



TERM 1 2026 IMPORTANT DATES

WEEK 1	JAN 26 – JAN 30 MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY	Australia Day Staff return 1:1 Getting to Know You Interviews (P-6) Pupil Free Day – Teacher Professional Learning 1:1 Getting to Know You Interviews (P-6)
WEEK 2	FEB 2 – FEB 6 MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY	All Year 1-6 students return (Half Prep Classes) (Half Prep classes) Prep Literacy 1:1 Interviews All students P-6 All students P-6
WEEK 3	FEB 9 – FEB 13 MONDAY WEDNESDAY FRIDAY	ASSEMBLY Prep Literacy Interviews BMPSS SWIMMING TRIALS AT BACCHUS MARSH POOL
WEEK 4	FEB 16 – FEB 20 TUESDAY WEDNESDAY	SMILE SQUAD DENTAL CLINIC COMMENCES Prep Literacy 1:1 Interviews Year 3 Hockey Clinic
WEEK 5	FEB 23 – FEB 27 MONDAY-FRIDAY THURSDAY FRIDAY	ASSEMBLY BOOK FAIR & SMILE SQUAD DENTAL CLINIC CYBER SAFETY PARENT INFORMATION SESSION BMPSSA DISTRICT SWIMMING AT MELTON
WEEK 6	MAR 2 – MAR 6 WEDNESDAY FRIDAY	Prep Teddy Bears Picnic EVACUATION DRILL
WEEK 7	MAR 9 – MAR 13 MONDAY TUESDAY WEDNESDAY - FRIDAY	LABOUR DAY PUBLIC HOLIDAY WESTERN RANGES SWIMMING AT MELTON WAVES NAPLAN – Year 3 and 5 & WED - Year 4 Planetarium IncurSION
WEEK 8	MAR 16 – MAR 20 THURSDAY	Prep Parent and Carer Information Session – 2.30 pm WORKING BEE
WEEK 9	MAR 23 – MAR 27 MONDAY TUESDAY WEDNESDAY FRIDAY	ASSEMBLY Year 6 Ecolinc Year 6 Ecolinc Senior Sports Day
WEEK 10	MAR 30 – APR 3 MONDAY TUESDAY THURSDAY	Year 6 Ecolinc Western Metropolitan Region Swimming Final Day of term – 2.30 pm dismissal Easter Hat Parade/Sausage Sizzle



IMPORTANT PUPIL FREE DAY DATE for family calendars

Term 2 Pupil Free Day TBC as soon as possible...

Monday, April 20 – First day back, Term 2

Literacy Whole School Assessment Professional Learning for Teachers

NAPLAN WEEK

Best wishes to our Year 3 and 5 students and staff as we undertake the 2026 assessments this week.

In the lead-up to the assessments, students have been practising the types of assessments they will encounter and becoming familiar with the online testing platform so they feel comfortable and confident.

It is important to remember that NAPLAN is one snapshot of learning against Victorian Curriculum 2.0 at a point in time, and alongside other assessments supports us to adapt and modify instruction to best meet the needs of our students. We support and encourage all of our students to do their very best, and we are proud of their effort not only during Naplan, but always.

To help your child feel calm and prepared, please ensure they arrive at school around 8.30am from Wednesday so they have time to settle in and set up their computers before testing begins.

It is also very important that laptops come to school fully charged each day.

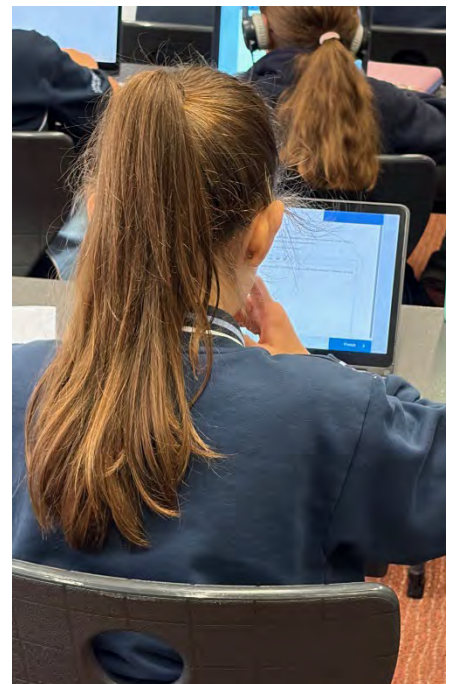
A good night's sleep and a nutritious breakfast will also help students feel focused and ready for the day.

Wednesday 11 – Writing, **Thursday 12** – Reading, **Friday 13** – Conventions of Language.

