



## From the Principal

It has been wonderful to see students back at school in larger numbers. It is clearly our hope that the Victorian Government's proposed roadmap on easing Melbourne restrictions, to be announced at the weekend, allows that trend to accelerate next term.

At the School's most recent General Meeting, the question of modification to the school charges for this term was considered by the School Board.

At the forefront of the Board's thinking is how families who are significantly impacted by the pandemic could be helped the most, while at the same time not impacting the long-term viability of the School. In this regard it needs to be remembered that the cost of providing an online learning platform, whilst simultaneously maintaining a school-based program for a small number of students, is significantly higher than normal.

After due consideration, the Board has agreed to variations to school charges in keeping with the arrangements provided by the School last year. In particular, the Board has decided to:

- i) Credit parents for Term Three bus charges.
- ii) Credit any unused Camps and Excursion Levies.
- iii) Increase the amount of money set aside for the School's Hardship Fund.

The School recognises that all families are suffering in some way because of this pandemic. It does, however, believe that some families have been financially impacted to a much greater extent than others. Therefore, through the Hardship Fund, the School is looking to target the relief it is able to provide to those families who have been impacted the greatest.

As details of the way forward are released by the Government this weekend, we will formulate plans for Term 4. These plans will again focus around two key principles:

- i) Acceptance of any health advice from DHHS Victoria, and
- ii) Opening for students as quickly as possible, in the strong belief that students need to be learning at school when that is a possibility.

As the term closes, I would like to acknowledge all of you for your assistance and support over the term. It has been a time of enormous difficulty and upset for many and I believe a real test of our capacity to continue in the face of difficulties. I wish you all a restful break and we look forward to a brighter Term 4.

**Mr Andrew A. Neal – Principal**

## Junior School News



To acknowledge the amazing Prep to Year 4 students, the Junior School team at both Woodlea and Maddingley wrote personalised postcards to every student. The postcard also included a special message from Mr Neal. Our students have been working tirelessly during remote learning and we miss their smiling faces and engagement in learning. Postcards should be arriving in letterboxes over the next week to celebrate and thank our students.

As we come to the end of Term 3, we would like to congratulate all students and families on their efforts during remote learning. Students have continued to engage in the daily classes and participate in class discussions and activities. Whilst we completely understand the demands on parents working at home and trying to assist their child with their school work, it has been wonderful to see the support parents have given, particularly to younger students.

Congratulations also goes to the Year 3 students at both Woodlea and Maddingley for their outstanding achievements in NAPLAN 2021. Please see the dedicated article under 'The Podium' on NAPLAN performance and our Bacchus Marsh Grammar achievements.

We hope to see students back at school as soon as possible and when they do return, there will be a time to revisit age appropriate social and independence skills. It would be greatly appreciated if parents could encourage their child/ren to be more independent at home. This will assist with their transition back to school, when we are able to do so.

We would also like to thank the staff for their efforts in adapting to remote learning and ensuring students are being taught fundamental curriculum.

We hope everyone has a well-deserved break and we look forward to seeing everyone at the start of Term 4 on Monday 4 October.

**Mrs Danielle Copeman – Head of Woodlea Campus & Mrs Lisa Foster – Head of Junior School: Maddingley Campus**



## The Podium - Achieving Optimal Academic Performance

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This week in the “Podium” I would firstly like to congratulate parents and students on their application, commitment and patience in navigating another term of lockdown. In a positive manner, staff, students and parents have continued to forge ahead and realise the importance of creating environments and opportunities to create optimal performance learning. Recently in a conversation with Bruce Simons (Associate to the Principal) he pointed me in the direction of a timely article he penned regarding Academic Buoyancy. As we are about to enter our holiday break I would encourage all to take the time to read this and digest the important points made and we all look forward to the prospect of “face to face” teaching at some stage in Term Four.

### Academic Buoyancy

This year, more than in past years, students need academic buoyancy. Buoyancy is the key to students bouncing back from academic setbacks and the typical challenges they face. Buoyancy in this context has also been referred to as academic resilience. When a person is resilient, they are able to recover quickly from challenges or difficulties. Buoyancy refers to the ability of students to successfully deal with the everyday academic stresses of school life, which is described as ‘low level academic adversity’. We need to teach students how to adjust their thinking, behaviour and emotion to navigate the adversity. Remote learning may be considered an adversity (or a benefit, depending on your point of view).

The question is, if remote learning is considered an adversity:

- How can students work through the challenges to build academic buoyancy?
- What proactive steps can they take?
- How can they shift their mindset to a growth mindset?
- How can they see the adversity as an opportunity?
- How can they reach out for help?
- Can they rebound from the challenges of lockdowns?

Buoyant Teenagers:

- They are persistent, have a feeling of control over their studies and back themselves.
- They plan ahead to meet deadlines.
- They have composure - hold a calm confident mindset that they can succeed with remote learning tasks.
- They have confidence and know their strengths. They know that a low quiz score is temporary and can be improved with more practice.
- They have positive relationships with their teachers who have high expectations.
- They understand that successful learning requires time and effort. They also understand that a failure in the present does not predict failure in the future;
- They have control. They believe that they can achieve better outcomes in the future, and that they have the ability to overcome daily challenges.
- They are organised. They have learnt strategies to manage their time, and plan ahead. Learning to break down larger or difficult assignments into smaller tasks, with daily deadlines for completion, is a key life skill.

