

Ngarri
PRIMARY SCHOOL
Inspiration starts here

Newsletter No: 8
26st August 2026

70 Holyoake Parade
Manor Lakes VIC 3030

Principal letter

Time to Celebrate

It has been an incredibly busy and positive month at Ngarri Primary School, with so many events, achievements and opportunities for our students and community to celebrate.

Over the past month, we have celebrated 100 Days of Learning, our Foundation to Year 2 Commonwealth Games Day, PJ Day fundraiser, Year 6 Bake Sale, our Chess Champions, Netball championship and we had a fantastic result at District Athletics, with Ngarri finishing third overall. We have also had numerous excursions, incursions and, most importantly, plenty of great learning happening across the school.

One of our biggest celebrations this month, however, is our Attitudes to School Survey (AtoSS) data. The results are absolutely something to be proud of and provide a strong indication that the work we are doing around teaching, learning, engagement, wellbeing and creating positive learning environments is having an impact. This is a significant achievement for our students and staff and one that deserves to be recognised and celebrated.

Our recent Curriculum Day was another very successful day of professional learning for staff. The day provided an opportunity to continue our deeper work around VTLM 2.0 and Positive Classroom Management Strategies (PCMS).
Our focus continues to be on strengthening consistency across classrooms and ensuring every student experience high quality teaching and a positive, safe and engaging learning environment, regardless of the classroom they are in.

We are on the hunt for teachers. If you know of any outstanding teacher, please have them search for our school on Recruitment Online.
We currently have nine teaching positions advertised, along with one Performing Arts position. We have also advertised internally for a Leading Teacher Disability Inclusion position.

Lastly, today we had our annual Book Week parade. What an awesome morning! Thanks to every parent and carer that went out of their way to make today so very special.
As always, we appreciate all the work parents and carers do behind the scenes.

Honey Stirling

Our Vision

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Our Mission Statement

At Ngarri Primary School, we equip all students with the skills, knowledge and growth mindset to reach their highest level of academic success. We inspire passion, ambition and intellectual curiosity in pursuit of their dreams and aspirations.

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Term 3 Upcoming Events

26TH AUG	Book week parade
28TH AUG	Sausage Sizzle
2ND SEP	Netball School Champ Finals
4TH SEP	Yr6 Enrichment Maths Games Day
4TH SEP	School Tour
4TH SEP	Indigenous Literacy Day
9TH SEP	Year 1 Stay Late
11TH SEP	Prep Breakfast
16TH SEP	Learning Showcase
17TH SEP	School Disco
18TH SEP	LAST DAY Early Finish

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Announcement

Happy Principal Day

Thank you, Principal Team, for your leadership and care

A huge thank you to our incredible principals for all the amazing work you do for us! Your leadership, dedication, support, and commitment make such a positive difference every single day. We are so grateful for everything you do to guide, encourage, and inspire our school community. We truly appreciate you and all that you do!





LEADING WITH VISION

INSPIRING EXCELLENCE

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- Foundation -
Curriculum Newsletter T3 W6-10

What will students be learning?

Key learning	Key vocabulary	How you can support learning at home
Inquiry - students will continue to investigate our inquiry question 'How do living things grow and change?'. Students will explore the idea of growth and change in living things, including humans, animals, and plants. They will begin to understand the importance of caring for our environment and how living things depend on it to survive. To wrap up the unit, students will apply what they've learnt by designing and creating a final product that reflects their understanding of the inquiry question.	Living Non-living Needs and Wants Life Cycle Growth Change Healthy Survival	**Observe Nature Together:** Take walks in your garden, park, or local area and talk about the plants, animals, and insects you see. **Talk About Their Growth:** Look at baby photos and talk about how your child has changed. Ask questions like "What can you do now that you couldn't do when you were younger?" **Sort and Classify at Home:** Use everyday objects or pictures to sort things into living and non-living. Ask your child: "How do you know it's living?" or "What does it need to survive?"
Reading - In reading, students will focus on reading words with the digraphs and trigraphs ck, sh, th, ch and tch. They will revise several strategies they have learnt to read words, including saying and blending the sounds within words and breaking words into parts (chunking). Students will also work on answering questions where the answer needs to be inferred.	Digraphs Trigraphs Blends Sounds Blending Chunking Inferring	**Practising reading strategies:** Continue to read with your child each night. Encourage them to use strategies they know to read words, including segmenting and blending the sounds and chunking words into parts. **Asking questions:** Ask your child some questions about the books they read where the answer needs to be inferred, such as 'How was the character feeling?', 'Why did the character do...?' 'Why do you think this event happened?'
Writing - In writing, students will be focusing on spelling words with digraphs/trigraphs ck, sh, th, ch, and tch. Students will be working to complete information reports, where they will record facts, label diagrams, and create captions.	Information Report Label Facts Diagrams Recount	**Practice spelling strategies:** Encourage your child to spell some simple 4- 5 letter words which contain our focus digraphs/trigraphs, e.g the words ship, chat, then, itch, back. **Oral language development:** When your child sees different objects such as animals at the zoo, or trees at the park, discuss some things that are true about these things, e.g lions have a mane, trees have a trunk and roots which go into the ground.
Maths - In Mathematics, students will review and consolidate their knowledge and skills in measurement. They will also revisit addition and subtraction, using hands-on activities and mathematical language to explore combining and separating numbers to 20. Students will continue to develop their confidence in explaining their mathematical thinking and applying these skills in different contexts.	Long Short Tall Wide Narrow Heavy Light Combining Separating Counting	**Practise addition and subtraction:** Use everyday objects such as toys, blocks or pieces of fruit to practise combining and separating groups to 20. Encourage your child to explain what happens when you add more or take some away. **Explore measurement at home:** Compare everyday objects using words such as *longer*, *shorter*, *heavier*, *lighter*, *full* and *empty*. Children could order objects from shortest to longest or lightest to heaviest. **Make maths part of everyday life:** Look for opportunities to use maths while cooking, shopping or playing. Count items, share objects into groups, compare quantities and talk about how much is left when some are taken away.

What's happening in specialist classrooms?

Key learning	Key vocabulary	Howyoucan support learning at home
PE: Inquiry Question: 'How can I be fair and inclusive when I participate in PE?' This term in Foundation, students have developed their movement skills through bouncing and dribbling, kicking and punting. They have explored how to participate fairly, include others, show good sportsmanship and work cooperatively during games and activities. Students will continue developing their punting skills and begin learning to skip, building confidence and coordination while continuing to focus on fair and inclusive participation.	Punting, Skipping, Fair, Inclusive, Teamwork, Sportsmanship, Cooperation	Encourage your child to practise their movement skills through simple activities such as kicking or punting a ball, bouncing and dribbling, or practising skipping. Talk with your child about how they can be fair, take turns, include others and show good sportsmanship when playing games with family and friends.
Visual Arts: In Term 3, Foundation students are exploring the Inquiry Question - 'What do Aboriginal creation stories tell us about how they believe things came to be?'. Throughout the term, Foundation students will be learning about Dreamtime stories, Aboriginal and Torres Strait Islander peoples and their connection to country. Each week they are creating artworks that are about their experiences of indigenous culture.	Aboriginal, Torres Strait Islander, First Nations, Elder, Country, Dreaming, collage, texture, imagine, observe, explore, display, meaning	Read and share stories: Read an Aboriginal or Torres Strait Islander story together and talk about the characters, the lesson and what the story teaches us about Country. Explore Country: Go for a walk together and notice the plants, animals, land and waterways around you. Talk about how we can care for Country. Create together: Draw or paint something from the story or something special about Country. Encourage your child to explain what their artwork means.
Performing Arts: Students will be exploring the Inquiry Question: 'How can we use our bodies and music to express the beat in Performing Arts?'. They do this through listening, singing, body percussion, dance and playing instruments.	Beat, percussion, names of various percussion instruments.	Encourage students to clap and move their bodies to the beat to music.
STEM: This term students will be exploring the Inquiry Question 'How do plants and animals grow, and how can we help them?'. We will explore what plants and animals need to grow, and how we can help them.	insect, needs, habitat, grow, care	Go for a nature walk at your local park or in your garden. Notice what the insects and bugs are doing, and where they live.
Spanish: How can Spanish help me talk to other people and tell them about me?	Hola - Hello Buenos días - Good morning Buenas tardes - Good afternoon Buenas noches - Goodnight Adiós - Goodbye	Practise saying the Spanish greetings at the appropriate time of day. Use "Hola" and "Adiós" when greeting and saying goodbye at home. Ask your child to teach you the Spanish greetings and when to use each one.