Monday 16 – Numeracy

Catch-up sessions will also take place across this time frame and into week 8.

Please don't hesitate to reach out if you have any questions.



NAPLAN 2026

Information for parents and carers



Why do students do NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a literacy and numeracy assessment that students in Years 3, 5, 7 and 9 sit each year. It is the only national assessment all Australian students have the opportunity to undertake.

As students progress through their school years, it is important to check how well they are learning the essential skills of reading, writing and numeracy.

NAPLAN assesses the literacy and numeracy skills that students are learning through the school curriculum, and allows parents and carers to see how their child is progressing against national proficiency standards.

NAPLAN is just one aspect of a school's assessment and reporting process. It does not replace ongoing assessments made by teachers about student performance, but it can provide teachers with more information about students' educational progress.

NAPLAN also provides schools, education authorities and governments with information about how education programs are working, and whether young Australians are achieving important educational outcomes in literacy and numeracy.

Your child will do the NAPLAN tests online

Online NAPLAN tests are designed to provide precise results and are engaging for students. The tests are tailored (or adaptive), which means that each test presents questions that may be more or less difficult depending on a student's responses. This helps students remain engaged with the assessment.

Tailored testing allows a wider range of student abilities to be assessed and measures student achievement more precisely. A student's overall NAPLAN result is based on both the number and complexity of questions they answer correctly. Your child should not be concerned if they find questions challenging; they may be taking a more complex test pathway.

All Year 3 students will continue to complete the writing assessment on paper.

What does NAPLAN assess?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum.

Students sit assessments in writing, reading, conventions of language (spelling, grammar and punctuation) and numeracy. The questions assess content aligned to the Australian Curriculum: English and Mathematics.

All government and non-government education authorities contribute to the development of NAPLAN test materials.

To find out more about NAPLAN, visit nap.edu.au.

Participation in NAPLAN

NAPLAN is for all Year 3, 5, 7 and 9 students. ACARA supports inclusive testing, so all students have the opportunity to participate in the National Assessment Program.

Information on adjustments available for students with disability who have diverse functional abilities and needs is provided in the [National protocols for test administration](#).

Schools should work with parents, carers and students to identify, on a case-by-case basis, reasonable adjustments required for individual students with disability to access NAPLAN.

To help inform these decisions, you may consult the National protocols for test administration (linked above), [NAPLAN public demonstration site](#), the [Guide for schools to assist students with disability to access NAPLAN](#), and our [series of videos](#) where parents, carers, teachers and students share their experiences in using NAPLAN adjustments.

In exceptional circumstances, a student with a disability that severely limits their capacity to participate in the assessment, or a student who has recently arrived in Australia and has a non-English speaking background, may be granted a formal exemption.

Your school principal and your local test administration authority can give you more information on adjustments for students with disability or the process required to gain a formal exemption.



What if my child is absent from school on NAPLAN test days?

Where possible, schools may arrange for individual students who are absent at the time of testing to complete missed tests at another time during the school's test schedule.

What can I do to support my child?

Students are not expected to study for NAPLAN. You can support your child by letting them know that NAPLAN is a part of their school program and reminding them to simply do their best. Some explanation of NAPLAN is useful to help students understand and be comfortable with the format of the tests. However, it is not necessary for parents and carers to do this. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance.

ACARA does not recommend excessive preparation for NAPLAN or the use of services by coaching providers.

See the types of questions and tools available in the online NAPLAN assessments at [NAP – Public demonstration site](#).

How is my child's performance reported?

NAPLAN results are reported against proficiency standards. There is a standard for each assessment area at each year level. Proficiency standards provide clear information on student achievement. They are set at a challenging but reasonable level expected of the child at the time of NAPLAN testing, based mainly on what has been taught in previous years of schooling.

Student achievement is shown against 4 levels of proficiency: Exceeding, Strong, Developing and Needs additional support.

A NAPLAN individual student report will be provided by your child's school later in the year. If you do not receive a report, you should contact your child's school. If further assistance is required, you should contact your relevant state or territory test administration authority. ACARA cannot provide individual student reports.

How are NAPLAN results used?

- Students, parents and carers use individual results to discuss progress with teachers.
- Teachers use results to help identify students who need greater challenges or extra support.
- Schools use results to identify strengths and areas of need to improve teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review the effectiveness of programs and support offered to schools.
- The community can see information about the performance of schools over time at [myschool.edu.au](#).

Where can I get more information?

For more information about NAPLAN:

- contact your child's school
- contact your local test administration authority at [nap.edu.au/TAA](#)
- visit [nap.edu.au](#)

To learn how ACARA manages personal information for NAPLAN, visit [nap.edu.au/naplan/privacy](#).