Our role is to help students celebrate small successes, work through the challenges and find the motivation to keep going. Buoyant teenagers recognise that the daily setbacks associated with school are temporary and non-threatening. A period of remote learning does not endanger long-term success.

While acknowledging that this period is challenging, I am hopeful that we can foster this sense of academic buoyancy combined with optimism.

When we are back to face to face learning, the key is to quickly ‘pick up where we left off’. This means adjusting smoothly back into normal school routines, connecting with friends, reviewing with teachers, and doing this as seamlessly as possible.

Reference: [To help students overcome setbacks, they need to develop 'academic buoyancy' \(theconversation.com\)](https://www.theconversation.com/education/2020/04/20/help-students-overcome-setbacks-they-need-to-develop-academic-buoyancy)

**Mr Andrew Perks – Assistant Principal : Optimal Performance Learning**

## The Podium - NAPLAN 2021 Excellence

A huge congratulations to Bacchus Marsh Grammar Year 3, 5, 7 and 9 students for their outstanding achievement on the 2021 NAPLAN assessments.

In Year 3, 5, 7 and 9, Bacchus Marsh Grammar performed above the state level in all of the five areas (Reading, Writing, Spelling, Grammar and Punctuation and Numeracy) during the annual assessments.

NAPLAN results are measured at a student level against an assessment scale in each of the areas tested. The scales span all of the year levels from Year 3 to Year 9, and are divided into 10 bands. The band and scale allows comparison across year levels and provides opportunities for increased difficulty as you move from Year 3 to Year 9. A score placing a student in the Top Two Bands at each year level demonstrates that that student is performing significantly above their year level peers across the state and Australia. At Bacchus Marsh Grammar, we aspire to ensure that as many students as possible achieve a score that places them in the Top Two Bands, demonstrating abilities above standard and ensuring they are prepared to achieve and excel in their areas of future work and study.

In Year 3, Writing and Grammar and Punctuation were the areas in which BMG students were strongest, with 81% of students in the Top Two Bands for each area. Special mention to the Year 3 cohort who also achieved above 70% of students in the Top Two Bands for Reading and Spelling, and 65% in Numeracy. An outstanding achievement by students, staff and families of Year 3.

In Year 5, Reading and Numeracy were the strongest areas with over 60% of students placed in the Top Two Bands. In Year 7, over 50% of students achieved Top Two Bands in their three highest achieving areas - Spelling, Grammar and Punctuation and Numeracy. Finally in Year 9, Reading, Spelling, Grammar and Punctuation and Numeracy all achieved greater than 30% of students in the Top Two Bands.

At BMG we recognise that NAPLAN is a test at one moment in time and does not capture all the ways students can achieve at school. Nonetheless the assessment tests the type of skills that are essential for every child to progress through school life and provides valuable data about how our students are performing against their peers nationally and within the state.

As a school, our next step is to deeply analyse this data. We will be able to investigate the items in each assessment to work out which easier questions BMG students found challenging and identifying trends over time. We use this data to inform teaching and learning for all year levels to ensure any areas of deficit are explicitly taught for both the current and future year levels.

Research suggests if you teach a rich curriculum and develop a strong knowledge base in students, NAPLAN results will reflect this. Here at BMG we pride ourselves on the diversity and quality of our curriculum which leads to outstanding results for our students, and ensures we are providing an *education for life*.

If you have any questions about NAPLAN, your student or how we use the data as a school, please contact:

**Mrs Danielle Copeman (Woodlea Campus)**  
**Mrs Emma Kannar (Maddingley Campus – Year 7 and Year 9)**  
**Mrs Lisa Foster (Maddingley Campus – Year 3 and Year 5)**

## Student Wellbeing – RU really OK?

Thursday 9 September was RUOK? Day which is a day where we are reminded to ask our friends and family if they are really okay. Checking in on the people around us is something that we should try to do every day. To highlight the

importance of RUOK? Day, the Prep students at our Woodlea Campus were encouraged to wear something yellow. We also have some very creative bakers and artists! At the Maddingley Campus, our Student Services team received some yummy cookies as a special treat! Thank you to our school community for taking the time to check in, raise awareness and start meaningful conversations with those around us.



**Student Wellbeing Team**

## Past Student Reflection



Sophie Dunn graduated from Bacchus Marsh Grammar in 2019. She was an enthusiastic participant across all aspects of school life and pursued a number of leadership opportunities during her secondary years. Sophie's ability to balance her studies with the many co- and extra-curricular opportunities provided by the School resulted in a host of Academic Achievement and Outstanding Effort awards, Triple School Colours and a Lions Club Award. She was recognised as Dux of VCE/VET Music Units 1&2 and achieved a study score of 41 in Units 3&4, placing her in the top 8% of students across the state.

