

## The Podium

---

### Optimal Academic Performance and Reading on Smartphones and Tablets

In researching Optimal Performance, one of my heroes is Professor Andrew Huberman. Professor Huberman is the Associate Professor of Neurobiology and, by courtesy, Psychiatry and Behavioural Sciences at Stanford University School of Medicine. He directs research at the school of medicine and has two major foci for his laboratory:

- 1) Understanding the brain mechanisms controlling anxiety, cognition and performance under stress; and
- 2) Neural repair in response to injury and neurodegenerative disease (primarily in the visual system).

The first foci area is certainly one that interests all of us as we endeavour to help our students and children achieve optimal academic performance.

This year has seen the implementation of the STAR Reading Program at Bacchus Marsh Grammar. I believe this has been an outstanding success in its initial phase and greatly look forward to its progression throughout the year. Many students have inquired as to why they are having to read books in their physical form rather than being allowed to read off smart phones and tablets. Professor Huberman, along with his colleagues and other neural biologists, has done extensive research into the disadvantages of reading from electronic devices.

Although electronic devices have now become an indispensable tool for many of us, research clearly shows that reading comprehension is reduced when reading from electronic devices.

Many studies have reported associations between respiration and various cognitive functions. Respiration is affected by cognitive load or emotion (stress and anxiety) which alters the depth and rhythm of breathing. Conversely, respiratory patterns affect frontal cortex and hippocampus functions and, consequently, the formation of memories. Respiratory sighs or deep breaths, which automatically occur within the body every few minutes, aid greatly in resetting the brain, reducing stress and improving memory. [Motoyasu Honma et al., \(2022\)](#) found that the number of sighs increased during cognitive reading activity using a paper medium and decreased when reading on a smartphone. This finding suggests that reading on a smartphone may have caused inhibition of sighs compared to reading a paper medium. Furthermore, a path analysis suggests that the interactive relationship between sigh inhibition and overactivity in the prefrontal cortex causes comprehension to decline.

What does this mean? It does suggest that reading a paper medium may generate respiratory sighs (or deep breaths) and restores respiratory variability and control of prefrontal brain activity necessary for comprehension and memory. And if the negative effects of reading on smartphones and tablets is true, then it may be beneficial to take sighs or deep breaths whilst reading on these devices.

Let's just do it the old fashion way and read from a book. Let us encourage our children to read the way that we used to i.e, holding onto a book. Invigorate all the senses and enjoy the process.

*Reference:*

*Honma, M., Masaoka, Y., Iizuka, N., Wada, S., Kamimura, S., Yoshikawa, A & Izumizaki, M. (2022). Reading on a smartphone affects sigh generation, brain activity, and comprehension. Scientific reports, 12(1), 1-8.*

**Mr Andrew Perks - Assistant Principal Optimal Performance Learning**

---

**End of Term 1 – Friday 8 April**  
*Maddingley Campus – early finish at 2.30pm*  
*Woodlea Campus – early finish at 2.15pm*

---

## Maddingley Middle School News

Over the last few weeks, it has been pleasing to see so many students being involved in activities, incursions and excursions across the Middle School - from watching Year 7 students learning how to achieve their best in various study skills seminars, to Year 8 students taking part in adventurous activities on both land and water on their day camps, to celebrating our Year 5 and 6 swimming athletes' success, to watching the Year 6 leaders be inspired to make a difference at the National Leaders' Day conference. The level of excitement and enjoyment on our students' faces has been so joyous to witness and it is a sign that school life is trending towards normal.

### Middle School Colours – Maddingley Campus

#### Single Colours

To continue celebrating student success, the following students were awarded **Middle School Colours** throughout last week. They should be congratulated on their service and commitment to representing the school. All these students will receive a Middle School colours badge in recognition of this achievement.