NAPLAN timetable

The NAPLAN test window is 9 days. This is to accommodate schools that may not have the capacity to complete the tests in a shorter time frame. **The NAPLAN test window starts on Wednesday 11 March 2026 and finishes on Monday 23 March 2026.** Schools **must** schedule the tests as soon as possible within the testing window, prioritising the first week.

Test	Scheduling requirements	Duration	Test description
Writing	Year 3 students must do the writing test on paper on day 1 only. Years 5, 7 and 9 writing tests must start on day 1 (schools must prioritise completion of writing on day 1, with day 2 only used where there are technical/logistical limitations).	Year 3: 40 min Year 5: 42 min Year 7: 42 min Year 9: 42 min	Students are given an idea or topic called a writing stimulus (or prompt) and asked to write a response in a particular genre (narrative or persuasive writing).
Reading	To be completed after the writing test.	Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min	Students read a range of informative, imaginative and persuasive texts, and then answer related questions.
Conventions of language	To be completed after the reading test.	Year 3: 45 min Year 5: 45 min Year 7: 45 min Year 9: 45 min	Students are assessed on spelling, grammar and punctuation.
Numeracy	To be completed after the conventions of language test.	Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min	Students are assessed on number and algebra, measurement and geometry, and statistics and probability.



CALL FOR NOMINATIONS – SCHOOL COUNCIL

Please find attached our School Council Notice of Election and Call for Nominations along with the Parent Nomination Form.

To follow is the Parent Fact Sheet. Hard copies of all forms, including Self Nomination forms are available from the office.

With 4 parent and carer positions available, I look forward to speaking to all interested parents and carers as soon as possible, either via phone on 53672745 or via email [_ bacchus.marsh.ps@education.vic.gov.au](mailto:bacchus.marsh.ps@education.vic.gov.au)

Please ensure your nomination is handed to our office by 4 pm next Monday, March 16.

Fact sheet 1: school council elections – information for parents

What is a school council and what does it do?

All government schools in Victoria have a school council. They are legally constituted bodies that are given powers to set the broad direction of a school, in accordance with Ministerial Order 1280 Constitution of Government School Councils, and the *Education and Training Reform Act 2006*. In doing this, a school council may directly influence the quality of education for students.

Who is on the school council?

For most primary school councils, there are several possible categories of membership:

- **A mandated elected parent member category** –members of this category generally comprise more than one third of the council's total membership. Department employees can be parent members at their child's school providing that they are not engaged in work at the school.
- **A mandated elected school employee member category** – members of this category make up no more than one-third of membership. The principal of the school is automatically one of these members.
- **An optional community member category** – members are co-opted by a decision of the council because of their special skills, interests or experience. Department employees are not eligible to be community members.
- A small number of school councils have nominee members.

For all schools with a Year 7 and above cohort, there is an additional category of membership:

- **A mandated elected student member category, two positions.**

Generally, the term of office for all members is two years. The term of office of half the members expires each year, creating vacancies for the annual school council elections.

Why is parent membership so important?

Parents on school councils provide important viewpoints and have valuable skills and a range of experiences and knowledge that can help inform and shape the direction of the school.

Those parents who become active on a school council find their involvement satisfying and may also find that their children feel a greater sense of belonging.

Do I need special experience to be on school council?

Each member brings their own valuable skills and knowledge to the role, however, in order to successfully perform their duties, councillors may need to gain some new skills and knowledge.

It is important to have an interest in your child's school and the desire to work in partnership with others to help shape the school's future.

Code of conduct for school councillors

School councils in Victoria are public entities as defined by the *Public Administration Act 2004*.

School councillors must comply with the Code of Conduct for Directors of Victorian Public Entities issued by the Victorian Public Sector Commission. The Code of Conduct is based on the Victorian public sector values and requires councillors to:

- **act with honesty and integrity** – be truthful, open and clear about their motives and declare any real, potential or perceived conflict of interest and duty



- **act in good faith in the best interests of the school** – work cooperatively with other councillors and the school community, be reasonable, and make all decisions with the best interests of students foremost in their minds
- **act fairly and impartially** – consider all relevant facts of an issue before making a decision, seek to have a balanced view, never give special treatment to a person or group and never act from self-interest
- **use information appropriately** – respect confidentiality and use information for the purpose for which it was made available
- **exercise due care, diligence and skill** – accept responsibility for decisions and do what is best for the school
- **use the position appropriately** – not use the position as a councillor to gain an advantage
- **act in a financially responsible manner** – observe all the above principles when making financial decisions
- **comply with relevant legislation and policies** – know what legislation and policies are relevant for which decisions and obey the law
- **demonstrate leadership and stewardship** – set a good example, encourage a culture of accountability, manage risks effectively, exercise care and responsibility to keep the school strong and sustainable.