Important dates and reminders...

- **Pleaserememberto checkconsentsforLocal Walks,Photographs (internal & external), ICT user agreements on Compass**

- **Book Week Parade - Wednesday 26th August**
- **R U OK Day - Thursday 10th September**
- **Prep Breakfast - Friday 11th September**
- **Learning Showcase - Wednesday 16th September**
- **Last Day of Term 3 (1:30pm finish) - Friday 18th September**

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- Year 1-
Curriculum Newsletter
T3 W6-10

What will students be learning?

Key learning	Key vocabulary	Howyoucansupportlearning at home
Inquiry Students will continue learning about local and global communities. So far, we have done a lot of investigating into the different features of communities. Students will begin to deepen their understanding of the challenges and opportunities that are presented to people in different types of global communities around the world. They will then start to investigate how where people live affects their daily life, looking through different perspectives of people around the world.	Communities Challenges Opportunities Purpose Places Local Global Perspective Affect	• Continue discussing and investigating into places around the world, talk about different lifestyles. • Compare similarities and differences between our local and other global communities. • Share knowledge of different communities from around the world or travel experiences through having conversations.
Reading For the remainder of Term 3 we will be continuing to use narratives to guide our understanding of reading concepts. We are able to pull key events out of texts to summarise the main parts of a story. We are deepening our understanding of voice and expression while reading to infer character traits.	Infer Traits Characters Setting Problem Solution Expression Fluency	• Read with your child every day. • After reading, ask your child who the characters of the story were. • After reading have your child retell the problem and solution in their own words. • Refer to the 'Becoming better readers' slip in reading satchels.
Phonics Students will continue to develop their knowledge of letter sound relationships, specifically focusing on the following sounds: ow (as in cow) written as 'ow' or 'ou' oi (as in point) written as 'oi' or 'oy' oo (as in wood) written as 'oo', 'ou' or 'oul'	Digraphs Segment Blend Contractions	• When reading unfamiliar words in texts, focus on identifying the different sounds in the words one by one and blending them back together to say the whole word. • Ask students to find some of the focus sounds in words - not just the letter combination because some digraphs have more than one sound.
Writing Students will continue creating and writing narratives with a focus on including adjectives and detailed events. Students will now get to create fantasy narratives, including characters, settings, problems and solutions that are less realistic. Students will begin learning about synonyms to help vary their word choice to make their writing more interesting for a reader.	Features Purpose Characters Settings Problem Solution	• Create short stories together. This may involve using a problem from everyday life as a prompt. For example, your child might wish to write a short story about a lost toy or about running late to a party. • When reading texts together you may wish to pay attention to the ways authors begin their stories and have conversations to discuss if they are interesting or not. If it is an interesting start, discuss what makes it interesting.
Maths We are moving into the 'space' curriculum and learning about shapes and location. We will be identifying, classifying and describing 2D shapes and their features. We will be learning to give and follow specific instructions to move from one place to another using ordinal and positional language.	Vertices (corners) Edges (sides) 2 dimensional (2D) shapes 3 dimensional (3D) object Location Ordinal (1^{st}, 2^{nd}, 3^{rd}) Position Forwards/Backwards Left/Right	• Look around the house and outside for different shapes that we use every day. • When out for a walk get your child to direct you with instructional language. • Whilst in the car ask your child to direct your driving to a known location. • Look at different shapes and name their faces and edges. • Have a running race and ask your child who came $1^{st,}$ 2nd, 3^{rd} etc.

What's happening in specialist classrooms?

Key learning	Key vocabulary	Howyoucan support learningat home
PE: Inquiry Question: 'How can I apply rules fairly when I participate in games with others?' This term, students have developed their movement skills through bouncing and dribbling, kicking and punting. Students will continue developing their skills through forehand striking and dodging, applying rules and demonstrating fair and inclusive play during a range of games and activities.	fair play, rules, sportsmanship, forehand, dodging	Encourage your child to play simple games with family or friends that involve rules, taking turns and working together. Ask them to explain the rules of the game and discuss how they can make sure everyone has a fair chance to participate. You can also practise forehand striking, kicking or bouncing a ball together.
Visual Arts: Inquiry Question: 'What animals have a history on Wadawurrung Country?' This term, students explored local Wadawurrung animals, learning their Wadawurrung Language names and exploring First Nations storytelling through symbolism. Using clay carving and their own original symbols, each student has been creating a unique sculpture to share a story about their chosen animal.	Tradtional, Country, Waddarurung, endemic, native, geographical, indigenious., roll, slip score, pinch, slab	Take a walk in your local park, bushland, or back garden and look for evidence of local wildlife. Look out for footprints in soft mud or sand or scratch marks on tree bark.
Performing Arts: Students will be exploring the inquiry question: 'What do I learn when I use my listening skills to explore music from different cultures, including the music of Aboriginal and Torres Strait Islander Peoples?' They will learn about rhythm and pitch and how important it is to listen carefully when singing and playing together.	skills, pitch, rhythm pattern, in time	Encourage students ot sing the songs they have learnt. Listen to music and discuss what you hear.
STEM: This term students will be exploring the question 'How do living things work together to grow the food we eat?' We will explore food production cycle, which is a simpler version of farm to plate.	food, produce, growth, cycle	Discuss with your child the steps food goes through before it lands on your plate. Discuss the living things that had to work together to produce that food, eg: bees pollinating, people watering, ect.
Spanish: How can I use Spanish language to communicate about everyday topics like myself and my family?	**Key verb** Tengo - I have **Months of the year** enero - January febrero - February marzo - March	Ask your child to practise saying "tengo" (I have) with objects around the house. Use a calendar to help your child practise saying the months in Spanish. Ask your child to teach you the Spanish words they have learned.



Important dates and reminders...

- **Pleaserememberto checkconsentsforLocal Walks,Photographs (internal & external), ICT user agreements on Compass**

- **Book Week Parade - Wednesday 26th August**
- **Year 1 Stay Late - Wednesday 9th September**
- **R U OK Day - Thursday 10th September**
- **Learning Showcase - Wednesday 16th September**
- **Last Day of Term 3 (1:30pm finish) - Friday 18th September**

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- Year 2 -
Curriculum Newsletter
T3 W6-10

What will students be learning?