Alara Fragapane	Charlize Mustafa
Grace Mizzi	Aryan Chadha
Amrutha Venu Shastry	Purvi Bhattacharya
Lake Harrison	Ridhima Mathur
Armaanpartap Brar	David Graham
Maddison Weeks	Jaxon Russell
Chloe Vo	Zoe Murzello
Micah So	Archer Mills
Amelie Beazley	Ansh Gupta
Harry Patel	Makayla Celhar
Amelia Whiteway	Ohashee Wijesinghe
Keyanna Chandarana	Tara Dutson
Siena-Mae Rossignolo	Danisa Wongmongkol

#### Double Colours

The following students have been awarded **Double Middle School Colours** throughout last week. They should also be congratulated on their continued service and commitment representing the school. All students will receive a double Middle School colours braid which is to be sewn onto their blazer pocket in recognition of this fantastic achievement.

Alana Fenech	Harrison La Franchi
Ori Daniel	Ishaan Venkatesh
Sahil Pandey	Jorja Adami-Beer
Olivia Shin	Kieran Hickcox
Arnav Kaur	Akul Prabhakar

For more information about Middle School Colours there is a link on Schoolbox that explains the process. I would recommend that all families of Middle School Students explore this link to see how they can represent the school and receive Middle School Colours.

**Mr Dean Peplinkhouse – Head of Middle School: Maddingley**

## Slam Poet Year 8 Zoom sessions

### Emilie Zoey Baker

On Friday 11<sup>th</sup> March, our Year 8 cohort was treated to a Zoom guest speaker, Emilie Zoey Baker. Emilie, or EZB as she refers to herself, is an award-winning Australian poet, slam and spoken word performer. This was incredibly exciting for all students who had been working hard on creating their own original poems while also studying a variety of poetry, both historical and contemporary, in its many forms.



Emilie spoke to the students about poetry and music; making comparisons to well-known song lyrics and famous lines of poetry. She then shared some clips of other students performing at Slam Competitions which provided fabulous inspiration for their own performances the following week. Emilie also guided the students through the writing of their own poems, providing her famous 'poetry hack' to make this accessible and fun for all.

Emilie's visit was certainly the highlight of the term and a great way to finish our Poetry unit. It was wonderful to see so many students reveal the hidden poet within! If you haven't already seen it, ask your Year 8 children to share their work with you; their talents might surprise you!

**Mrs Kelly Dilges - Assistant Principal: Director of Literacy Education and Development**

## Sport Updates

### WestVic Academy of Sport

The Bacchus Marsh Grammar High Performance Program 2022 sees the continual partnership between BMG and FedUniWestVic Academy of Sport. In consultation with the Academy of Sport, Bacchus Marsh Grammar has once again been able to select 10 athletes who will now have scholarships to the Academy of Sport. This will enable these athletes to have:

- coaching and support within the specific structure of the FedUniWestVic Academy of Sports e.g. the ACE Program, musculoskeletal screening, nutritional advice etc;
- specific strength and conditioning coaching by Academy staff; and
- professional workshops based around the notion of being an elite athlete e.g. career advice, managing finances, social media, sponsorship etc.

Congratulations to the following students who have been awarded scholarships by Mr. Neal and the Executive Officer of the WestVic Academy of Sport Shenae Keleher for the program.

Athlete Name	Year Level	Sport
Joanne Joseph	9	Squash
Kaylee Wray	9	DH Skiing
Jai Copland	10	BMX
Devin Leahy	10	Baseball
Summer Wray	10	DH Skiing
Zak Spiteri	12	Soccer
Amy O'Hara	12	Basketball
Olivia Ogston	12	Basketball
Rye Penny	12	Volleyball
Aseka Ratnayake	12	Basketball

## Badminton & Table Tennis Club

ICCES Badminton and Table Tennis preparation for the 2022 competition has been underway since the start of term. This training was in preparation for the competition that was to be held in conjunction with the ICCES Swimming Carnival on March 8<sup>th</sup>, however due to COVID protocols the competition has been postponed and is expected to be held in Term 4, during the ICCES Summer Cup. This has seen Thursday lunchtimes transform into a hive of activity in the gym with over 90 students taking to the courts across years 7-12 to practice and train. It has been very pleasing to see the popularity of these two sports and as such the Badminton and Table Tennis club has evolved and will take part each week. The development of a Schoolbox Club page has also been implemented, with resources and activities promoting the sports.