Sophie is currently studying a Diploma of Musical Theatre at Kelly Aykers Full Time Dance under the mentorship of Kelly Aykers herself and many other industry professionals. She has been involved in a range of professional industry work recently, including dancing for both the Western Bulldogs AFL team and Melbourne Vixens netball team and performing at large corporate and charity events around Melbourne, Adelaide and Canberra alongside performers such as Matt Hetherington.

In the future, Sophie aims to fulfil her dream of working as an entertainer at Disneyland, as well as performing in musicals worldwide. She is also eager to continue her passion for teaching singing, acting and dance to younger students.

Sophie shared fond memories of her time at Bacchus Marsh Grammar. She vividly recalled performing at her very first lunchtime concert as

part of the Year 8 Band, presenting her Year 12 examination program to adoring Year 4 classes and numerous school events, community performances and eisteddfods in between. From my perspective, Sophie's selfless dedication to assisting with the Glee Club and Middle School Choirs highlighted her fine character and school spirit. Her positive impact on those young performers was significant.

I thank Sophie for her significant contribution to the Music Department during her time at Bacchus Marsh Grammar and wish her well for her career in the Performing Arts.

**Mr Steven Bell - Director of Music**

## Senior School News

Well, what can only be called a very long term finally comes to end!

I would like to congratulate all the students who have continued to focus on their learning, completed assessment tasks and SACs/SATs. It has been pleasing as I go into virtual classes to see how hard students have been working this term and giving of their best in trying circumstances.

Our Year 12 students have been pushing themselves to finish their course work, attending remote lunchtime and afterschool classes for some subjects, I really commend them on their efforts and determination to place themselves in the best position as we head into the VCAA examinations early next term.

I encourage all students to have a restful break, read some good books and hopefully enjoy some good weather. With hopeful anticipation, we look forward to being able to see all the students return to the classroom during Term 4.

**Mrs Erin Thornton – Head of Senior School**

## Celebrating more success in creative writing!

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We would like to congratulate all BMG students who submitted entries to the 2021 Moorabool Young Writers' Awards.

In a record-breaking year when 194 entries across 3 categories were received, the finalists and winners were announced during an online ceremony on Saturday 28 August 2021.

Our BMG cohort was extremely well represented in the final judging. Congratulations to our very worthy winners! We at BMG are extremely proud of your achievements.

Here are the final results:

### Intermediate

#### Highly Commended

- 'Crazy Dimensions' by Maddie Herrity 4A
- 'One Wild Ride' by Elise Holland 4C

#### Honourable Mention

- 'Magical Potions' by Manraj Singh 6A

### Youth

- 1<sup>st</sup> 'As a Whistle' by Sophie Wall 12D
- 2<sup>nd</sup> 'The Invader' by Alisha Rizvi 8D
- 3<sup>rd</sup> (tie) 'Libya and Wolfe' by Todd Robinson 12F
- 3<sup>rd</sup> (tie) 'Otherworld' by Nykita Pate-Weatherley 10A

#### Honourable Mention

- 'Elmina Castle' by Isaac Fisher 9C
- 'Picture Imperfect' by Samara Peel 12E



Mrs Jennifer Clark

## Music News

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Speak Percussion will be running an online School Holiday Intensive for Victorian secondary students between **27 September 27 – 1 October**. This is a **free** program for students with an interest in creativity, composition and improvisation - all instrumentalists, composers and electronic musicians are welcome:

*"Each day participants will receive a new creative prompt from a leading artist in the fields of new and experimental music, and will work remotely with Speak Percussion to create, record and film their musical responses from their own homes. Students will be guided through every part of the creative process to brainstorm, experiment, record and share their unique creations."*

*This program was hugely popular during last year's lockdown and these prompts are a wonderfully fun way to keep thinking creatively and making music while we're at home. The program's Zoom sessions will be short and snappy (we know nobody wants to be at their screen for too long right now) and whether students are new to writing music or have been composing for awhile - we're sure they'll find something to be inspired by."*

A flyer has been included at the end of the newsletter with additional details for any of your children who may be interested in this project. Please note that the deadline for applications is 5pm Thursday 23 September, and students can sign up at [www.soundsunheard.com/join](http://www.soundsunheard.com/join)

Mr Steven Bell - Director of Music

## Environmental Science

### Students leave their legacy in local parks



This year, Year 9/10 Environmental Science students were given an exciting opportunity to make a lasting contribution to the community. Parks Victoria Rangers, Vanessa and Alex, invited BMG students to design new permanent signage for the Brisbane Ranges National Park and Lerderderg State Park.

Rangers have shifted focus in recent years, keeping dead trees and fallen branches throughout parks wherever it is safe to do so, in recognition of the importance they play in providing habitat for many animals. A program, creating artificial hollows and installing nesting boxes has also supported greater biodiversity. Park users often collect branches or chop down trees for firewood, which greatly impacts habitat. New signs throughout the parks aim to stop the collection of firewood.

The project started in April with Rangers taking students on a tour of Anakie Gorge to see the work being done to preserve habitat and show examples of interpretive signs.