Key learning	Key vocabulary	How you can support learning at home
Inquiry Students have been learning about different ecosystems. We have been focusing on the question 'How does the survival of living things depend upon a unique ecosystem?' Each class is focusing on a specific ecosystem - for example, Coral Reef, Arctic and Rainforest. Students have been investigating into living and non-living things that make up an ecosystem.	Ecosystem Living Non-living Habitat Features Survive	Read non-fiction texts about different ecosystems Go outside and explore places in nature. Look for living and non-living things around the house and outside. Explore different animals and what they need to survive.
Maths Students have been learning about multiplication and division. We have been discussing what each of the operations mean and how they are both related to each other. We have been looking into how each of the operations can be displayed as equal groups and arrays. We have also been looking into repeated addition and how it is related to multiplication. We have also extended our fact family knowledge to multiplication and division.	Multiplication Division Arrays Equal groups Number sentence Repeated addition Fact Family	Practise converting repeated addition into multiplication. Provide a group of items and invite your child to divide it into equal groups - write number sentences to represent it. Provide number sentences and practise drawing arrays to match them. Provide arrays and practise writing number sentences to match them.
Reading In Reading, students have been exploring the structure and features of non-fiction texts relating to our current Inquiry question. They have been practising to identify and use features to locate information within the text. Alongside this students have been working on their comprehension skills to demonstrate their ability to understand what they are reading by answering questions based on the texts.	Non-fiction Comprehension Features Structure Understanding Facts Information	Read non-fiction texts at home. Ask students questions about what they have read. Make a list of new facts and information that has been learnt from the text. Practising locating features within a non-fiction text and how to use them - for example, how to use a glossary or contents page.
Writing In Writing, students have continued developing their own information reports about an animal from the ecosystem we are exploring in our Inquiry topic. Students have been researching and drafting their reports and are now revising and editing their work to strengthen their ideas, vocabulary and sentence structure before publishing their final pieces.	Information report Topic Features Headings Subheadings Glossary Revising Editing	Work through the writing cycle together - choose a topic to write an information report about. Practise research skills - look for information, read and write notes about what you are reading. Practise revising and editing writing pieces.

What's happening in specialist classrooms?

Key learning	Key vocabulary	How you can support learning at home
PE: Inquiry Question: 'How can I apply rules fairly when I participate in games with others?' This term, students have developed their movement skills through bouncing and dribbling, kicking and punting. Students will continue developing their skills through forehand striking and dodging, applying rules and demonstrating fair and inclusive play during a range of games and activities.	fair play, rules, sportsmanship, forehand, dodging	Encourage your child to play simple games with family or friends that involve rules, taking turns and working together. Ask them to explain the rules of the game and discuss how they can make sure everyone has a fair chance to participate. You can also practise forehand striking, kicking or bouncing a ball together.
Visual Arts: Inquiry Question: 'What animals have a history on Wadawurrung Country?' This term, students explored local Wadawurrung animals, learning their Wadawurrung Language names and exploring First Nations storytelling through symbolism. Using clay carving and their own original symbols, each student has been creating a unique sculpture to share a story about their chosen animal.	Tradtional, Country, Waddarurung, endemic, native, geographical, indigenious., roll, slip score, pinch, slab	Take a walk in your local park, bushland, or back garden and look for evidence of local wildlife. Look out for footprints in soft mud or sand or scratch marks on tree bark.
STEM: This term students will be exploring the question 'How can we design an environment that supports diversity?' We will design a simple environment that shows biodiversity (a variety of life).	biodiversity, environment, garden, tools, water source	Watch Gardening Australia Junior on ABC Kids. Ask your child to identify the biodiversity they noticed in the show.
Spanish: Inquiry Question: 'How can I use Spanish Language to communicate everyday topics like myself and school?'	Matemáticas (Maths), Arte (art), Inglés (English), Historia (History)	Help your child recognise school subjects in Spanish by looking for words that are similar to English. Practise joining two ideas using "y" (and), such as "I like maths "y" I like science." Ask your child to make simple sentences using the new Spanish words.



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- **Book Week Parade - Wednesday 26th August**
- **R U OK Day - Thursday 10th September**
- **Learning Showcase - Wednesday 16th September**
- **Last Day of Term 3 (1:30pm finish) - Friday 18th September**

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Inspiration starts here

Year 3
Curriculum Newsletter T3 W6-10

What will students be learning?

Key learning	Key vocabulary	How you can support learning at home
In **Inquiry**, students will continue to explore our big question: 'Who inspires us and how can we inspire others?' They will research someone they find inspiring and explore the personal qualities that make both themselves and others unique. Students will consider how challenges, failures and successes can shape us and inspire positive change. They will express their learning creatively by designing a portrait that combines their own personal traits with qualities of someone who inspires them.	Famous, inspirational, overcome, challenges, success, failure, traits, personality, role model, emulate, identity, strengthen, creative	Talk with your child about what makes someone a positive role model, how they can inspire others, and symbols that could represent their own unique qualities and character traits.
In **Reading**, students will continue to explore comprehension strategies. They will explore the strategies of visualising, analysing and critiquing. Students will continue to work with texts based on our Inquiry topic, "Who inspires us and how can we inspire others?" Students will also continue daily phonics lessons, focusing on letter patterns and digraphs.	Visualise, analyse, critique	Ensure your child completes take home reading on a daily basis. Talk to your child about what they have read, and ask them questions about their text.
In **Writing**, students will write memoirs about a significant memory in their life. They will be exploring sensory words in order to add detail when writing the events in time order. We will be utilising the writing cycle to plan, draft, edit, revise and publish our pieces to create a collection of class memoirs. We will also be focusing on punctuation and ensuring we have included a capital letter and full stop for every sentence. Towards the end of term, students will begin exploring poetry and the elements within in order to create their own.	Sensory words, adjectives, see, hear, taste, touch, smell	Discuss your child's memory with them and what details they remember. Help students come up with adjectives or nouns to describe what they were experiencing with their five senses.
In **Mathematics**, students will explore fractions and money in meaningful, real-world contexts. They will recognise and represent fractions as equal parts of a whole, explore unit fractions, and combine fractional parts to make a whole. Students will also represent money values in different ways, and solve everyday problems involving totals, purchases and change.	Fraction, whole, equal parts, half, third, quarter, eighth, dollars, cents, value, total, change	Explore fractions when sharing food or cooking, and involve your child in shopping by discussing prices, making money amounts, and calculating simple totals and change.

What's happening in specialist classrooms?

Key learning	Key vocabulary	How you can support learning at home
PE: Inquiry question: How do net and wall games promote physical activity, improve our health, and contribute to our overall wellbeing? By participating in pickleball, we develop movement skills, teamwork, and strategic thinking while staying active. These games improve our health and wellbeing by building fitness, confidence, and positive social connections.	Net and wall games Physical activity Wellbeing Fitness Teamwork Strategy Coordination	Practise pickleball skills at home by hitting a balloon or soft ball with something like a plastic lid or cardboard roll. These simple activities build coordination, accuracy, and confidence.
Visual Arts: We will continue to explore the question 'What plant life is grown on Wadawurrung land?' Students will continue to build their knowledge of Australian plants while exploring techniques and materials such as watercolour, wax resist and clay.	Flora, native plants, indigenous plants, medium, process, technique	Look around your garden, parks and bush. Talk about where the plants come from - are they introduced or grown in Australia? What features make that plant unique?
STEM: This term we are working on the question "How can we grow, choose, prepare and present seed-based foods that support healthy eating?" Students will explore what a seed-based food is and how to choose healthy foods.	Food groups, ingredients, sustainability, materials	Cook a favourite dish together and talk about the ingredients and tools used to prepare the meal. Discuss how our 5 senses are involved in food preparation and consumption.
Spanish: We are currently inquiring into the question 'How can Spanish help us to talk about ourselves and others around us?'	Question words: ¿Te gusta...? (Do you like...?), ¿Qué le gusta a...? (What does ... like?)	Ask your child to practise saying "¿Te gusta...?" when asking someone if they like something. Use family members or favourite characters to practise "¿Qué le gusta a...?" (What does ... like?). Encourage your child to ask you the questions and teach you how to answer them in Spanish.