## Sporting Success

Congratulations to the following BMG students; Thomas Huybens 10F, James McDaid 8E, Louis Buswell 9H and William Richards 8C who were part of the victorious Bacchus Marsh Lions representative team in the recent Junior Country Championships U16 D4 category. The boys played some hard-fought games over the two-day competition and displayed excellent composure to take out the grand final.



## Elite Sport Athlete Snapshot

With lots of community sport returning in 2022, it is wonderful to highlight some of the achievements of our BMG students. This week we would like to highlight a couple of our elite sport athletes;

- Ethan Stegehuis 9G is a member of the Keilor Little Athletics Centre and Keilor St Bernards Athletics Club. He recently achieved 2nd in the 100m and 200m hurdles in the Athletics Victoria State Championship and has now qualified for Athletics Victoria State team to compete at National Championships in the 100m and 200m hurdles. We wish Ethan all the best at this weekend's National Championship.
- Jessica Fisher 9J is a member of the Bacchus Marsh Lions (CBL and squad), Sovereign Knights and Ballarat Domestic United. She won the MVP in the Maryborough tournament and was selected for Ballarat United to compete in Adelaide. Along with her sporting success Jessica places a great emphasis on achieving high grades in all her academic studies and hopes to find a balance between sporting and academic success as she moves through the Senior School.

Both students have been working extremely hard in the elite sport program to develop their aerobic power, increase their body control through refining fundamental movement patterns and improve their core stability and muscular strength through the different training methods that have been undertaken throughout the term.

**Mr Bryce Durham - Head of Faculty: Physical Education and Health**

## Music Department – Student Success

Congratulations to the following student for his recent music examination success:

Student Name	Examination	Result
Riley Peldys	Piano For Leisure Grade 2	B Credit

Students who participate in instrument/voice lessons outside of the Bacchus Marsh Grammar program are also encouraged to forward any examination or competition results for acknowledgement in future newsletters: [music@bmg.vic.edu.au](mailto:music@bmg.vic.edu.au)

**Mr Steven Bell - Head of Faculty: Music & Performing Arts**



## Maddingley - Junior and Middle School Sporting Update

### Western Ranges Division Swimming Carnival

Congratulations to all 25 students who represented Bacchus Marsh Grammar at the Western Ranges Division Swimming Carnival. All competitors who placed first and second in individual events and winning relay teams will progress to the Regional Championships on Tuesday 5<sup>th</sup> April at Kardinia Aquatic Centre. BMG has 6 students in individual events and 2 relay teams that will compete. Amazing results, well done team!

Congratulations to the following students for placing in their events:

Freestyle	Backstroke
9/10 Boys – Hamish La Franchi (3 <sup>rd</sup> )	11 Girls – Taylor Miller (1 <sup>st</sup> )
11 Girls – Taylor Miller (1 <sup>st</sup> )	12/13 Girls – Abbey Smith (1 <sup>st</sup> )
12/13 Boys – Harry Metcher (3 <sup>rd</sup> )	12/13 Boys – Magnus Strickland (1 <sup>st</sup> )

Breaststroke	Butterfly
12/13 Girls – Koko Shand (2 <sup>nd</sup> )	9/10 Boys – Hamish La Franchi (1 <sup>st</sup> )
12/13 Girls – Magnus Strickland (2 <sup>nd</sup> )	11 Boys – Jack Coy (1 <sup>st</sup> )
	11 Boys – Matteo Jovic (3 <sup>rd</sup> )
	12/13 Girls – Abbey Smith (1 <sup>st</sup> )

Relays
Girls Open Medley (2 <sup>nd</sup> place) – Taylor Miller, Koko Shand, Abbey Smith and Kate Batchelor
Boys Open Medley (1 <sup>st</sup> place) – Magnus Strickland, Liam Collins, Jack Coy and Harry Metcher
9/10 Girls Freestyle (3 <sup>rd</sup> place) – Lily Woodhall, Charlie Metcher, Charlotte Fragapane and Paige Smith
9/10 Boys Freestyle (2 <sup>nd</sup> place) – Hamish La Franchi, Harvey Lewin, Jacob Purchase and Henry Schoemaker
11 Girls Freestyle (3 <sup>rd</sup> place) – Isabella Morris, Olivia Winter, Elise Holland and Annie Thomas
11 Boys Freestyle (3 <sup>rd</sup> place) – Jack Coy, Matteo Jovic, Jack Te Paa and Jack Soley
12/13 Girls Freestyle (1 <sup>st</sup> place) – Taylor Miller, Abbey Smith, Koko Shand and Kate Batchelor