Indemnity for school council members

School councillors are indemnified against any liability in respect of any loss or damage suffered by the council or any other person in respect of anything necessarily or reasonably done, or omitted to be done by the councillor in good faith in:

- a. the exercise of a power or the performance of a function of a councillor, or
- b. the reasonable belief that the act or omission was in the exercise of a power or the performance of a function of a council.

In other words, school councillors are not legally liable for any loss or damage suffered by council or others as a result of reasonable actions taken in good faith.

How can you become involved?

By participating in, and voting in the school council elections, which are held in Term 1 each year. However, ballots are only held if more people nominate as candidates than there are positions vacant.

In view of this, you might consider:

- standing for election as a member of the school council
- encouraging another person to stand for election.

What do you need to do to stand for election?

The principal will issue a Notice of Election and Call for Nominations in Term 1 of each year. Council elections must be completed by 31 March, unless varied by the Minister for Education.

If you stand for election, you can arrange for someone to nominate you as a candidate or, you can nominate yourself in the parent member category. You can only be nominated by another member of the same category that you are eligible for (e.g. a member of the parent electorate may only nominate another parent of that electorate).

Department employees with a child enrolled at a school where they are not engaged in work, are eligible to nominate for parent membership at that school.

Return your completed nomination form to the principal within the time stated on the Notice of Election. You will receive a Nomination Form Receipt via post, email or by hand delivery.

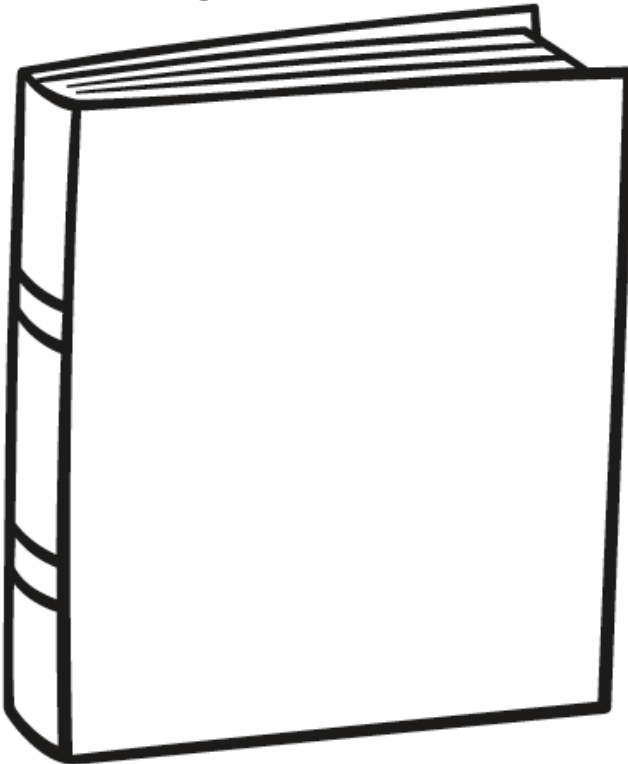
Generally, if there are more nominations than vacancies a ballot will be conducted in the two weeks after the call for nominations has closed.

Remember

- Consider standing for election to school council.
- Ask the principal for instructions if you are not sure what to do.
- Be sure to vote if the election goes to ballot.
- Contact the principal if you are unsure about what is required at any stage of the election process.

LITERACY UPDATE:

Moorabool Young Writers' Awards 2026
Prep to Grade 2 Picture Prompt
Fairy Tales & Fables



Draw a new book cover for your favourite fairy tale or story

Book Title _____

***Optional writing extension:** Write a a recall of your favourite fairy tale or story.
(This can be attached as a separate page)

MOORABOOL YOUNG WRITERS AWARDS 2026

The Moorabool Young Writers' Awards are coming up, and this year's theme invites students to create a twisted fairy tale. Young writers are encouraged to take the timeless tales we all know, from Cinderella to The Three Little Pigs, from Little Red Riding Hood to Aesop's fables, and reimagine them in new and unexpected ways.

- What if the Big Bad Wolf was simply misunderstood?
- What if Rapunzel's tower stood in a modern city skyline?
- Did the tortoise really win the race, or did the hare let him?
- What if the boy who cried wolf was telling the truth all along?