Important dates and reminders...

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- **Book Week Parade - Wednesday 26th August 9:00-9:50am**
- **Father's Day Stall - Thursday 3rd & Friday 4th September**
- **Term 3 Learning Showcase - Wednesday 16th September 3:10-4:00pm**
- **Ngarri PS Disco - Thursday 17th September**
- **End of Term 3 - Students finish early at 1:30pm on Friday 18th September**

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- Year 4 -
Curriculum Newsletter
T3 W6-10

What will students be learning?

Key learning	Key vocabulary	How you can support learning at home
Inquiry: This term, our Year 4 students will continue to explore the inquiry question "Who was here first? How do we know?" Students will investigate Australia's First Peoples, learning about the rich histories and cultures of Aboriginal and Torres Strait Islander Peoples. They will examine different types of historical evidence, including artefacts, oral histories, photographs, maps and artworks, to discover how we learn about the past and why it is important to understand and respect Australia's shared history.	• First Nations • Aboriginal and Torres Strait Islander Peoples Country/Place evidence • artefact • oral history • culture • timeline • past • present	Visit a local park, landmark or place of significance with your child. Talk about what clues or evidence you can see that tell you about the history of the place. Ask your child, "How do we know what happened here before us?" Encourage them to explain their thinking using some of our key vocabulary.
Maths: Students will build their understanding of division by sharing and grouping objects into equal groups. They will use arrays, multiplication facts and related division facts to solve problems and explain their thinking. Students will also develop efficient strategies for solving division problems and apply their understanding to real-world situations.	• division • equal groups • sharing • grouping • divide • multiple • factor • array • multiplication fact • remainder	Practise division using everyday objects by making equal groups. For example, ask, “If we have 24 grapes and share them equally between 6 people, how many grapes will each person get?” You can also use multiplication facts to help solve division problems, such as “6 × 4 = 24, so 24 ÷ 6 = 4.”
Reading: Students will develop their ability to synthesise information about Australian animals by combining ideas and information from different texts. They will identify key facts, compare information and use what they have learned to develop a deeper understanding of Australian animals.	• synthesise • key information • main idea • facts • compare • combine • sentence	Read together for 10–15 minutes and talk about what your child has learned. Ask them to share facts about Australian animals and explain how they know the information is reliable. Encourage your child to write a few sentences about an animal and check that each sentence has a capital letter, correct punctuation and makes sense.
Writing: Students will strengthen their understanding of sentence structure and punctuation. They will identify and construct complete sentences, use different sentence types, and apply punctuation such as capital letters, full stops, commas, question marks and exclamation marks to make their writing clear and meaningful.	• verb • punctuation • capital letter • full stop • comma • question mark • exclamation mark	Encourage your child to write a short paragraph about an Australian animal. Ask them to reread their writing and check that each sentence starts with a capital letter, has the correct punctuation and makes sense. You could challenge them to use commas, question marks or exclamation marks where appropriate.

What's happening in specialist classrooms?

Key learning	Key vocabulary	Howyoucan support learning at home
PE: How do net and wall games promote physical activity, improve our health, and contribute to our overall wellbeing? By participating in pickleball, we develop movement skills, teamwork, and strategic thinking while staying active. These games improve our health and wellbeing by building fitness, confidence, and positive social connections.	• Net and wall games • Physical activity • Wellbeing • Fitness • Teamwork • Strategy • Coordination	Practise pickleball skills at home by hitting a balloon or soft ball with something like a plastic lid or cardboard roll. These simple activities build coordination, accuracy, and confidence.
Visual Arts: We will continue to explore the question "What plant life is grown on Wadawurrung land?" Students will continue to build their knowledge of Australian plants while exploring techniques and materials such as watercolour, wax resist and clay.	flora, native plants, indigenous plants, medium, process, technique	Look around your garden, parks and bush. Talk about where the plants come from- are they introduced or grown in Australia? What features make that plant unique?
Performing Arts: This term students will be continuing to create their own dances based on our question "How can we bring the pages of a book to life through dance?" Students will be using the elements of body and energy in their dances.	Safe dance practices, elements of body and energy, choreograph, dance movements.	Put music on at home and choose an emotion. Dance with your child trying different movements that match the emotion e.g. happy, sad, frustrated, overjoyed.
STEM: This term we are working on the question "How can we design healthy, safe and sustainable food solutions from seeds?" Students will explore how to sustainably grow something from seeds.	Healthy, Food solution, techniques,Design criteria, Unprocessed/ processed	At home,involve children in planting and caring for seeds, observing germination and plant growth, and discussing what plants need to grow, such as water, sunlight, soil and nutrients.



Important dates and reminders...

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- **Book Week Parade - Wednesday 26th August**
- **Year 6 Sausage Sizzle - Friday 28th August**
- **R U OK Day - Thursday 10th September**
- **Learning Showcase - Wednesday 16th September**
- **Last Day of Term 3 (1:30pm finish) - Friday 18th September**

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- Year 5 -
Curriculum Newsletter - Term 3 Weeks 6-10

What will students be learning?

Key learning	Key vocabulary	Howyoucansupport learning at home
Inquiry: Continuing our investigation into the inquiry question: How do natural disasters and extreme weather events impact the Earth, and how do humans respond? Students are developing their understanding of tectonic plates and how their movement can contribute to natural disasters. Students will also demonstrate their learning about natural disasters by creating a triorama.	tectonic plates cause and effect natural disaster	- Look at a photo or short video of a natural disaster and talk about what happened and where it occurred. - Use a map or globe to find places where natural disasters have occurred. - Talk about how families and communities can prepare for different natural disasters.
Maths: Students are continuing our extended unit on fractions, decimals and percentages. They are consolidating their ability to add and subtract fractions and create equivalent fractions using visual and mathematical strategies. Students will also begin converting between fractions, decimals and percentages, including fractions with different denominators.	fraction decimal percentage equivalent numerator denominator	- Look for fractions, decimals and percentages in everyday life, such as in shopping catalogues, recipes, sports results or advertisements. - Practise finding equivalent fractions, decimals and percentages together. - Ask your child to explain how they know two fractions, decimals or percentages are equivalent.
Reading: Students will continue their Jackie French author study. They will compare and contrast texts, considering how she uses different text structures, language features and literary devices to engage readers and communicate meaning. Students will also build their ability to critically discuss texts by participating in reciprocal reading groups with their peers. Through these discussions, students will practise sharing ideas, asking and responding to questions, and using evidence from the text to justify their thinking.	text structure language features questioning text evidence	- Take turns reading a book, article or other text aloud to each other.- Talk about what you have read and share ideas about the characters, information or main message. - Ask your child to explain their ideas using evidence or examples from the text.
Writing: Building on their Jackie French author study in Reading, students will engage in the writing process to innovate on a mentor text and create their own hybrid text. During Writing Workshop lessons, students will explore the 6+1 Writing Traits, with a focus on developing and expanding ideas from their Writer's Notebook.	hybrid text writing traits ideas mentor text	-Look for examples of hybrid texts in everyday life, such as books, websites, magazines, advertisements or news articles. - Discuss how these texts combine different features, such as storytelling and factual information. - Talk about everyday writing opportunities, such as writing a review, recipe, instructions, blog post, letter or information page.