Mr Brendan McLoughlin – BMPSSA: Sports Coordinator



## Junior School House Athletics Carnival

What a huge day it was last Friday for all Year 3 and 4 students who competed in the Junior School House Athletics Carnival. With parents and visitors welcomed back to BMG sporting events and holding it at Masons Lane Athletics Track for the first time, it made for an extremely exciting day. Students had the opportunity to show off the throwing, jumping and running skills that they had been learning and practising in PE classes, and all students were AMAZING!



Students who threw, ran and jumped exceptionally well will have the opportunity to represent BMG at the BMPSSA District Athletics Carnival early in Term 2. Well done to all staff and students who made this day such a success.

Age Champions will be announced next week.

Mr Nick Sher - Sport Coordinator



## Maddingley International Week – 28 March to 1 April

International Week will occur at the Maddingley Campus from the 28 March to 1 April.

As part of Bacchus Marsh Grammar's ongoing commitment to supporting those in need, we have planned some special events during International Week. Funds raised during International Week will be donated to the Royal Children's Hospital.

On **Friday 1 April**, the School SRC will run an **"INTERNATIONAL DRESS DAY"** in support of this cause. We are encouraging students to wear their sports uniform to school and bring an **International Costume** or clothing in the colours of an **International Flag** that they can wear over their sports uniform. No face painting or coloured hair is permitted. To participate in this day, students are asked to bring a **gold coin donation** to show their support in raising funds for the Royal Children's Hospital.

The school will host a **"SPECIAL FOOD DAY"** in support of this cause on **Friday 1 April**. Students will need to pre-order and purchase items online through the Qkr! App. **Orders will close by 4pm Friday 25 March 2022.**

When selecting the menu, please ensure you click on **MADDINGLEY SPECIAL FOOD DAY LOTE WEEK**. Also, please ensure you choose the correct *class/tutor group* for your child's order.

Information regarding activities for Woodlea's International Week (4 to 8 April) will be sent to families via EdSmart email notification next week.

Mrs Jacinta Davie - Head of Junior School Asian Studies



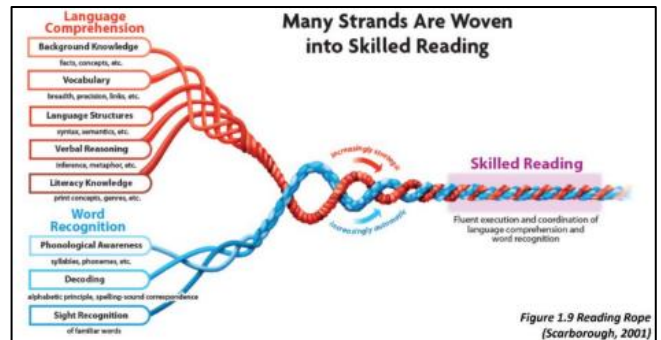
# Junior School News

## Spotlight on Teaching and Learning in the Junior School (Maddingley)

### Reading with your child

During the recent Information sessions about reading, parents were introduced to the different elements required for skilled reading. This was explained in two parts, 'Learning to Read' and 'Reading to Learn' and included an explanation of the types of books that children might read or have read to them depending on the purpose or focus: word recognition or comprehension.

When 'Learning to Read', the focus is on word recognition. Students are learning the alphabetic code, developing their understanding of phoneme/grapheme correspondences and applying this knowledge to read words, phrases and sentences. This eventually leads to students reading **decodable texts**.



### Decodable Texts

The decodable texts that your child brings home are selected to match his or her alphabetic code knowledge and ability to apply the code to read words, phrases and sentences. While the decodable text should be read independently by your child, there are several things that you can do to support your child, ensuring success and to build confidence in his or her reading ability.

### Before Reading

- Locate the phoneme/grapheme focus and high frequency words (common words or **heart** words) on the front or back pages (location may vary across decodable brands).
- Speed Sounds or Fast Phonics. Encourage your child to point to each listed grapheme (letter) and say the sounds. Ensure that your child says the sounds not the letter names.