The challenge is to breathe fresh life into classic fairy tales and fables by twisting, turning and transforming them into something uniquely their OWN.

WRITING WORKSHOPS:

To support students who are keen to enter, writing workshops will be held over the next three weeks. During these Friday afternoon sessions, eager authors will be planning, drafting and publishing their entries while focusing on important writing skills such as sentence structure, character development and writer's craft. These elements help engage the reader and bring stories to life.

Students are most welcome to attend if they are interested in developing their story ideas and preparing an entry for the competition.

We look forward to seeing the wonderful creativity and imagination our young writers bring to their stories. **Entries for this fabulous competition are due on April 27th.**

Kirsty Sutherland – Literacy Learning Teacher



Moorabool Young Writers' Awards 2026

Fairy Tales & Fables

Moorabool Young Writers' Awards 2026

Short story writing competition for Moorabool students aged 5 to 18

Once upon a time... but not the way you remember it!

Entries Open: 8.30am Monday 9 March 2026

Entries Close: 5pm Monday 27 April 2026

Prep to Grade 2 - Complete the picture prompt

Grades 3 to 6 - Short Story up to 1000 words*

Years 7 to 12 - Short Story up to 3000 words*

* Take the timeless tales we all know and reimagine them in new, unexpected ways. Breathe fresh life into classic fairy tales and fables by twisting, turning, and transforming them into something uniquely yours.





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Student Name: _____

Parent/Guardian/Teacher Name: _____

Parent/Guardian/Teacher contact email: _____

Parent/Guardian Phone number: _____

School: _____

Year level: _____





5GP – Collecting worms for our compost with Julie last week 😊



PREP PARENT AND CARER INFORMATION SESSION



Now that our Preps are attending full-time and are settling into school, we invite our Parents and Carers along to discuss the next layer of important information to ensure all of our students are best prepared and supported to develop socially, emotionally and academically across term one and our first semester of school.

WHEN – NEXT WEEK - 8

Thursday March 19

2.30 pm – 3.15 pm

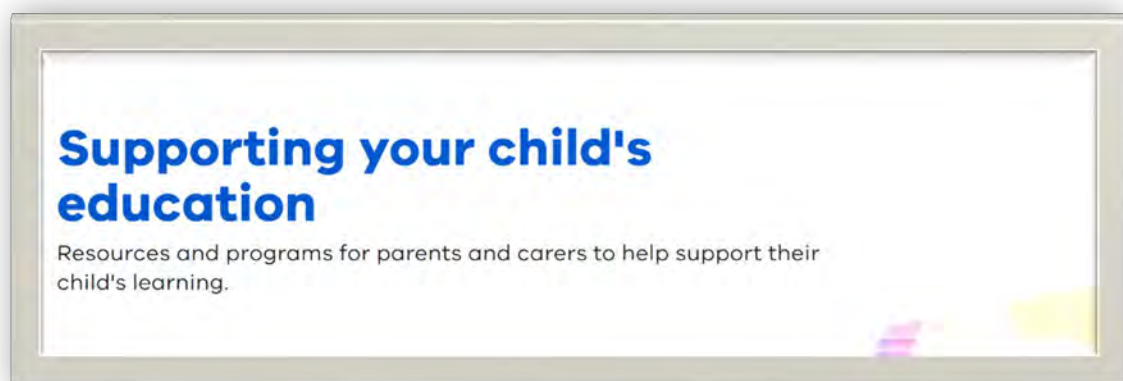
WHERE

In your child/ren's classroom with their classroom teacher.

Students will be attending their specialist classes at this time and will return to their classrooms for the usual pick up at 3.15 pm.

The link below will take you to some general support information from the Department of Education relevant to early learning, should you be interested.

<https://www.vic.gov.au/supporting-your-childs-education>



TEDDY BEARS PICNIC

Always a favourite, our prep students and staff enjoyed a picnic with their teddies and special friends last week. Well done, everyone, for getting involved and sharing in a fun day.





Our School Council Grounds Committee look forward to your support with our school gardens.

BMPS Working Bee & Sausage Sizzle

WHEN – WEEK 8

Thursday March 19

4.00 pm – 7.00 pm

WHERE

Lerderberg Street Gardens

Drop Off Zone Gardens

Kitchen and Science Gardens

Prep Outdoor Space



BYO gardening tools – rakes, wheelbarrows, secateurs,



One of our very kind families have supported us off to a magnificent start as we embark on our Working Bee Season by spending a significant amount of their long weekend trimming back, loading up and taking away the unsafe foliage from the Yukka's on the entry and exit to our drop off zone.