What's happening in specialist classrooms? Grade 5

Key learning	Key vocabulary	Howyoucan support learning at home
PE: How can we use our unique strengths to develop our own and others' skills in net and wall games? We can use our unique strengths to improve our own skills and support others playing tennis by encouraging and learning from each other, everyone can grow and succeed.	Strengths Teamwork Support Encouragement Communication Cooperation Confidence	Encourage your child to practise tennis skills at home using everyday objects. Use a balloon or rolled-up socks as a ball and a paper plate or hand as a racquet. Hitting back and forth helps build coordination, control, and confidence.
Visual Arts: Students will continue to explore the question "What connects me to this place?" We will be investigating our own connection to a special place, creating symbols that represent this connection and using them to make clay pots inspired by First Nations artist Cassie Leatham Fisher Patterson.	symbol, connection, represent, sensory, memory	Talk about what makes your home special. Ask questions about sensory reminders, for example, "What smells remind you of home?", "What sounds are important for you?/can you hear in your special place?"
Performing Arts: This term students will be exploring the question "How do we use drama to teach others our Ngarri values?" Students will learn to read and use scripts, and develop the drama elements of tension and conflict as they create a piece of drama to share with other students.	Script, tension, conflict,	When you watch movies or read narrative texts discuss how tension and conflict is created.
STEM: This term students will be exploring the question "How can design and technology help us grow food and care for the environment?" Students will learn and explore technologies that help plants grow.	environment, plants, technology	At home, involve children in simple gardening activities such as planting seeds, watering plants, composting food scraps, reusing containers as plant pots and observing how plants grow.



Important dates and reminders...

Pleaseremember to check consents forLocalWalks,Photographs (internal& external), ICT user agreementsonCompass

- *Book Week Parade - Wednesday 26th August 9:00-9:50am*
- *Father's Day Stall - Thursday 3rd & Friday 4th September*
- *Term 3 Learning Showcase - Wednesday 16th September 3:10-4:00pm*
- *Ngarri PS Disco - Thursday 17th September*
- *End of Term 3 - Students finish early at 1:30pm on Friday 18th September*

Ngarri
PRIMARY SCHOOL

- Year 6 -

Curriculum Newsletter T3 W6-10

What will students be learning?

Key learning	Key vocabulary	How you can support learning at home
In Inquiry, students will investigate the journey of products from raw materials to the consumer. They will explore how products are designed, manufactured, marketed and sold, while considering the impact businesses have on people, communities and the environment. Students will then apply their learning by designing an original product, developing a business to support it, and creating the story of how the resources for their product are ethically sourced and transformed into a finished item. As part of this learning, students will also participate in a real-world business experience by organising the Year 6 sausage sizzle. They will collect and manage orders, calculate costs.	Resources Quantity Entrepreneurship Design	To support students at home, we encourage you to have discussions about where the raw ingredients come from before they reach the shelf. You can also have discussions with students about who the target audience is for products which are getting sold and whether this ethical.
In Reading, students will continue developing their comprehension skills by learning and applying the Question–Answer Relationship (QAR) strategy. They will use this strategy to identify different types of questions and locate evidence within a range of factual and informative texts. Students will also strengthen their note-taking and summarising skills by identifying key information and recording concise notes. These skills will support their Inquiry learning as they research products, businesses and consumer choices.	Summarise Factual Evidence	To support your child at home, we encourage you to support them in continuing to read challenging texts every night, and recording their reading in their journal. Students should continue to broaden their understanding by using the QAR templates at home.
In Writing, students will explore a range of writing tasks connected to our Inquiry unit, focusing on the journey of products from their origins to the consumer. They will develop their ability to write informative pieces using researched facts and evidence before learning and applying persuasive techniques through class discussions and debates. Throughout the term, students will strengthen their skills in planning, drafting, editing and publishing their writing.	Debates Summary Research	To support your child at home we encourage you to discuss everyday topics with your child and encourage them to share and justify their opinions using strong reasons and persuasive language.
In Maths, students will explore fractions, percentages, and decimals, learning how to convert between them. They will then explore time and practice reading various timetables. Students will study probability and the likelihood of events.	Timetable Probablity Likelihood	To support your child at home we ask families to explore all forms of times including analog and digital. We also suggest giving students the opprotunity to eplore timetables such as train, buses and planes.

What's happening in specialist classrooms? Year 6

Key learning	Key vocabulary	How you can support learning at home
PE: Inquiry Question: 'How can we use our unique strengths to develop our own and others' skills in net and wall games?' We can use our unique strengths to improve our own skills and support others playing tennis by encouraging and learning from each other, everyone can grow and succeed.	strengths, teamwork, support, encouragement, communication, cooperation, confidence	Encourage your child to practise tennis skills at home using everyday objects. Use a balloon or rolled-up socks as a ball and a paper plate or hand as a racquet. Hitting back and forth helps build coordination, control, and confidence.
Visual Arts: Students will continue to explore the Inquiry Question 'What connects me to this place?'. We will be investigating our own connection to a special place, creating symbols that represent this connection and using them to make clay pots inspired by First Nations artist Cassie Leatham Fisher Patterson.	symbol, connection, represent, sensory, memory	Talk about what makes your home special. Ask questions about sensory reminders, for example, "What smells remind you of home?", "What sounds are important for you?/can you hear in your special place?"
Performing Arts: This semester students will be exploring the Inquiry Question 'How can we celebrate our time at Ngarri through music and dance?'. They will be continuing to create their own song that communicates what they love about Ngarri.	timbre, texture, sequence, ostinato	Listen to different songs on the radio or a streaming service. Discuss what the idea of the music was. How did it make you feel? What was it trying to say?
STEM: This term students will be exploring the Inquiry Question 'How can design and technology help create a greener future?'. Students will explore how technology can reduce waste, conserve resources and protect the environment.	sustainable, efficiency, testing, improvement	Involve children in simple activities such as sorting recycling, growing plants, switching off unused lights and devices, or finding ways to reuse everyday materials.



Important dates and reminders...

- **Pleaseremembertocheckconsentsfor Local Walks, Photographs (internal & external), ICT user agreements on Compass**

- **Book Week Parade - Wednesday 26th August**
- **Year 6 Sausage Sizzle - Friday 28th August**
- **R U OK Day - Thursday 10th September**
- **Learning Showcase - Wednesday 16th September**
- **Last Day of Term 3 (1:30pm finish) - Friday 18th September**

Ngarri
PRIMARY SCHOOL
Inspiration starts here

Premier reading challege

PREMIER READING CHALLEGE

Don't forget The Premier's Reading Challenge is now open for students. Please see Compass for details about how to sign in and log books students are reading

We would love to see as many students as possible achieve their certificates of achievement this year! The goals is for :

*Foundation to Year 2 students to read 20 books from the challenge list and 10 books of choice

*Year 3 to 6 students to read 10 books from the challenge list and 5 books of choice.

CLOSING DATE FRIDAY 4TH SEPTEMBER

Ngarri
PRIMARY SCHOOL
Inspiration starts here

Have your say

PARENT / CARER OPINION SURVEY

01 Scan the QR Code
OR copy the link into your browser
https://research.orima.com/parent

02 Select School: Ngarri Primary School,
Campus: Ngarri Primary School
Enter PIN 394231

03 Click on the 'Submit' button at the end of the survey to submit your answers.

PARENT OPINION SURVEY 2026
research.orima.com/parent

Ngarri Primary School

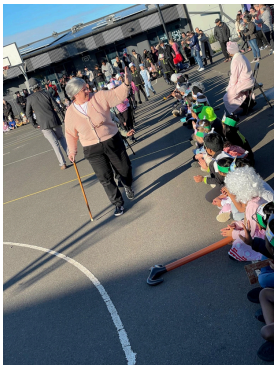
SCAN THE QR CODE

Ngarri
PRIMARY SCHOOL
Inspiration starts here

Foundation 100 Days of School

Thank you to all of our parents and family members who came along to celebrate our first 100 Days of Foundation with us. We had an amazing day which included our Foundation parade, dance party, parent open session and class parties. We are so glad we had the opportunity to make this day so special for our students and we would like to congratulate them on completing over 100 days of learning with so many more to come. Thank you again parents and families for being so involved in your child's learning and helping them to achieve at their best. Remember learning success comes from the home and school working together so let's keep helping our wonderful students achieve their goals and dreams. Special thanks to Tracey-Lee for setting up our amazing photoshoot backdrop in the yellow building.





