#### Fast phonics

Use this page to help your child practice reading words with the same sound. The words are grouped by sound and the letters that make up the sound are listed below each word.

**Read the tricky high frequency words**  
The words on this page are tricky because they have a sound that is not always spelled the way you expect. Read them out loud and try to remember the sound they make.

do friend Mr Mrs

Say the sounds

-ed	-ed	-ed
oi	air	er

#### Snappy words

Read these words to help your child practice reading words with the same sound. The words are grouped by sound and the letters that make up the sound are listed below each word.

helped	joined	started
finished	smelled	waited
flapped	banged	pointed
cooked	grabbed	jumped
juggled	slapped	tapped
picked	packed	

**Quick vocabulary check**  
Read the words and ask your child to find the meaning of each word. Use a dictionary to help if you are not sure of the meaning.

#### How to enjoy this book

Each of the seven Little Learners Love Literacy stages is carefully sequenced to give children confidence and success. Encourage children to use four stages to speed words knowledge to identify or 'sound out' any unfamiliar words. Encourage children to break long words into syllables. For example, *armchair* should be broken into three syllables: *arm-chair*.

**Speed words**

Read the words and say the sounds.

**Reading check** Discuss these words either before or after reading the book. What do you know? What do you think they mean? What do you think they are used for? What do you think they are made of? What do you think they are used for? What do you think they are made of?

#### Speed words

bias	fram	small
deck	insects	sniff
dusk	nest	sticks
and	plants	swim
flaps	quick	tuck
fits	rust	

#### Before Reading

Words to say

g o b h e r f u l

Practice blending the sounds

top	fit	hot	sips
hops	log	hut	set
Hop	Run	did	and
but	on	up	Get

Tricky Words

to is the go Go

Your child will need to apply this knowledge to read the book.

- High Frequency Words. Ask your child to read the high frequency words (common words or heart words). These words should have been explicitly taught in class.
- Look at the front cover and ask your child to read the title out loud, tracking under each word as they read it from left to right. Check for vocabulary comprehension. Does your child understand the meaning of the words in the title?
- Explore the cover image - what can you see? What do you think the book might be about? Why do you think that? A brief discussion allows your child to describe the cover, making connections to existing content knowledge and experiences, and to make predictions about the text or story.

## During Reading

- Make sure your child tracks, placing their finger underneath the words as they read them. Skipping words is very common and results in children not fully comprehending the meaning of the text. Children losing their place and skipping a line of text is also very common.
- Encourage your child to decode (sound out) words when they get stuck. Refer to the decoding bookmark and discourage your child from guessing words.
- Re-reading of sentences or passages is important to improve fluency, including expression.

## After Reading

**How to Decode a Word**

Point to the start of the word. Look at all the letters.

mat

---

Sound out each of the letters. Track with your finger.

m-a-t

---

Blend the sounds together.

---

Break up long words.

---

Reread for meaning.

**Comprehension questions**

Well done!

**Let's talk about the story together**

Ask the student:

- Can you tell me the different things at the street fair?
- What did Mr Chan cook?
- What is baking?
- Why did the crowd clap harder on page 13?

**Snappy words**

Ask the student to read these words as quickly as they can.

clapped picked helped packed

cooked joined started

**Fluency**

Can the student read the story again and improve on the last time?

Have fun!

**Comprehension questions**

Well done!

**Let's talk about the story together**

Ask the student:

- Why were the children so excited at the fair?
- Why did Mr Chan call for help?
- What kind of food is Szechuan chicken?
- Why did the crowd clap more on page 13 than when they first read about the crowd? Do you think that is worth what?

**Snappy words**

Ask the student to read these words as quickly as they can.

thumbs	pheasant	nephew
limbs	lomb	trophy
comb	crumbs	phone

**Fluency**

Can the student read the story again and improve on the last time?

Have fun!

**How to enjoy this book**

Each of the seven Little Learners Love Literacy® stages is carefully sequenced to give children confidence and success. Encourage children to use their Stage 1-4 speed sounds knowledge to decode or 'sound out' any unfamiliar words.

