pride.

Educators support children in curating their portfolios, but the voice of the child remains central. Families are also encouraged to contribute, adding depth and connection between home and kindergarten learning.

By the end of the year, the portfolio becomes a treasured keepsake, showcasing each child's journey and celebrating their development as confident and capable learners





Transition to School

We ensure a smooth transition to Prep through visits, sessions and readiness programs.

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, joining a class and engaging in learning activities.

By working together, parents/guardians 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, behaviour, 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 emotions, integrate emotions to facilitate thought, understand feelings and regulate emotions (for a child's responses to challenges).
- **Social skills:** joining into social groups positively. Determined by the ability to engage in a 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 yet have mastered. We will support children emotionally to persevere when faced with challenges and ways we can effectively solve problems.

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.....

- Increase 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 your 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.

Transition Statements

Transition to school is a significant milestone in every child's learning journey. To support this transition, your child's four-year-old kindergarten teacher will complete a Transition Learning and Development Statement (TLDS) in Term 4.

The TLDS is an important document that:

- Summarises your child's learning, development and interests during their time in kindergarten.
- Highlights their strengths, skills and the strategies that best support their learning.
- Provides insights into your child's wellbeing, social skills and approaches to learning.

These statements are designed to ensure that your child's school has a clear understanding of who they are as a learner before they begin their Foundation year. By sharing this information, educators can plan for a smoother transition, building on your child's strengths and supporting areas of need.

The TLDS is submitted directly to your child's school via the Insight platform, ensuring a secure and efficient process. Families may also be invited to contribute to the statement, providing valuable insights about their child's experiences, aspirations and cultural background.

Through this collaborative approach, the TLDS helps create continuity between kindergarten and school, supporting your child to feel confident, capable and ready for their next stage of learning.





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