Ngarri
PRIMARY SCHOOL
Inspiration starts here

Foundation 100 days of school







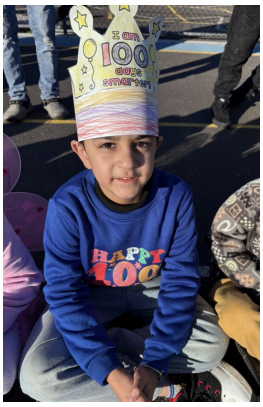




















Foundation 100 days of school



















NGARRI BOOK DRIVE

We are kindly asking for donations of high quality books appropriate for students from Foundation to Year 6 to add to our classroom libraries. We ask that these books are in good condition for students to enjoy.

Donations can be dropped off at the front office.
Thank you!

NGĀ URI WHAI ORANGA

KAPA HAKA • PUNA REO • WĀNANGA • AND SO MUCH MORE!





EXPRESSIONS OF INTEREST NOW OPEN!

GROWING STRONG TAMARIKI THROUGH CULTURE, LANGUAGE & IDENTITY

CALLING ALL TAMARIKI AND WHĀNAU!

Join Ngā Uri WhaiOranga and be part of a whānau where tamariki can connect to culture, build confidence, make lifelong friendships and strengthen their identity.

Scan me!

WHAT WE OFFER:

- PUNA REO (MĀORI LANGUAGE LEARNING)
- KAPA HAKA
- WĀNANGA & CULTURAL WORKSHOPS
- ARTS, CRAFTS & CREATIVE ACTIVITIES
- MĀORI HISTORY & MĀTAURANGA MĀORI
- WHANAUNGATANGA & COMMUNITY CONNECTIONS
- LEADERSHIP & PERSONAL DEVELOPMENT
- CAMPS, EVENTS & CULTURAL EXPERIENCES



HE NGĀKAU WHAKAITI, HE URI WHAIORANGA

MELBOURNE, AUSTRALIA | CONTACT: GUSSY 0481 170 301 | EMAIL: nuwtamariki@gmail.com | FACEBOOK: Ngā Uri WhaiOranga

LEARN. GROW. CONNECT. THRIVE. KIA MĀIA, KIA MANAWANUI, KIA KAHA!

Tamil School Admission

VTA Tamil School - Manor Lakes Campus

LET'S LEARN TAMIL
2026 ADMISSIONS OPEN

Open for enrollment throughout the year.
Students can be enrolled in any term.

Australian government accredited language school



From Prep to VCE.
Classes every Saturday 9:30 am to 12:30 pm during school terms.

Location: Ngarri Primary School,
70 Holyoake Parade, Manor Lakes

What we Offer:

- Fun & safe environment
- Ideal Student Teacher Ratio
- Activities based integrated curriculum

0458 726 954 Dhakshi Prasanna
0403 374 401 Selva
ml.coordinator@vtatamilschool.org.au

https://docs.google.com/forms/d/e/1FAIpQLSdADZjOAJoToGgVXXxHBS7Qe4IZ_JXjuigO_SILnM0-LRISEUA/viewform

Music Bus

Classes offered are:
Keyboard Ukulele
Drums Guitar

Lessons:
Will be 30 minute duration - once per week
held in the hi tech music classroom on wheels on our site



The Music Bus has opened their term 2 enrolments and are inviting new students to apply. Classes offered are: . Keyboard (Prep-y6).

Ukulele (Prep-y6).
Drums (y1-y6).
Guitar (Y2-y6)

Lessons are: * be 30 minute duration - once per week * held in the hi tech music classroom on wheels on our site * cost $22 per week ($24 drums) payable by the term on commencement If you wish to take part please complete this expression of interest form https://app.smartsheet.com/b/form/ee4627a5204c46158e1ab17e7c8069c6 .
Classes offered are: Keyboard Ukulele Drums Guitar



FREE TRIAL Exclusive Offer for NGARRIPRIMARYSCHOOL

We're excited to invite your child to a FREE trial basketball class, available for a limited time only! This special offer is open exclusively to students from Ngarri PS, giving them the chance to try basketball in a fun, encouraging, and

skills-focusedenvironment.

Why Join?

✓ Develop confidence and teamwork
✓ Build coordination and fitness
✓ Learn basketball skills in a supportive setting
✓ Make new friends and have fun!

STEP UP BASKETBALL ACADEMY

TrainingdaysTuesdaysandThursdays

0431 019 577 / 0420 572 877

www.stepupbasketballacademy.com.au

Community News



White Belt Taekwondo Enrolment

Quick guide to beginners program at Manor Lakes & Ngarri Branches of City West Taekwondo

WHITE BELT TRIAL CLASSES
FIRST 3 WEEKS OF EACH SCHOOL TERM ONLY

Mini Stars - 5-7 years
Juniors 8-12 years
Seniors 13+ years



01 **Watch a class**
Come on down to meet, chat and see us in action!

02 **Reserve your position**
Pay a $40 deposit to reserve 2 trial classes - and we'll give you 2 FREE lessons too!

03 **Maximum 4 week trial period**
Join in. Wear stretchy, weather-appropriate sports clothes to trial classes. Wear flip flops and bring a water bottle too!

04 **Club Membership**
Complete and return the Membership form and pay the once off $99 Lifetime Membership Fee

05 **Insurance & Registration**
Complete the annual insurance registration and payment according to age.

Let's Go! Work hard, have fun and get fit as we get ready for belt progression!



Chief Instructor,
Anthony D'Rosario 5th Dan:
0419 598 874

SAFE DROP

SAFE RIDES. HAPPY KIDS.

Peace of mind for parents.



SafeDrop is a dedicated school transport service to **Ngarri Primary School,** providing safe, reliable and stress-free pickups and drop-offs.

PROUDLY SUPPORTING STUDENTS OF NGARRI PRIMARY SCHOOL

SAFETY IS OUR PRIORITY

Every ride is planned with care, professionalism and your child's wellbeing in mind.

Door-to-Door Service
Convenient pickups and drop-offs from your location.

Accredited & Trained Drivers
WWCC verified, First Aid certified and experienced.

Real-Time Notifications
Pickup and drop alerts to keep you informed.

Safe & Compliant Vehicles
Camera equipped, well maintained vehicle.

Student Focused
Caring support in a comfortable environment.

MORE THAN JUST A RIDE

Safety First Approach
Your child's safety is our top priority.

On Time, Every Time
Punctual and dependable service you can trust.

Local & Trusted
Proudly serving local families and our school community.



WHY PARENTS CHOOSE SAFEDROP?

- Reliable & Punctual
- Peace of Mind
- Hassle-Free Mornings
- Trusted by Local Families
- Supporting Ngarri Primary School

TOGETHER, WE MAKE EVERY SCHOOL DAY SAFE, SMOOTH & STRESS-FREE.