**Speed sounds**

Mm Ss Ff Aa Pp Tt Cc Ii Bb Hh Nn Qq Dd Gg

Ll Vv Yy Rr Ee Oo Qu Zz Jj Uu Kk Xx Ww

**Heart words**

The the he He She to her Her too

**Unknown word:** Tell the child this word before reading the book.

**Vocabulary check:** Discuss these words either before or after reading the book.

jet - a fast airplane

rev up - to make an engine speed up

sax (just for saxophone) - a wind instrument made out of metal

What phrase means to make an engine speed up?

Can you think of another meaning of rev up? (to get people excited)

**Questions to talk about:** These questions can be used after reading to discuss the book. Children can look back through the book to answer.

- What vehicle does each person use?
- Who gets into Dan's car and what instrument does she play?
- The book says that Max, Gus and Jan have fun jobs. Do you agree? Why?

**Speed words:** Read these single decodable words as quickly as possible for even more reading practice!

**Speed words**

sax

jet

wax

job

kids

bus

hums

hut

rubs

sun

**After Reading**

**Comprehension:**

- What are some of the things Dan did to get fit?
- How was Sam helping Dan?
- What was Sam holding in his hand? What does a stopwatch do?
- Can you think of other things you can do to help keep yourself fit?

**Fluency:** Speed read the words again from the inside front cover.

- Celebrate success – your child has finished a whole book!
- Have a conversation about the book to check for understanding.
- Comprehension questions. Some decodable text brands include questions inside the front or back cover. Use these questions to generate discussion and to check that your child has understood the book.
- Vocabulary. Some decodable text brands also include a vocabulary check. This may include a child-friendly definition of any less-common vocabulary used in the book, and a question to check for understanding. Ask: Can you think of other similar words? Or can you use this word in a sentence of your own?
- ‘Speed Words’ or ‘Snappy Words’. Ask your child to decode the words in order or as you point to different words randomly. Encourage your child to sound out each word until they can read the words automatically.
- Multiple Reads. Your child should reread the book (more than once) to help improve fluency and to deepen comprehension of the text.

Ideas for extending your child’s reading will feature each week in the Junior School News section of the newsletter. Look out for the first ‘bright idea’ in next week’s newsletter!

Reading at home should be a positive experience for both you and your child. If your child is struggling to read the texts that have been sent home, please contact your child’s class teacher.

**Ms Sian Rawlinson - Junior School Teaching and Learning Coordinator (Maddingley Campus)**



## Spotlight on Year 4 Maddingley

The Year 4 students have had a very exciting and eventful start to 2022!

The students have been learning about the discovery of Australia and the journey of the First Fleet. The focus has been on the life of the explorers and the voyage they took to Australia. The students are planning to complete an information report based on an Australian explorer and an important part of their journey.

The Year 4 students had the opportunity to attend Cook's Cottage at Fitzroy Gardens to discover the life of Captain Cook and his family. They participated in a range of activities that were directly related to the topic of Early Settlement and Life as a Pioneer. During the excursion, the students were exposed to the vocabulary they have been learning in their history and geography and reading lessons.

Throughout the reading lessons, students have been exposed to numerous texts based on explorers, convicts, refugees and Indigenous Australians. This has provided students with the opportunity to connect their ideas to their learning across their literacy-based subjects.

The students are currently reading the novel 'Birrung the Secret Friend' by Jackie French which is based on an Indigenous girl from the Australian convict settlement in 1789. The students will be creating a model of a dwelling of an early settler, or an aboriginal family based on how people lived in Australia in 1790. The students will have the opportunity to present their construction to their class and discuss the design and creativity they have incorporated into their project.

**Reading vocabulary:** weevils, rations, bracken, pannikin, harbour.

**History & Geography vocabulary:** penal colony, continent, colonisation, Terra Nullius, circumnavigation.

Maddingley Year 4 Team



## Changes to Emergency Lunches

To streamline the emergency lunch process the following options will now be available for selection:

<b>Snack</b>	Piece of seasonal fruit \$1.50
<b>Drink</b>	Bottle of water \$2.50
<b>Lunch: Sandwiches only</b>	Vegemite \$3.50    Cheese \$3.50
	Ham \$4.00        Salad \$4.50

Parents will be contacted by phone to confirm selection and payment is to be made via the Qkr! App.

