



**Montpellier Primary School**  
Striving for excellence

## **School Handbook for Parent/Carers**

Updated 2024

# WELCOME

We welcome you and your child/children to Montpellier Primary School. We look forward to working in close co-operation with you, so that together we can achieve everything possible to make your child/children's primary school education happy and successful.

Please remember that at Montpellier we have an 'open door' policy.

If you have any questions or concerns, please don't hesitate to contact the school office in person, by phone or email.

Our friendly administration team, consisting of Jillian Bell, Narelle Muffet, Angella Clifford and Melissa Page are always more than happy to assist in any way they can.

Principal: Mrs Di Stainsby

Assistant Principals: Mr Chris Young & Mrs Karri Simpson

Business Manager: Mrs Jillian Bell

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## 2024 DAILY ORGANISATION

|                |                                            |
|----------------|--------------------------------------------|
| 9:00 – 11:00am | Commencement of morning learning session   |
| 11:00 -11:20am | Recess play in the yard                    |
| 11:20 -11:30am | Snack supervised eating time in classroom  |
| 11:30 – 1:30pm | Commencement of middle learning session    |
| 1:30 -1:45pm   | Lunch supervised eating time in classrooms |
| 1:45 -2:30pm   | Lunchtime play in the yard                 |
| 2:30 -3:30pm   | Commencement of afternoon session          |
| 3:30pm         | End of school day                          |



## EATING TIMES

At the end of recess and beginning of lunch, students eat their food in the classroom. Please make sure all lunchboxes, drink bottles and containers are clearly named.

Brain Food - Students are encouraged to eat vegetables and fruit during the course of the day to support energy and focus while learning. Teachers will determine appropriate Brain Food times within their class teaching times.

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Aspire



Empathy



Respect



Responsibility

# PRINCIPAL'S WELCOME

Montpellier Primary School was established in 1969. Our community shares a vision of '*Striving For Excellence*'. We take great pride in the educational opportunities we offer as well as the school's facilities and grounds. Our learning spaces offer a welcoming and inspiring environment for all of our students to enjoy.

We are dedicated to ongoing development and refinement of our curriculum, upholding a long-standing tradition of academic excellence. We foster an environment where students are encouraged to take ownership of their learning journey, actively engage in decision-making processes, collaborate with peers, and cultivate respect for others and their belongings. By instilling a sense of pride in doing their best, we aim to develop confident, self-motivated learners who are well-prepared for the future.

Our teaching approaches are informed by the latest research and evidence-based practices, particularly in Literacy and Numeracy. We continually analyse student achievement data to ensure each student's individual progress is supported, tailoring our teaching methods to maximise their personal growth.

Central to our philosophy is the creation of an inclusive and welcoming community. We celebrate and embrace diversity in all its forms, ensuring our school is a place where every student feels valued and respected. We cater to a broad spectrum of needs, including cultural diversity, additional learning requirements, and gender diversity. Our inclusive practices are woven into the fabric of our school life, fostering an environment where every child has the opportunity to thrive, learn, and feel a deep sense of belonging. At Montpellier, we believe that every child, regardless of their background or abilities, deserves a supportive, enriching education. We are proud to continue building a school where diversity is not just recognized but celebrated, and where every individual is given the opportunity to reach their full potential.

Montpellier offers a 1:1 Bring Your Own Device (BYOD) Program for students in Grades 3 to 6, enhancing our commitment to transforming learning through a focus on 21st-century skills such as communication, collaboration, creativity, and critical thinking. The integration of iPads in the classroom amplifies learning opportunities, empowering students to become confident, adaptable, self-directed, and lifelong learners. This program supports our goal of preparing students for the future by equipping them with the digital literacy and skills needed to thrive in an ever-changing world.

Parental involvement is a cornerstone of Montpellier's philosophy, with a strong focus on maintaining open and effective communication. We offer a variety of opportunities for parents to actively contribute to the life of the school, fostering a sense of community and shared responsibility.

At Montpellier, our mission is to equip children with the tools they need to succeed in a rapidly changing world. Through a diverse range of enriching experiences, we nurture essential values like excellence, initiative, cooperation, resilience, and independence. As your child joins our vibrant school community, we are dedicated to helping them develop the skills, attitudes, and values that will empower them to thrive—not only throughout their school years but also as confident, capable individuals ready for whatever the future holds.