Students worked in small groups to develop an attractive, engaging interpretive sign that clearly explained why habitat trees are important and should be protected. The challenge was to make signs clear and concise, appeal to park users and encourage them to look around, listen and think.

On 26 May, Rangers and students gathered in the school gallery to view and critique submissions. There were 10 outstanding examples of creativity when each group presented its design. Three entries were particularly notable and ranked highly by all participants. Park Rangers worked with designers to pull elements of all three together, producing a single interpretive sign that will be replicated in aluminium and mounted throughout Brisbane Ranges and Lerderderg parks. When COVID restrictions lift, a launch of the new signage is planned with Parks officials.

Congratulations to all students for their creative and passionate contribution to an environmental project whose significance will last for many years to come, preserving habitat in our local parks.

We look forward to working with Parks Victoria on other exciting projects in future.

Ms Serena Richards

**Your firewood is my home**

Trees are home to many native animals and must be protected. Dead or decaying trees or 'habitat trees' have tree hollows, cracks and crevices which provide animals with safe homes.

In Australia, birds like this Galah, possums, bats, lizards and frogs need tree hollows to survive.

**How can you help?**  
Please leave all branches on the ground and don't chop down trees to help our furry and feathered creatures.

Can you find any hollows in trees?

RUGGED BUSHLANDS  
Parks VICTORIA  
Macchia Marsh Grammar

## Art News

### Middle School Visual Arts - Woodlea

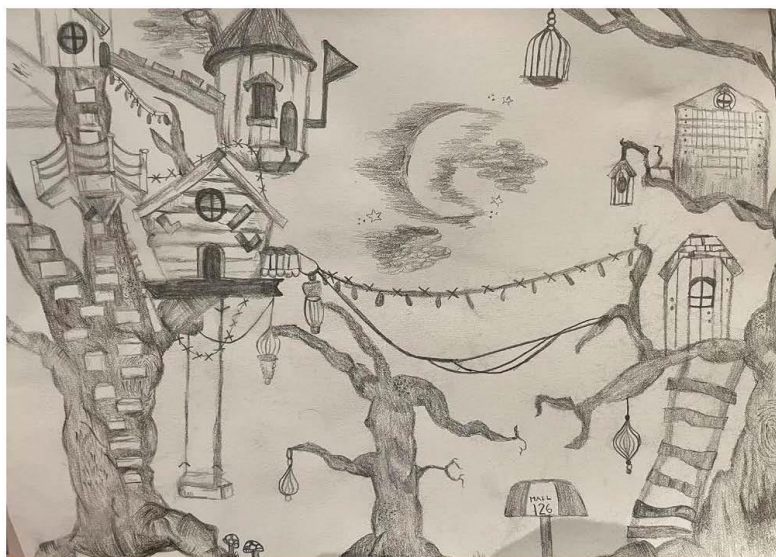
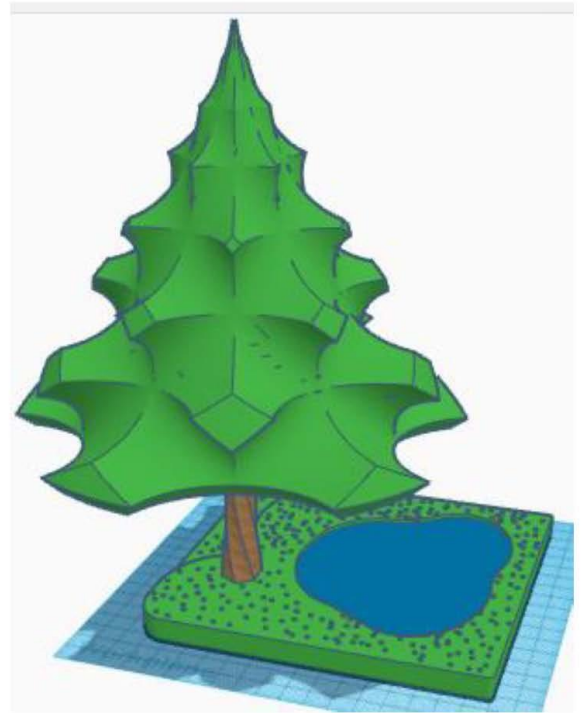
In Middle School Visual Arts, we have been engaging in a variety of units of work. The Year 6s and 7s have all begun Term 3 with some basic drawing exercises that benefit their journey as an artist. Both year levels then moved to their Visual Art Theory Assessment where they were introduced to an artist, reviewed their work and chose one of their pieces to analyse.

The Year 6s focussed on an artist by the name of Banksy who is a graffiti street artist. The Year 7s researched a multi award winning Indigenous Australian artist, Jandamarra Cadd who is known for his large realistic paintings.

Following the theory work, there have been many works completed utilising materials from home such as painting with coffee. They have been learning about the Art Elements and Principles throughout their varied pieces.