## Events Calendar

Dates for upcoming events/excursions and day camps can be viewed via the events calendar on the [school website](#).

## Camps, Sports and Excursions Fund (CSEF) – Applications for 2022

Information was emailed to families in February relating to the CSEF. This is applicable to families who hold a valid Centrelink pensioner concession or Health care card number (CRN). The CSEF application form can be downloaded from the School's website: <https://www.bmg.vic.edu.au/community/camps-sports-excursions-fund-csef/>.

To encourage people to make an application, the School will provide a rebate equivalent to the Building Levy for those families who submit applications which are approved by The Department of Education and Training.

The form which outlines eligibility requirements needs to be returned to the School by 17<sup>th</sup> June 2022 (last day of Term 2). Parents must meet the eligibility requirements by:

1. Eligibility Date: 31 January 2022
2. 2nd CRN validation date (for failed CRNs only): 26 April 2022

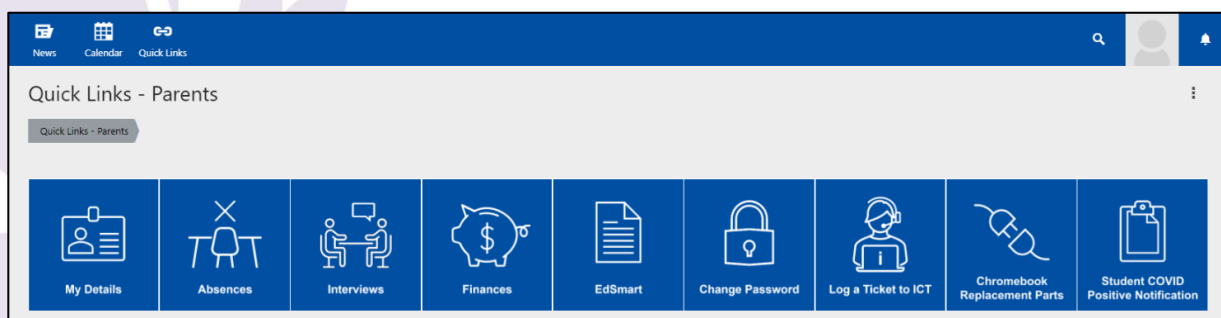
Parents who received the CSEF at Bacchus Marsh Grammar in 2021 do not need to complete an application form in 2022, providing there has been no change to their family circumstances.

Enquiries should be directed to Sharon de Vries at [accountsrec@bmg.vic.edu.au](mailto:accountsrec@bmg.vic.edu.au).

## COVID-19 Update – Reporting a Positive Case

To notify the School of a COVID positive student, please login to SchoolBox <https://schoolbox.bmg.vic.edu.au/> and select “Quick Links” from the top of the page.

Then click the “**Student COVID Positive Notification**” tile and this will take you to a Microsoft Form where you can fill in your details, the student with the positive test and relevant dates.



After you press the submit form you will receive an email to the address you entered confirming all the details provided.

To report Household contacts, please email [school@bmg.vic.edu.au](mailto:school@bmg.vic.edu.au) and the relevant campus absentee email address.

**Maddingley Campus** – [maddingley\\_absentees@bmg.vic.edu.au](mailto:maddingley_absentees@bmg.vic.edu.au)

**Woodlea Campus** – [woodlea\\_absentees@bmg.vic.edu.au](mailto:woodlea_absentees@bmg.vic.edu.au)

**Mrs Michelle Graham – Executive Assistant to the Principal**

## Bus Information

### End of Term 1 Finish time – Maddingley Campus

- Last day of Term 1 students will finish at 2.30pm.
- Information regarding bus departure on this day will be communicated next week.

### End of Term 1 Finish Time – Woodlea Campus

- Last day of Term 1 students will finish at 2.15pm.
- Information regarding bus departure on this day will be communicated next week.