Di Stainsby  
Principal



# SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORTS

In consultation with school staff, students, and parents, Montpellier Primary School is in the process of developing a clear and specific set of School-Wide Positive Behaviours Support (SWPBS) strategies. These strategies are pro-social and focused on prevention and early intervention. SWPBS is a whole-school approach aimed at creating an environment that encourages effective learning through the development of a positive, calm, and welcoming atmosphere.

The goal of School-Wide Positive Behaviour Support (SWPBS) at Montpellier Primary School is to create and maintain a positive and safe learning environment that enhances our school culture and supports individual academic and social growth.

SWPBS is defined as “a broad range of systematic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour with all students” (Sugai & Horner, 2001; 2002).

As we continue to develop and implement the SWPBS approach, we are incorporating evidence-based behavioural interventions and practices that staff can use to effectively address and support the social and educational needs of students and their families.

Through the implementation of SWPBS, school wide systems are aligned to create an inclusive environment where there is a:

1. Common purpose and approach to discipline
2. Clear set of positive expectations and behaviour
3. Procedures for teaching expected behaviour
4. Continuum of procedures for encouraging expected behaviour
5. Continuum of procedures for discouraging inappropriate behaviour
6. Procedures for data collection, ongoing monitoring and evaluation

At Montpellier Primary School we have our four-core school values:



## Aspire

We strive to achieve  
our best in all areas



## Empathy

We think about others  
and notice when they  
feel happy, safe  
and included



## Respect

We act with kindness



## Responsibility

We take ownership of  
our choices, actions  
and words

Our school matrix has been co-constructed by teachers and students to identify the expected behaviours at Montpellier Primary School. The matrix includes appropriate behaviours in specific areas including:

- Always
- Inside
- Outside
- Transition (moving around our school)

The values and the whole school matrix are displayed in each classroom and are continually referred to throughout the school.

The Matrix ties each expected behaviour to the school's core values, helping students understand how to demonstrate these values in different contexts. Explicitly teaching these behaviours allows students to internalise the expectations, linking them to daily actions that improve both social skills and overall behaviour. This approach fosters a consistent and supportive environment, where students clearly understand what is expected and can strive to meet those standards.

To further support this, we have introduced a whole-school acknowledgment system. The purpose of this system is to recognise and reinforce positive student behaviour, motivating them to continue making good choices. It contributes to a positive school culture by highlighting actions that align with the school's values, encouraging students to take ownership of their behaviour and promoting a sense of pride. By consistently acknowledging positive behaviours, the system enhances student engagement and learning, creating a supportive environment for all.