Thankyou most sincerely to this BMPS family who saw a need, and arranged to help out at a time that worked best for them.

Please make contact with our office if you would like to assist with a task at a time that works best for you.







LITTLE ATHLETICS VICTORIA – STATE CHAMPIONSHIPS

Over the weekend, Evelyn Grant competed at the state track and field championships.

Evie took home a silver for javelin, and a bronze for high jump.

All three top high jumpers cleared 145 cm with none of them managing to clear a huge 150 cm. This meant a countback for 1st, 2nd and 3rd. Evie was very proud of her bronze high jump medal as it was a big personal best for her, and the culmination of hours and hours of committed training.



Congratulations on your first-ever individual state medals Evie.





EASTER RAFFLE

BMPS are once again running our Easter Raffle to raise funds for the school. This week the eldest student in your family will bring home a small raffle book. The cost is \$1 per ticket. Please write a name and phone number on all sold tickets and return them with cash by Wednesday 1st April.

The raffle will be drawn on Thursday 2nd April at the Easter Hat Parade.

You can also purchase tickets on QKR. If you use QKR to buy tickets they will automatically go into the draw- you DO NOT need to return tickets to school.

QKR ticket sales will close on Tuesday 31st March to allow time for them to be processed and put into the draw.

DONATIONS – VERY MUCH APPRECIATED

Thankyou to the families that have already donated and if you would like to donate Easter eggs or any Easter-themed prizes, they would be very much appreciated. Please drop any donations to the office or through your child's classroom teacher to pass on.

Thank you for your generous support.





Can you see the stunning web I snapped in our schoolhouse garden last week?
A beautiful moment noticed and captured - *Have a great week 7 - Melinda*





BMPS Clubs

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Before School	Breakfast Club With: Belinda Where: House Kitchen Next to the Art Room		Breakfast Club With: Belinda Where: House Kitchen Next to the Art Room		Breakfast Club With: Mr Morris Where: House Kitchen Next to the Art Room
Recess	Crochet Club With: Emel & Belinda Where: History Room	Games Club With: Belinda Where: Grade 6 Gallery		Games Club With: Belinda Where: Grade 6 Gallery	Lego Club With: Belinda/Tiff Where: Grade 6 Gallery
Lunch	Performance Club With: Mr Hall Where: Music Room Science Club With: Mrs Clancy Where: Science Room	Recorder Assessment With: Mr Nelson Where: Music Room	Chess Club With: Scott & Belinda Where: Grade 6 Gallery Playground 28 With: Mrs Blokland Where: Behind the Gym	Lego Legends With: Mr Heywood Where: Maker Space Gallery Recorder Assessment With: Mr Nelson Where: Music Room	Band With: Mr Hall and Mr Nelson Where: Music Room
Recess and Lunch	Nurture Space <i>Enter through the gate behind the Grade 6 building</i>	Nurture Space <i>Enter through the gate behind the Grade 6 building</i>	Nurture Space <i>Enter through the gate behind the Grade 6 building</i>	Nurture Space <i>Enter through the gate behind the Grade 6 building</i>	Nurture Space <i>Enter through the gate behind the Grade 6 building</i>

SAFETY MESSAGES

SCHOOL CROSSINGS – Thankyou for ensuring school crossings on Gisborne Road, Young Street and Lerderderg Street are used at all times.

Adult modelling of the important use of our crossings is vital in support of safety.

8.35 AM – YARD SUPERVISION – All students will be receiving reminders that 8.35 am is the morning arrival time and when our yard will be supervised by staff.

Students arriving before 8.35 am will be directed to the undercover area near the staff room and are to remain there until they are dismissed by a staff member.

This is improving each day, and we thank our students and families very much.
Well Done!

Breakfast Club will be available from 8.00 am on Monday, Wednesday and Friday from our school house and can be accessed via the Lerderderg Street driveway. Students will be dismissed from Breakfast Club at 8.35 am.

SUNSMART HATS – Teachers are now very rigorous with hat routines to support our students to be responsible with their belongings. Students without hats will be directed to the undercover area for passive play, but we have had a great start with minimal students without hats.


Thankyou everyone! Again – Well Done!

HELMETS – See the message below reinforcing the importance of bike and scooter helmets

THANKYOU FOR SUPPORTING YOUR CHILD/REN WITH THE ROUTE TO SCHOOL THAT YOU WOULD LIKE THEM TO TAKE TO MINIMISE CHALLENGES AT VERY BUSY INTERSECTIONS AND ROUNDABOUTS AND ENSURING THEY ARE CROSSING ROADS WITH THE SUPPORT OF PEDESTRIAN CROSSINGS.