During Literacy Week, our work focussed on the theme, "Old World, New World, Other World", where the Year 6s designed their own tree houses and the Year 7s designed their own gaming character for one of the worlds. A concentrated focus on the design process and the use of technology has been utilised, with Tinkercad and Minecraft being at the forefront. Both programs give more depth to the student's work.

In finishing off the term, we are experimenting with photography, focussing on seeing the world differently and a wide variety of techniques that can be used, as well as finalising our pieces and experimenting with image altering programs such as Photoshop.





## Junior School Visual Arts

### Woodlea

Learning Visual Art online in Term 3 has been a different experience for the students compared to being in their Art room at school. The focus for teaching and learning has been about using the materials that students have at home to create their artworks.

Prep to Year 2 lessons included students creating their own robot out of materials they had at home, creating finger puppets, drawing a snowman, handprinted animals and using environmental materials to create an artwork. The students in Year 3 and Year 4 have been participating in Art lessons each week. Lessons included learning to make magazine bowls, drawing a tree house, creating a 3D paper house, creating their own shoe design, and learning about Art in our community, just to name a few.

During Literacy Week, all Art lessons focused on a picture story book. It has been fantastic to see how creative students have been at home using what they have in their households. It has been great to see the students really engage with every Art lesson. Lots of students have chosen to participate in the Woodlea Portrait competition. We are all looking forward to seeing these entries once we all return to school.

Students in Year 3WC were asked what has been the best part of Art in Term 3. Students enjoyed learning new techniques, being inspired by artists, using different materials at home to create an artwork, and learning that there is no wrong or right in Art. Here is a small snapshot of some of the amazing artwork students have created during Term 3 whilst being online. Well, done everyone!



### Maddingley

What a term it has been for all of our amazing artists at BMG. We always say to our students that art can be created almost anywhere and, throughout remote learning, this certainly has been the case.

During Term 3, students have been given a range of Art experiences using materials that were easily accessible from home. We are all very proud of the resourceful nature and creative ways in which students, parents and families have approached all Art lessons.

## Maddingley Junior School Visual Arts continued.....

Prep to Year 2 students have surprised their Art teachers every week with some amazing artworks being submitted.



Each artwork gave students the opportunity to reflect on the skills, techniques and elements of Art they have been learning throughout their journey. Prep to Year 4 students were able to continue developing these skills with a range of experiences including drawing/painting snowmen, designing dream houses, Olympic themed art, portraits and collage.

Year 3 and 4 students have been extending their knowledge of Art through a range of experiences and opportunities, using different artists and art movements as inspiration for their own work. Thankful for a few warm days as Spring began, many of our artists both at home and school took themselves outside to work in a space away from their desk. Year 3 and 4 students have been exploring portraits, landscapes and still life drawings, as well as learning about different styles of Art including Pop Art, Cubism, Impressionism, Abstract and Realism.

The importance of sharing our work with our peers has not been forgotten, with students having the opportunity each week to view some of their work in our Lou Callow Online Gallery as well as creating gallery screens online in place of our classroom gallery walks.

The feedback from our Art students has been very positive, with most students focusing on the time as an opportunity to create, connect with their teachers and peers and share the wonderful pieces they have been working on. Below are some Prep to Year 4 student reflections.

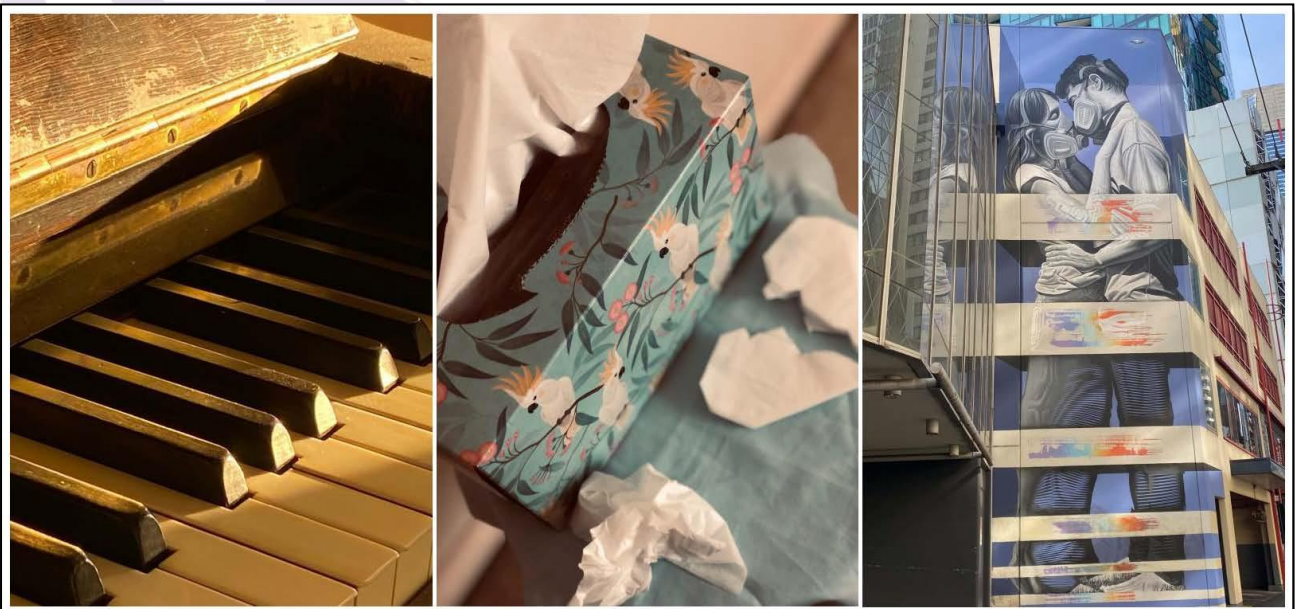
- *One of the things that I enjoy about online art is colouring with my own materials. Most of all I like seeing my teacher.*
- *What I enjoyed during online learning in art was how everyone got a turn at doing something or explaining something. My teacher also encouraged us to do our work with fun.*
- *I loved doing the cubism trees.*
- *I liked all the different artists we got to learn about every week.*
- *I enjoyed all the lessons this term but I really loved the spring tree this week. I also love and look forward to Art every week.*
- *What I loved is that I got to see my teacher every week on the screen and I can still do art here at home.*