## Bus Information continued.....

### Hopetoun Park – Bus Fare Increase

To align with Public Transport Victoria's ticketing price increases, a small increase will be applied to the School Bus Program's fare for ineligible travellers. This change represents the first increase in the School Bus Program's fare price since 2016.

The new fare is \$125 per term (\$500 per year) which is an increase of \$5 per term (\$20 per year).

The fare increase will take effect from the beginning of Term 2, 2022 (note that Term 1, 2022 fare prices remain at \$120).

### Student ID Cards

All students have now received their Student ID cards. These must be placed on or in each student school bag in order for students to tap on/off the bus each morning and afternoon as part of the Roll Call system. Students who do not have their ID card for bus travel will be reported to the Year Level Coordinator.

### Mask Wearing

It is compulsory for ALL students in Year 3 to Year 12 to wear a fitted face mask whilst they are travelling on a school bus, (this includes to and from school, excursions and camps), unless they have a medical exemption. It is not compulsory for students in Year 2 and under to wear a face mask on the bus, although it is highly recommended.

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

## Book Club News – Catalogue for Issue 2 is out now



### Issue 2 catalogue is out now!

If you wish to order, visit the [Scholastic website](#).

As your order will incur a postage & handling fee of \$5.99, we encourage you to place one order per family.

If you have not ordered before, you will need to set up an account. It is advised that you set up the account under your own name.

When you place an order, it will ask you to nominate a teacher. Please see the chart below to determine who to nominate at each campus. If you are ordering for more than one child then you only need to nominate one teacher.

Year level	Maddingley Campus	Woodlea Campus
Prep	Mrs McKerrow	Your child's class teacher
Year 1	Ms Bens	Your child's class teacher
Year 2	Ms Durham	Your child's class teacher
Year 3	Mr Al-Bazi	Your child's class teacher
Year 4	Mrs Di Mieri	Your child's class teacher
Year 5	Mr Hilton	Your child's class teacher
Year 6	Mr McLaughlin	Your child's class teacher
Middle/Senior School	Mrs Dunn (Years 7-12)	Mr Monaghan

**Maddingley/Woodlea Campuses:** If you have any issues or need to seek further advice then you can contact Mrs Dunn at the Maddingley Campus on 5366 4800 (ask for the Senior Library) or you can email [dunnd@bmg.vic.edu.au](mailto:dunnd@bmg.vic.edu.au).

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



## Out of School Hours Care (OSHC) – The Y Ballarat

---

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

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

Before School Care will be available at the Woodlea campus starting in Term 2. See the flyer at the end of the newsletter.

**Email:** [chrissie.ashmore@yballarat.org.au](mailto:chrissie.ashmore@yballarat.org.au) Phone: 0490 178 638 W: <https://yballarat.org.au/>

### Maddingley:

[maddingley.oshc@yballarat.org.au](mailto:maddingley.oshc@yballarat.org.au)

0438 154 842

Located: South Maddingley Road, Maddingley, Victoria 3340

### Woodlea:

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

0490 490 362

Located: 111 Frontier Avenue, Aintree, Victoria. 3336.

## Bacchus Marsh Grammar On Campus Uniform Shop

---

### Phone Orders – 5367 4072

Uniform information and shop business hours are listed on the [school website](#).

## Regular Contacts

---

### Student Absentees

#### Maddingley Campus

Absentee Line 5366 4888 or Absentee Email – [maddingley\\_absentees@bmg.vic.edu.au](mailto:maddingley_absentees@bmg.vic.edu.au)

#### Woodlea Campus

Absentee Line 5366 4988 or Absentee Email – [woodlea\\_absentees@bmg.vic.edu.au](mailto:woodlea_absentees@bmg.vic.edu.au)

#### 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

111 Frontier Avenue  
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)



They'll want to come again tomorrow!  
Y Ballarat OSHC

# Before School Care is BACK!

Woodlea OSHC

Commencing Wednesday  
April 27 2022, 6.30am-8.30am  
*Breakfast Provided*

For further information call 0490 490 362, email [woodlea.oshc@yballarat.org.au](mailto:woodlea.oshc@yballarat.org.au) or visit [yballarat.org.au](http://yballarat.org.au)



The Y Ballarat is independently reviewed by the ACF to ensure our services are safe for all children and young people.