| Montpellier School Matrix                                                                               |                                                                                                                                                                                                                                      |                                                                                                                                                                                               |                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                         | Always                                                                                                                                                                                                                               | Inside                                                                                                                                                                                        | Outside                                                                                                                                                                                           | Transition                                                                                                                                                                                                                                                           |
|  <b>Aspire</b>         | <ul style="list-style-type: none"> <li>✓ We have a growth mindset</li> <li>✓ We encourage others</li> <li>✓ We try our best</li> <li>✓ We acknowledge and celebrate everyone's achievements</li> </ul>                               | <ul style="list-style-type: none"> <li>✓ We take pride in our work</li> <li>✓ We attempt all tasks</li> <li>✓ We challenge ourselves to learn new things</li> </ul>                           | <ul style="list-style-type: none"> <li>✓ We speak to a Teacher/Duty Teacher when we need help</li> <li>✓ We problem solve</li> <li>✓ We show good sportsmanship</li> </ul>                        | <ul style="list-style-type: none"> <li>✓ We lead by example</li> <li>✓ We are on time and ready to learn</li> <li>✓ We set a positive example when we move through the school</li> </ul>                                                                             |
|  <b>Empathy</b>        | <ul style="list-style-type: none"> <li>✓ We are understanding of everyone's needs</li> <li>✓ We include others</li> <li>✓ We are kind to each other</li> <li>✓ We understand it's OK to have different ideas and feelings</li> </ul> | <ul style="list-style-type: none"> <li>✓ We accept that everyone learns in different ways</li> <li>✓ We value our differences</li> </ul>                                                      | <ul style="list-style-type: none"> <li>✓ We share and take turns with school equipment</li> <li>✓ We include others</li> <li>✓ We give each other enough space</li> </ul>                         | <ul style="list-style-type: none"> <li>✓ We move quietly through the school</li> <li>✓ We consider each other's personal space</li> </ul>                                                                                                                            |
|  <b>Respect</b>        | <ul style="list-style-type: none"> <li>✓ We use appropriate language</li> <li>✓ We listen and follow adult directions</li> <li>✓ We treat others how we would like to be treated</li> <li>✓ We listen actively</li> </ul>            | <ul style="list-style-type: none"> <li>✓ We show positive body language</li> <li>✓ We allow everyone to learn</li> <li>✓ We care for our belongings and resources</li> </ul>                  | <ul style="list-style-type: none"> <li>✓ We keep our hands, feet and objects to ourselves</li> <li>✓ We leave nature where it belongs</li> <li>✓ We play fairly by following the rules</li> </ul> | <ul style="list-style-type: none"> <li>✓ We walk on the paths</li> <li>✓ We show patience to others</li> <li>✓ We walk our bikes and scooters through the yard</li> </ul>                                                                                            |
|  <b>Responsibility</b> | <ul style="list-style-type: none"> <li>✓ We are honest and take ownership of our actions</li> <li>✓ We do the right thing even when no one is watching</li> <li>✓ We clean up after ourselves</li> </ul>                             | <ul style="list-style-type: none"> <li>✓ We use equipment safely and appropriately</li> <li>✓ We work at an appropriate noise level</li> <li>✓ We are organised and ready to learn</li> </ul> | <ul style="list-style-type: none"> <li>✓ We follow the rules of the games we play</li> <li>✓ We are SafeSmart in Term 1/2/3</li> </ul>                                                            | <ul style="list-style-type: none"> <li>✓ We go straight there and back during class time</li> <li>✓ We line up quickly and quietly</li> <li>✓ We return promptly to the classroom when the music starts</li> <li>✓ We calmly and quietly walk on the left</li> </ul> |




**ACKNOWLEDGEMENT SYSTEM**

**What is it?**  
An acknowledgement system is where students receive a tangible token of recognition for positively demonstrating expected behaviours aligned with our matrix. Tokens are delivered contingent on the expected behaviour, and they can be exchanged for something of value.

**How it works**  
Each student will have their own **VALUES CARD**. Each time they are recognised for behaviour they get their card hole punched/stamped.

**Then what?**

**Individual Reward**  
An individual student can collect their reward by selecting from the class menu of choices. This is developed with the class. The more **VALUES CARDS** completed, the bigger the reward.

**Class Reward**  
Once students "cash in" their **VALUES CARD/s** for an individual reward, they drop them into a class jar. When the pre-arranged level is met (e.g. 20 cards in the jar) the class can choose a reward from the class menu.

**All Staff, All Settings**  
All staff will have access to tokens (e.g. stickers or laminated cards) in all settings. When they spot a student positively modelling an expected behaviour they give the token/sticker to the student who then shows it to their class teacher and they get another hole punched/stamped on their card.

## WELLBEING

In the classroom, teachers link the Zones of Regulation and Resilience, Rights and Respectful Relationships to the School Wide Positive Behaviour matrix. This curriculum (taught in all Victorian schools) provides the opportunity to explicitly teach, model and reinforce expected behaviour.

Every teacher utilises the Response to Behaviour Continuum which guides their response to student behaviours.

## WELLBEING & MENTAL HEALTH SUPPORT

### Mental Health and Wellbeing Leader

Jess Saunders (Learning Specialist Wellbeing & Inclusion) is the Mental Health and Wellbeing Leader for the Mental Health in Primary Schools program (MHIPS). Jess has completed the MHIPS training, which focuses on whole school positive mental health promotion. Her role is to build the capability of the whole school with regard to mental health and wellbeing (identification, promotion and prevention).