**Art Teams – Woodlea and Maddingley**

## Isolation Photography

Year 8 Art students have been learning about Composition through Photography. Students considered what 'Isolation' looks like and have photographed their everyday lives in the current world we are living in.

**Mrs Nicole Heywood - Head of Art - Prep to 8**



## Debating News

Although many school events and competitions were cancelled due to COVID-19, Debaters Association Victoria, one of Victoria's leading inter-school debating competitions, commenced its finals over Zoom, in which three different Bacchus Marsh Grammar teams had the opportunity to compete in the state playoffs and finals.

The teams consisted of the Year 12 A grade team, the Year 10 C grade team and the Year 9 D grade team who all made it through the first two rounds of the playoffs and into the Octo-finals. Although C grade lost the Octo-finals, we would like to commend them on the achievement of making it this far through the season. We would like to congratulate D grade on making it through to the quarter-finals, competing in October of Term 4 and we wish the A grade team luck in competing in their Octo-final on Thursday.

We would like to thank everyone who participated in debating this year and congratulate all teams who made it through to finals. If any students in Years 9 to 12 are interested in competing in debating in 2022, keep an eye out for any posts about the new season in the coming terms and speak to either Miss Coyne or Miss Baker if you have any questions.

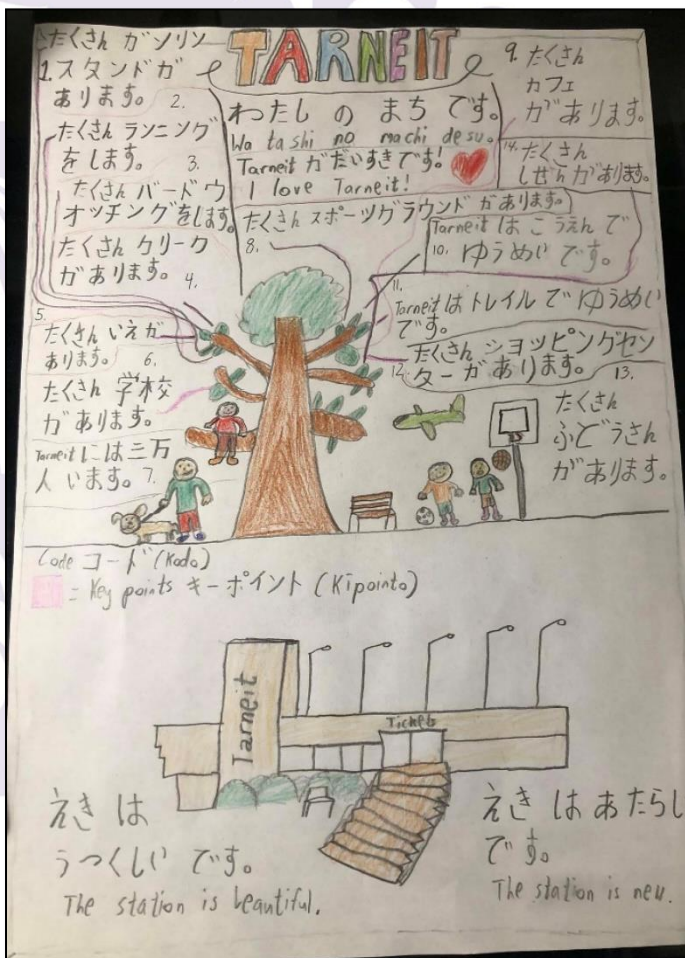
Emily Slimmon 8E

## Year 7 Japanese: My Town Brochures

In Year 7 Japanese, students were asked to create a brochure about their town using the language we have been studying. Some students have been working on their typing skills in Japanese and some used the task as an opportunity to show their creativity with pencils and practise their written script! The Year 7s should be very proud of their efforts and it was pleasing to see a variety of original sentences using all three Japanese scripts.