- Thankyou for partnering with us to ensure these safety routines are respected.

THE SIMPLE HELMET FIT CHECK

-  Two finger widths above the eyebrows.
-  Helmet straps must be correctly adjusted with no twists. The straps should form a 'V' shape around the ears.
-  The buckle fastened and two fingers can fit under chin strap.
-  If the helmet moves out of position easily it is not correctly fitted – straps are loose or helmet is too big.

ROAD TO ZERO

HELMETS: WHAT YOU NEED TO KNOW

DID YOU KNOW?

- o Wearing a helmet when riding a bicycle reduces the risk of head injury by 74%.
- o Head injuries are very common for skateboarders not wearing helmets.
- o Every year in Victoria, about 250 children are hospitalised as a result of scooter accidents, with head injuries common.

GUIDE FOR PARENTS
ROADTOZERO.VIC.GOV.AU

CHILDREN AND ADULTS SHOULD WEAR A HELMET AT ALL TIMES WHILE RIDING A BICYCLE, SCOOTER OR SKATEBOARD.



Set a good example

Children's behaviour is shaped by what their parents/carers do. When it comes to wearing a helmet while riding a bicycle, scooter or skateboard, you need to be a good role model for your own and other children.

Make sure your helmet is safe

- Choose a helmet that carries the Australian Standard mark. This means it is safety approved, legal and meets the Australian/New Zealand Standard AS/NZS 2063.
- If possible, choose a helmet with Multi-Directional Impact Protection System (MIPS) technology. A MIPS helmet has a low friction layer between the helmet and the head, designed to reduce brain trauma in the event of a crash. For more information, visit www.mipsprotection.com
- The helmet needs to be the right size and correctly fitted. See the Helmet Fit Check in this guide.
- A helmet is designed to protect a head for one impact only. Replace it if it has been in an accident, dropped or has any damage, such as cracks in the foam or worn or frayed straps.
- Don't wear a cap under a helmet as this can affect how the helmet fits and protects the head in an accident.

The law on bicycle helmets

It's against the law to ride without a helmet. The fine for not wearing a helmet is \$201 (as at 1 January 2019).

Other safety gear for skateboarding

Falls can be common so wrist guards and knee and elbow pads are strongly advised to reduce injuries.



Find safer places to cycle, scoot and skate

- For younger children, the safest places to ride, scoot and skate are the backyard or a park, well away from traffic. Driveways are not safe places for play.
- Children under 12 years of age shouldn't ride on the road. They are allowed to ride on footpaths and adults can legally ride with them.
- Victoria has an extensive network of paths for safer cycling, scooting and skating. Many of these paths travel through parklands and are well away from roads.



Where to get more information

This guide provides broad road safety advice only. For more comprehensive information about Victorian laws regarding the use of bicycles, scooters and skateboards, visit vicroads.vic.gov.au.



ONGOING CONSISTENT MESSAGES:

DROP OFF ZONE – off Young Street

- CARS **MUST NOT PARK** IN THE DROP-OFF ZONE AS IT IS A KISS AND DROP AREA ONLY.
- VEHICLES ARE NOT TO BE LEFT UNATTENDED IN THIS SPACE
- PLEASE DO NOT ACCESS THE STAFF CARPARK AREA AT ANY TIME.

LERDERDERG STREET ENTRANCE

Thank you for your ongoing support with these changes:

- STUDENTS DO NOT USE THE FRONT ENTRANCE AS A THOROUGHFARE INTO OR OUT OF THE SCHOOL
- THE DRIVEWAY GATE ALONGSIDE THE ART ROOM WILL BE THE BREAKFAST CLUB AND MORNING ENTRANCE POINT
- PREP ENTRANCE WILL BE OPEN FROM 8.35 AM
- STUDENTS ARRIVING BEFORE 8.35 AM ARE ASKED TO WAIT IN THE UNDERCOVER AREA UNTIL DISMISSED.
- **FORMAL YARD SUPERVISION COMMENCES AT 8.35 AM**

BUS ZONES ON LERDERDERG STREET

All of the yellow line markings on the north and south sides of the street indicate **NO PARKING** before or after school to allow our buses to safely enter and exit the zone to collect our students.

Pulling up at the Prep entrance gate to collect students on Lerderderg Street is contravening the safety signage and impacting pedestrian and vehicle vision on our crossing. This blatantly ignores the safety rights of our school community.