### Inclusion & Wellbeing Consultant

Mel Palamara is the Inclusion and Wellbeing Consultant, and she provides monitoring and targeted intervention for children identified as requiring additional mental health and wellbeing support at school. Mel holds a Master of Education (Special Education) with a major in Mental Health and a Graduate Certificate of

Education (Mental Health). Mel's training involves the use of Positive Education, Social and Emotional Learning (SEL) and Mindfulness to support the wellbeing of primary school children.

Wellbeing support may include:

- Responsive support to children in need.
- Wellbeing 'Check-ins' (either in class or 1.1 in the wellbeing office).
- Monitoring of children with wellbeing concerns (checking in with the child's classroom teacher and parents).
- 1.1 or small group wellbeing support sessions.
- Supporting families to access external mental health support services when required.



Wellbeing Support Sessions generally focus on Social and Emotional Learning (SEL). This includes:

**Self-Awareness:** recognising and understanding feelings, body signals and strengths.

**Self-Management:** Regulating and expressing emotions appropriately. Using strategies for positive wellbeing. Practicing mindfulness.

**Social Awareness:** Understanding what others are feeling, being able to take their perspective and appreciating and interacting positively with diverse groups.

**Relationship Skills:** Establishing and maintaining healthy relationships, constructively resolving interpersonal conflict and seeking help when needed.

**Responsible Decision Making:** Being aware of the consequences for ourselves and others when we make decisions.

We have an internal referral process to link in with our Inclusion & Wellbeing Consultant. If you feel your child may need additional support with their wellbeing and mental health, please contact your child's classroom teacher to start the referral process.

## LUNCHTIME CLUBS

We understand that lunchtime can be a struggle with lack of structure that is why we offer a range of lunchtime clubs to help build student engagement, social skills and are inclusive for all students. Clubs are supervised by our specialist teachers, Educational Support staff and external organisation (chess club). We use student voice and feedback to help choose which lunchtime clubs that are offered and how they run.

Lunchtime clubs are offered to all students however we also work with individual students to structure a clear plan for play and direct them to these clubs to support them to have a successful break.

| Montpellier Lunch Clubs |                                                         |                                          |                                                                                                                                                                                |
|-------------------------|---------------------------------------------------------|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| When                    | Club                                                    | Where                                    |                                                                                                                                                                                |
| Monday                  | Wellbeing<br>Zpm onwards                                | Room 22<br>Mrs Saunders<br>Mrs Palomares | <br> |
|                         | Art Club<br>Zpm onwards                                 | Art Room<br>Mrs Pickham                  |                                                                                           |
|                         | Soccer Club<br>(Please see office for more information) | 50m<br>Emily Sutcliffe                   |                                                                                                                                                                                |
| Tuesday                 | Soccer Club<br>(Please see office for more information) | 50m<br>Emily Sutcliffe                   |                                                                                                                                                                                |
|                         | Choir                                                   | MSB<br>Mrs Pitt                          |                                                                                           |
| Wednesday               | Wellbeing<br>Zpm onwards                                | Room 22<br>Mrs Saunders<br>Mrs Palomares | <br> |
|                         | Chess Club<br>(Please see office for more information)  | MSB<br>Phil Hudson                       |                                                                                                                                                                                |
| Friday                  | Wellbeing<br>Zpm onwards                                | Room 22<br>Mrs Saunders<br>Mrs Palomares | <br> |

## NDIS PROVIDERS & ALLIED HEALTH PROFESSIONALS ONSITE

We support NDIS providers and allied health professionals onsite during the school day. By collaborating, we ensure that every child receives the tailored support they need to thrive. These professionals work closely with teachers to implement strategies that address individual needs, creating a more inclusive learning environment. By raising awareness about the important roles of NDIS provider and allied health professionals, we aim to create a supportive community where every student can reach their full potential.

# TEACHING AND LEARNING

Education is a tool for developing life skills. Montpellier Primary School aims to give each student the opportunity to maximise the development of their natural ability to learn. Our philosophy is to foster an attitude of intellectual, physical and ethical values which will enhance their lives now and help them to make choices worthy of themselves and others, in the future.