BOOK YOUR RIDE TODAY!
+61 404507793
+61 404508026

EMAIL US
contact@safedrop.au

FOLLOW US
safedrop.au

SAFE RIDES TODAY, BRIGHTER TOMORROWS


big
CHILDCARE
SPRING
HOLIDAY PROGRAM
2026
SHOW DAY
BOOK NOW

SPRING HOLIDAY PROGRAM 2026

WEEK 01 Sept. 21 - 25

WEEK 01 Sept. 28 - Oct. 02

MONDAY 21



BIG TALENT SHOW $ 81

Do you have a special talent or skill? Today is all about celebrating what makes each of us special, whether you want to share with friends or cheer on your mates, the stage is set for our in house talent show!

MONDAY 28



CRAZY HAIR DAY $ 81

Things are going to get wild! Today all the kidsare goingto be designing their new hair do! From crazy colours to bonkers bunches, you're going to be picking up some crazy looking kids at the end of the day!

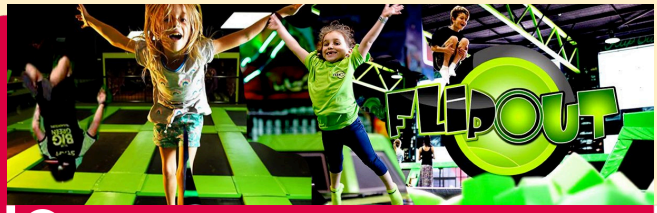
TUESDAY 22



BIG SHOWDAY $ 81 + $ 75

Step right up for the most spectacularShow Day ever! Diveinto a carnival extravaganza with exclusive access to thrilling rides, exciting games, and fantastic entertainment. Did we mention that everyone gets a show bag?! Don't miss out on this spectacular highlight

TUESDAY 29



FLIP OUT $ 81 + $ 60

We're off to climb, jump, grab and go at this incredible indoorplaycentre! Can you jump higher than your friends? Or will you make it across the Ninja warrior course? We'll see you at the top!

WEDNESDAY 23



ROYAL SHOW ROUND UP $ 81 + $ 75

Experience themagic of the Melbourne Royal Show! Explore amazing animal and agricultural displays, enjoy incredible shows, and discover all the excitement across the pavillions at this iconic event. Experience a day full of fun, learning, and unforgettable memories!

WEDNESDAY 30



GREEN THUMBS GARDEN $ 81 + $ 25

Get thosegardening gloves ready and greenthumbs moving. It'sgoing tobe an 'Plantastic' day! We will be learning, planting and fertilising our very own BIG garden which we can harvest all throughout the year.

THURSDAY 24



FOOTY FRENZY $ 81

Wear your footy colours andget ready for the drop! Whether you'reinto the footy or not, there's something for EVERYONE! You're going to have a ball in this blinder of a day, so mark up and go for goal!

THURSDAY 01



MOVIES: TOM AND JERRY $ 81 + $ 45

Settle in the corns a poppin', the movies where the bus is stoppin'! The lights are dimmed, and the screen is set for a fun for all ages movie. See what Tom & Jerry get up to when we see them at the movies!

FRIDAY 25



PUBLIC HOLIDAY

Big Childcare is offline today in observanceofthe public holiday. It's our time to recharge, and we hope you get the chance to do the same with your family. Enjoy the day!

FRIDAY 02



MARVEL VS DC $ 81

Get ready for an action-packedday where superheroesand villains collide! Come dressedas your favourite DC or Marvel character and enjoy epic games, creative challenges, themed crafts, and heroic adventures. Whether you're Team Batman or Team Spider-Man, it's time to unleash your superpowers and join the ultimate comic book showdown!

SPRING HOLIDAY PROGRAM 2026

NGARRI PRIMARY SCHOOL

07:00 AM - 06:00 PM

70 HOLYOAKE PARADE, MANORLAKES VIC 3024

NGARRI@BIGCHILDCARE.COM | 0439 184 249

HOW TO ATTEND?

1. ENROLLED?

IS YOUR CHILD CURRENTLY ENROLLED AT BIG CHILDCARE?

HOW TO ENROL

a) Scan QR code to Enrol online **(best option)**

OR

b) Contact your Centre Manager via email, mobile or in person at our centre. See contact details above.

2. BOOK

HOW TO BOOK

a) Scan QR code to to book via our portal.

OR

b) Complete the booking form at the end of this brochure and submit it to our centre in person or by email.

APPLY FOR CCS

YOUR COST OF CARE MAY BE REDUCED BY UP TO 90% IF YOU ARE ELIGIBLE.

Scan QR code or call Services Australia on 13 61 50 between 9am and 5pm (local time) weekdays to apply or to find out more.

If you have not used Big Childcare for 14 weeks, you must confirm us as your service provider again on your MyGov account.

CCS ESTIMATE GUIDE

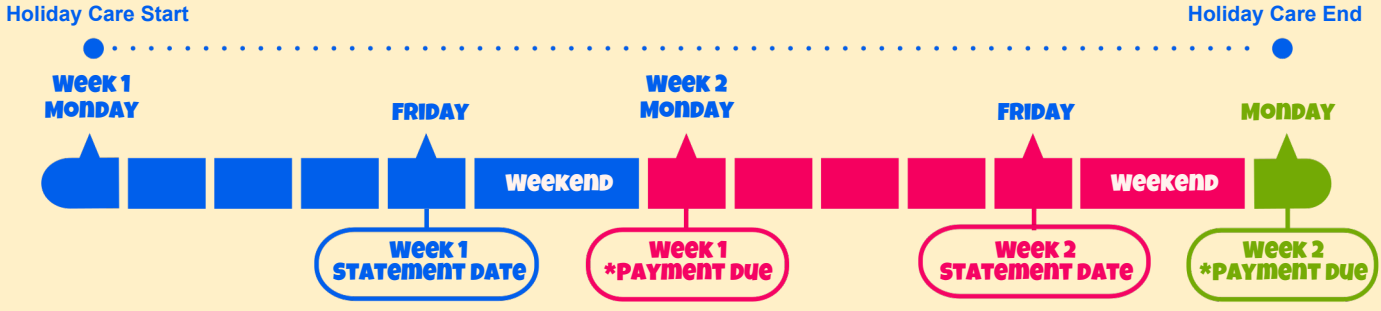
FULL FEE $81.00 AT 90% CCS

PAY AS LOW AS: $11.75

Scan QR code to find out how much CCS you can get.

PROGRAM & PAYMENT DATES

**Payments will be direct debited*



NO CARE PROVIDED ON PUBLIC HOLIDAYS AND WEEKENDS

OUR SCHOOL HOLIDAY PROGRAMS ARE BASED ON THE CHILDREN'S INTERESTS. WE PREDOMINANTLY TRAVEL BY BUS TO OUR ON TOUR LOCATIONS AND DO OUR BEST TO MEET ALL THE NEEDS OF THE CHILDREN.



ACTIVITIES

HB Home Base

SB Super Base

OT

HOLIDAY PROGRAM PREPARATION GUIDE

ON-TOUR ACTIVITIES

Will depart at approximately 8.30am and return at approximately 3.00pm unless otherwise specified.\

WHAT TO WEAR?

Children are encouraged to wear comfortable, weather appropriate clothing, with closed toe shoes.

SAFETY ATTIRE

Every child is provided with a bright coloured Big Childcare vest with centre contact details attached. For water events, every child is provided with a Big Childcare rashie for protection and safety.

WHAT TO PACK?

Backpack, healthy lunch and snacks, water bottle, hat, sunscreen, change of clothes. For water events, bring bathers, towel, plastic bag and change of clothes.