Well done! よくできました。

Ms Aine Murphy and the Japanese Team



# --Werribee--

## ウェリビー

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 できました。  
 ウェリビー は 大きい まち です。  
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### Attractions

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 うつくしい ビーチが あります。  
 たくさん ビーチ が あります。  
 たくさん がっこう が あります。  
 スポーツグラウンド が あります。  
 スポーツグラウンド で スポーツ  
 を します。  
 きれいな こうえん が あります。  
 こうえん で あそびます。  
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大きい うち



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## Spotlight on Community: Helping others

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This week Woodlea students reflected upon the value of helping others. We recognised RUOK? Day and considered the importance of community helpers and checking in with family, friends and neighbours.

We were very lucky to receive a care package from INCommunity Care - a local organisation working to support the needs of everyone in the community.

A big thank you to **Amelia Alexander (PWB)** and her family for the care package and raising awareness of the value of volunteering and supporting your local community.

*INCommunity Care Services is a local Caroline Springs & Surrounds based not-for-profit registered charity, driven by a compassionate desire to make a difference. While offering a caring environment with a growing body of experienced Volunteers, INCommunity Care is also a great avenue of resource for referrals. By increasingly networking with other local service providers, INCommunity Care can outsource the best support required.*

*As a local missions arm of INChurch Melbourne, INCommunity Care is particularly passionate about serving our local community through acts of service, providing life skills and resources to help enable a brighter future.*

Further details can be found at: <https://www.incommunitycare.org.au/>



Mrs Sarah Hunter – Deputy Head of Woodlea Campus

## From the Health Centre

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With BMG's Body Kind month of September winding up, just a reminder that **Body Kind Families** is a new initiative from Butterfly Foundation designed to help you better understand the topic of body image so you can talk to and support the teen in your life. Every family is different and as the expert on yours, please use the **Body Kind Families** information using this link in a way that works best for you [www.butterfly.org.au/bodykindfamilies/bkresources](http://www.butterfly.org.au/bodykindfamilies/bkresources).

Please remember, body image issues and eating disorders can occur anywhere and in any family and the reasons why are very complex.

For any questions about referrals for treatment, care and support, please contact [www.butterfly.org.au](http://www.butterfly.org.au), your local GP or the Health Centre which can also point you in the right direction.

We hope you have benefited from the up to date information provided by the Butterfly Foundation during September and its various Body Kind resources to explore yourself or with family and even friends.

Stay well and enjoy the holiday break.

Health Centre Team

## 2020 BMG Yearbook and Year 12 Graduation Booklet

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The 2020 BMG Yearbook and Year 12 Graduation Booklets have been printed and mailed to Graduating Year 12 students, and the BMG Yearbooks have been mailed to students who left BMG at the end of the 2020.

Distribution of the 2020 Yearbooks for all current students who were at BMG in 2020 will occur via their Class/Tutor Groups when students return to school

Graduation Booklets for students who completed Year 6 in 2020 are in design and will be distributed to students early in Term 4.

We thank students and parents for their patience in the production of these publications.

Mrs Cathy Perconte - Community Development and Events Coordinator

## Term 4 2021

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Please note that Term 4 will commence on Monday 4 October. Refer to Term Dates on the [school website](#).

## School Photo update

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School photos ended abruptly in Term 2 without completing Maddingley classes 5A, 5B, 6A, 6B, 6C, 6D, 6E and the whole of Woodlea Campus.

With current arrangements of remote learning continuing, the school has been working with Arthur Reed Photography to finalise and release the photos already taken in Term 2. Once the photos have been proofed and available to view and order, parents/guardians who have registered with [Arthur Reed Photos](#) will be notified directly by Arthur Reed Photography. Notification of School photo availability will also be published in BMG News, the weekly [enews newsletter](#) and on Schoolbox.

### Registering with Arthur Reed Photography

To view the images of your child and order photos, you will need to first register online with [Arthur Reed Photos](#)

- Go to <https://order.arphotos.com.au> and enter the 2021 image code for your child (*sent via email in early May 2021 – search 'School Photos 2021'*)
- Tap on 'Add another child' to enter the image codes of any siblings
- Fill in your email and mobile details and then review all details before confirming your registration.
- When 2021 photos are ready, you will be notified by email and SMS.

**Please note:** if you registered with [Arthur Reed Photos](#) in 2020, it is important that you do it again each year using your child's new **unique image code** to link their photos for the current year with your contact details.

Unfortunately, due to the extended Victorian Government Lockdown arrangements and restricted COVID 19 permitted activities for Schools we are unable to release a date for the completion of the 2021 School photos.

The School Community will be kept up to date via the weekly newsletter and Schoolbox. We thank families for their patience with the 2021 School Photos.

**Mrs Cathy Perconte - Community Development and Events Coordinator**

## Bus Information

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### 2022 Country Bus Travel

Application forms to travel on the country bus services to Maddingley Campus in 2022 were emailed to parents via Edsmart. Application forms are now OVERDUE. These forms determine seat availability for travel in 2022. Please email overdue forms ASAP to [bus@bmg.vic.edu.au](mailto:bus@bmg.vic.edu.au).