**PLEASE DO NOT PARK
OVER DRIVEWAYS.**

**OUR NEIGHBOURS
HAVE ALWAYS
APPRECIATED THE
RESPECTFUL MANNER
IN WHICH OUR
COMMUNITY LIVE
OUR VALUES**



ALWAYS REACH OUT

- Thank you to parents and carers for reaching out to your child's classroom teacher or any of our staff below, if we can assist in any way.

Melinda Williams – Principal

Leanne Holt – Business Manager

Wellbeing:

Daniel Morris - Assistant Principal - Wellbeing & Engagement / Disability Inclusion

Bec Blokland - Disability Inclusion Co-ordinator

Liz Stonka – Assistant Principal – Daily Organisation /Student Medical Health & Wellbeing/Social Emotional Learning Curriculum

Tiff O'Brien – Leading Teacher – Mental Health in Primary Schools – Trauma Informed Practice - Art-Therapy

Belinda Horne - Wellbeing Educator

Literacy and Numeracy:

Catherine Moody – Assistant Principal - Curriculum / Teaching and Learning

Kirsty Younger - Leading Teacher – Literacy

Janaya Walker and Jayde Clayton – Leading Teachers – Numeracy

All the best for a wonderful week 7 from the BMPS team



Cafs Early Help Program

Onsite supports available for your family!

Our Cafs Early Help Practitioners are working with schools to provide support to parents, carers and children in their communities!

Come have a chat with our onsite practitioner if your seeking more information about supports in the community for your child and family!

We help families with:

- Exploring GP and Paediatrician assessment.
- Connecting you to local professionals surrounding your child's developmental needs.
- Exploration and advice for accessing professional supports regarding Neurodiversity.
- Community engagement
- And more!



See your school for a warm introduction to our onsite team!

Cafs Early Help Group Programs

Infant Child First Aid

Presented in partnership with PAEDS

This FREE Program is for parents/carers of babies and children. Babies under 12 months are welcome! The group explores First Aid techniques delivered by professionals. PAEDS vision is to empower all individuals with the knowledge to confidently manage illness and accidents! Issues we will explore include burns, head injury, rash, choking, breaks, CPR and more.

Group Information

Date: 26th March, 2026

Time: 10am - 1pm

Location: West Maddingley

Early Years Hub - Community Room 1

26 McCormacks Road,

Maddingley VIC, Australia



To register use the QR Code provided:

For Referral use the QR code provided or further information contact the Early Help Team on family.support@cafs.or.au or 1800 692 237

(PAEDS)

cafs  WE CARE
cafs.org.au

Autism Connect

Autism Connect is an expansion of Amaze's Autism Advisor service delivered in Victoria for 12 years, helping over 20,000 people.

Autism Connect is available to anyone seeking support related to autism. The service was created for autistic people seeking guidance around diagnosis and services, their families or friends, and anyone supporting an autistic adult or child in education, health settings or workplaces.

"I got diagnosed at age 40 and I found that really enlightening and validating. You've got the ability to send a five-second message and then get a human response. They were friendly, patient and empathetic. They were really just nice to deal with on the phone and it felt like the easiest thing ever."

- Catherine, Autistic mother of 2 autistic boys.



**For more information, visit
amaze.org.au/autismconnect**



If you need an Interpreter, contact the TIS National Contact Centre on 131 450 and ask to speak to Autism Connect on 1300 308 699.

Autism Connect is funded by the Australian Government Department of Social Services



BACCHUS MARSH LITTLE ATHLETICS

ROYAL CHILDREN'S HOSPITAL GOOD FRIDAY APPEAL *RELAYTHON*

RELAYTHON IS LITTLE ATHLETICS VICTORIA'S MAJOR FUNDRAISER FOR THE ROYAL CHILDREN'S HOSPITAL FOR WELL OVER 50 YEARS.

BMLAC athletes and members will take part in a continuous relay at Masons Lane Reserve, running for 5 hours to raise funds for the Good Friday Appeal.

**DONATE
VIA QR CODE**



SATURDAY 28TH FEBRUARY
7AM - 12NOON



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DARLEY ALL GIRLS AUSKICK GROUP

Darley Park Reserve, Darley

MONDAYS 5PM - 6PM

Starts 20th April 2026





  
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ANYBUDDY CAN PLAY

[PLAY.AFL/SUPERKICK](https://play.afl.com.au/superkick)

DARLEY SUPERKICK CENTRE

Darley Park, Darley

Mondays 5PM - 6PM

Starts 20th April 2026





**ALL GIRLS
GROUPS
AVAILABLE**



GOOD CLEAN FUN

PLAY.AFL/AUSKICK

DARLEY AUSKICK CENTRE

Darley Park Reserve, Darley

MONDAYS 5PM - 6PM

Starts 20th April 2026