WHAT NOT TO PACK?

We strongly encourage children to leave valuables at home as Big Childcare will not be responsible for any loss or damage. We kindly ask that you do not provide your children with spending money as there won't be scheduled opportunities to utilise this.

DISCLAIMER

Excursion locations may be subject to change. You will be notified via email or text when this happens.

HOME BASE ACTIVITIES

During a HomeBase day (HB) at Big Childcare, you're welcome to drop off your child at any time within our opening hours. We'll keep you informed about any special items your child might need for these days. Hosted by the center, Home Base days feature engaging themes tailored to children's current interests. Our dedicated team work hard to make sure that each Home Base day is filled with exciting themes and activities that captivate your child's imagination, all at no additional cost to you.

BOOKING CHANGES

CHANGES

If making a change to your booking you will need to do this by 1st September 2026.

CANCELLATIONS

Cancellations are not permitted during school holiday program. ~~Amendments to bookings will need~~ to be made prior to the holiday program starting.

REFUNDS

No cancellations or refunds are permitted during holiday care as staff, resources and/or venues and transportation have been secured based on your confirmed booking.

HEALTH AND SAFETY

MEDICAL PLAN

If your child has a medical condition, you will need to provide medication(s) along with the relevant completed action plan before your child can attend. Medication must be in the original packaging, clearly labelled with the child's name.

The packaging must also clearly state the dosage and be within the expiry date. Additionally, you must complete a medication consent form filled out at your centre.

Please note that without clearly labelled medication and consent form, children will be unable to attend the holiday program.

Please allow time to process this when enrolling and booking

SPRING 2026 HOLIDAY CARE BOOKING FORM

NGARRI PRIMARY SCHOOL

70 HOLYOAKE PARADE, MANOR LAKES VIC 3024 | NGARRI@BIGCHILDCARE.COM | 0439 184 249

Please complete this booking form and submit it to our centre in person or via email.

1. ENROLMENT STATUS - Does your child attend a big childcare service? Please tick the appropriate box.

YES Proceed to **Section 2**

NO

Scan our **QR code** to enrol online now.
You must be enrolled for your booking to be accepted.

2. CHILDREN ATTENDING

	First Name	Last Name
CHILD #1		
CHILD #2		
CHILD #3		
CHILD #4		

3. DAY(S) ATTENDING - Please tick the corresponding checkbox for each child attending

CHILD #1 CHILD #2 CHILD #3 CHILD #4	DATE	PROGRAM	TYPE	BASE FEE	*ACTIVITY FEE
WEEK 1					
☐ ☐ ☐ ☐	Monday, 21 September 2026	**BIG TALENT SHOW** *HB*		$ 81	
☐ ☐ ☐ ☐	Tuesday, 22 September 2026	**BIG SHOWDAY** *5A Jamieson St, St Albans VIC 3021*		$ 81	$ 75
☐ ☐ ☐ ☐	Wednesday, 23 September 2026	**ROYAL SHOW ROUND UP** *Epsom Rd, Ascot Vale VIC 3032*		$ 81	$ 75
☐ ☐ ☐ ☐	Thursday, 24 September 2026	**FOOTY FRENZY** *HB*		$ 81	
PUBLIC HOLIDAY Friday, 25 September 2026					
WEEK 2					
☐ ☐ ☐ ☐	Monday, 28 September 2026	**CRAZY HAIR DAY** *HB*		$ 81	
☐ ☐ ☐ ☐	Tuesday, 29 September 2026	**FLIP OUT** *D1/67 Ashley St, Braybrook VIC 3019*		$ 81	$ 60
☐ ☐ ☐ ☐	Wednesday, 30 September 2026	**GREEN THUMBS GARDEN** *SB*		$ 81	$ 25
☐ ☐ ☐ ☐	Thursday, 01 October 2026	**MOVIES: TOM AND JERRY** *80 Harvester Rd, Sunshine VIC 3020*		$ 81	$ 45
☐ ☐ ☐ ☐	Friday, 02 October 2026	**MARVEL VS DC** *HB*		$ 81	

SPRING 2026 HOLIDAY CARE BOOKING FORM

NGARRI PRIMARY SCHOOL

70 HOLYOAKE PARADE, MANOR LAKES VIC 3024 | NGARRI@BIGCHILDCARE.COM | 0439 184 249

PARENT CONTACT			
FIRST NAME:		LAST NAME:	
BEST CONTACT NUMBER: [ ] PERSONAL [ ] HOME [ ] WORK		SECONDARY CONTACT NUMBER: [ ] PERSONAL [ ] HOME [ ] WORK	
ENROLMENT EMAIL ADDRESS: *If you **have not** enrolled, please enter the email that you will be using to enrol. Your booking confirmation and statements will be sent to this email.*			

BY SIGNING BELOW, I ACKNOWLEDGE THAT I HAVE READ AND FULLY UNDERSTOOD THE FOLLOWING TERMS AND CONDITIONS:

- I have a current / I have attached a copy of the Big Childcare enrolment form (in addition to the holiday booking form) and understand that my child cannot attend, unless all the details in this form have been completed.
- I acknowledge that if my child is prescribed with any medication to be administered at the service, that it is provided to staff before attendance, along with a medical action plan, medication consent form and the risk minimisation and communication plans completed in consultation with the centre manager.
- I understand that full payment on statements emailed to me upon the conclusion of each week's Holiday Program will be payable in arrears the following Monday.
- I understand that no refunds, cancellations, or medical certificate-related cancellations will be accepted for my confirmed booking after close of business on the last day of term.
- I am aware that 'On Tour' and 'Super Base' days will be an additional cost to the Home Base Price, as outlined in the brochure, specific to my service.
- I give permission for my children to be taken outside of the education and care service for all 'On Tour' activities I have authorised them to attend. Big Childcare determines means of travel; this is predominantly bus travel. Seatbelts may be provided and the requirement to wear them will be as per jurisdictional regulation.
- I acknowledge the ratio of educators to children will comply with Regulation 123, upholding the safety and supervision of children attendance.
- Proposed time away from the service will vary and is approximately between the hours of 8.30am to 3pm. Exact excursion departure and return times will be communicated closer to the excursion date.
- I am aware that excursion locations and/ proposed activities may be subject to change, and I will be notified via email/text when this happens. Excursion locations can be found on the Big Holiday Care website: bigholidaycare.com
- Risk assessments have been prepared in accordance with Regulation 101 and I am aware they are available to view at the service.
- I understand that further information regarding the description of the proposed destinations and/or activities to be undertaken are
- available in the holiday program brochure. I understand that risk assessments including but not limited to "On Tour' venues can be found on the parent table at the centre.
- I am aware that children are not allowed to make any purchases whilst on any excursion. I will not provide my children with extra money to spend unless specified by management.
- I understand my contact details may be provided to 'On Tour' venues, this may include but not limited to venue indemnity
- I am aware that extra bookings can be made during the school holiday program, subject to availability.
- I have read and agreed to further terms and conditions outlined in the enrolment form, see attached:
-

PARENT/AUTHORISED GUARDIAN SIGNATURE: _____ **DATE:** _____

Disclaimer:

Inorderforbookings to be confirmed, you **MUST**

1. Be enrolled with Big Childcare
2. Received booking confirmation from the centre manager
3. By filling out this document or submitting a booking for school holidays via our online portal, you agree to the terms and conditions displayed in the brochure and acknowledge the individual excursion authorisation for your service.

If you currently have not enrolled, scan our QR code.

T's & C's

OFFICE USE ONLY

big CHILDCARE

ENTERED BY: _____ **DATE:** _____