### 2022 Private Bus Travel

As we begin to look at private bus capacities for 2022, this is a reminder to parents that if your child/ren's current private bus travel arrangements are going to change or require changes next year eg. moving house, new address, will not require private bus service, please contact the School Bus Services Administrator on 5366 4800 to discuss.

**Mrs Leanne Robertson – School Bus Services Administrator**

## Book Club News – Catalogue for Issue 6 is out now

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Visit the [school website](#) for more information regarding the latest catalogue and how to order.

**Scholastic Book Club Coordinators - Mrs Diane Dunn (Maddingley Campus) & Mrs Feona West (Woodlea Campus)**

## BMG Community Contacts

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### An update to Noone Uniform shopping:

We will manage online and click and collect orders from the retail stores, but will leave the campus shops closed.

[www.noone.com.au](http://www.noone.com.au)

### Out of School Hours Care (OSHC) – YMCA Ballarat

YMCA Ballarat operate the Out of School Hours Care at Bacchus Marsh Grammar.

Enrolments are completed online. For full information please visit the [school website](#).

**Email:** [chrisie.ashmore@ymca.org.au](mailto:chrisie.ashmore@ymca.org.au) Phone: 0490 178 638 W: [www.ballarat.ymca.org.au](http://www.ballarat.ymca.org.au)

#### Maddingley:

[bacchusmarsh.oshc@ymca.org.au](mailto:bacchusmarsh.oshc@ymca.org.au)

0438 154 842

Located: South Maddingley Road, Maddingley, Victoria 3340

#### Woodlea:

[woodlea.oshc@ymca.org.au](mailto:woodlea.oshc@ymca.org.au)

0490 490 362

Located: 111 Frontier Avenue, Aintree, Victoria 3336.

## School Contacts

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#### Maddingley Campus

South Maddingley Road  
Bacchus Marsh VIC 3340

P +61 3 5366 4800

F +61 3 5366 4850

#### Woodlea Campus

111 Frontier Avenue  
Aintree VIC 3336

P +61 3 5366 4900

F +61 3 5366 4950

#### Woodlea Early Learning Centre

5-7 Quarry Road  
Aintree VIC 3336

P +61 3 5366 4999

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

**School Website:** [www.bmg.vic.edu.au](http://www.bmg.vic.edu.au)



# SPEAK PERCUSSION SOUNDS UNHEARD

## 2021 School Holiday Intensive



**September 27 - October 1, 2021**

**11am-12pm**

**Online activity (Zoom)**

**FREE**

This September, the Sounds Unheard online School Holiday Intensive returns! Our annual program, focused on creativity, composition, improvisation and more, will see students composing new musical works in response to prompts from some of the world's most innovative artists in the fields of new and experimental music.

Students will create, record and film their musical responses in their own homes. This program is ideal for students interested in innovation, imagination and thinking outside the box.

Participants will be guided through every part of the creative process and will work both individually and in small groups to brainstorm, experiment, record and share their unique creations. All sessions will be held over Zoom, allowing students from across metropolitan and regional Victoria to participate.

### **What the students say...**

"Participating in the Sounds Unheard Intensive program exposed me to musical ideas I had never heard of. During this week I was able to fully immerse myself in composing and spend most of my time experimenting or creating new sounds. There are many things I have taken away from this program and I would do it again in a heartbeat!" - Zosia

[www.soundsunheard.com](http://www.soundsunheard.com)

[www.speakpercussion.com](http://www.speakpercussion.com)

## Music News – Speak Percussion

### **Schedule: September 27 - October 1**

Each morning participants will be emailed a Zoom link for a daily creative meeting with Speak Percussion artists and other participants. From 11am-12pm Speak and special guests will provide students with a new creative prompt and provide time for students to discuss ideas and seek advice on their compositions and creative processes.

Students will spend their afternoon/evening devising and recording their musical responses at home on their personal devices. After submitting their creations to Sounds Unheard, all participants will be provided with creative feedback.

Please note that participants will require access to a device (computer or phone) to attend the Zoom meetings and record their responses (audio and/or video).

### **Applications**

To apply for the Sounds Unheard School Holiday Intensive, please fill out the online application form at

**[www.soundsunheard.com/join](http://www.soundsunheard.com/join)**

There is no application fee. Participation in this program is free.

Applications must be received before **5pm Thursday September 23**. Applications will be accepted on a rolling basis. Applying early is encouraged to avoid disappointment.

For more information or assistance with your application, please contact Sounds Unheard Coordinator Kaylie Melville ([kaylie@speakpercussion.com](mailto:kaylie@speakpercussion.com) or 0421 922 261).



### **Sounds Unheard**

Sounds Unheard is a free music education program for Victorian secondary music students, hosted by the internationally acclaimed new music organisation Speak Percussion. This program offers unique opportunities for young musicians and composers to expand their knowledge and creativity, develop their talents and explore innovative approaches to music making. Sounds Unheard is supported by the Department of Education and Training through the Strategic Partnerships Program.