We encourage students to 'strive for excellence' in all tasks and to take pride in their achievements. We expect a standard of care and respect to be shown by teachers and students alike, to each other and all members of the school community.

Students from Prep to Grade 6 set their own learning goals in consultation with their teacher.

Teachers use various assessments to establish the individual needs of all students and together work collaboratively in Professional Learning Communities (PLC) to plan and deliver a range of engaging and authentic learning opportunities.

We encourage students to share with one another, to question, research and draw conclusions, to develop their natural curiosity, imagination and creative ability. Our curriculum allows for students to grow and achieve their full potential at their own pace, which in turn, establishes a sense of self-worth and confidence.

## ENGLISH

Our literacy program enables our students to be confident communicators, imaginative thinkers and informed citizens, not only in our school community but also in the global and ever-changing world we live in.

During our literacy block, we focus on synthetic phonics, which teaches students to decode words by blending individual sounds with their corresponding letters. This approach is part of the Big 6 of reading instruction, which includes phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. For Prep to Grade 3, we dedicate 30 minutes each morning to building these essential phonics skills, helping students develop strong foundations in reading. By practicing sound-letter relationships and decoding, students improve their fluency and overall literacy abilities. In Grade 4-6, we shift the focus to spelling and vocabulary, reinforcing the connection between phonics and word knowledge to support more advanced reading and writing skills.

Our approach to Reading uses the Fountas and Pinnell continuum to encourage students to engage deeply with what they are reading by expanding their comprehension and critical thinking. Our goal is to cultivate confident, skilled readers who find joy in literature and learning.

Our approach to Writing is guided by the principles of the 6+1 Traits of Writing framework, which provides a comprehensive structure of understanding and improving student writing. Through intentional instruction and meaningful experiences, we aim to empower students to become confident, expressive and effective writers.



Montpellier has adopted a whole school approach to the implementation of the Literacy Program. Every child receives daily instruction on the areas of:

- Reading
- Writing
- Speaking and Listening
- Phonics & Spelling

The main features of the Literacy Approach include:

- A daily two-hour literacy block
- A range of small group guided activities and book clubs
- Close monitoring of children's progress
- Literacy tasks which meet the specific needs of learners
- Providing engaging tasks that encourage a love of literacy
- Dedicated time for independent reading and writing



## MATHEMATICS

Our teaching and learning program provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives.

Students' learning is scaffolded using hands on, concrete materials and they develop efficient written and mental strategies that can be used to solve problems involving number, measurement and geometry and statistics and probability. They are supported and encouraged to explain their mathematical thinking to demonstrate understanding of concepts.

We implement a current research-based practice of Launch, Explore, Summarise in the delivery of our Mathematics approach. This approach is student-centred and ensures that students are provided opportunities to manipulate resources and solve Mathematical problems in a real-life context. Learner dispositions have a major focus in developing persistence, resilience and collaboration within student capabilities. By fostering a supportive collaborative environment, we encourage students to explore mathematical concepts deeply, engage in discussions, and work together to solve problems. This way, mathematics becomes a rich meaningful experience, helping students develop critical thinking and a love for learning.

Students participate in a wide range of activities that are open ended, challenging and foster an enjoyment of Mathematics.

## INQUIRY

Inquiry learning topics are selected from the Victorian Curriculum subject areas of: Science, Geography, History, Economics, Health, Technology and Civics & Citizenship.

An inquiry approach to curriculum planning provides a way of addressing topics across subject boundaries. It enables students to explore, gather, organise and present information in order to develop understandings and make sense of their world.



Each term consists of a 'concept' that the whole school investigates at each level. The four concepts are Community, Sustainability, Creativity and Change. Students are given knowledge and skills in order to develop a deep understanding which is then transferred through an Authentic Action. These are presented during our Inquiry afternoons, communication about when these are happening will come through Compass.

#### Our Inquiry Units

- Involve higher order cognitive processes to reach a deep understanding of content and issues in a contemporary world;
- Include immersion in addressing issues or areas that are often cross-disciplinary
- Integrate personal and academic capabilities
- Are active, authentic, challenging and student centred
- Are designed to impact the world, locally or more widely; and
- Take place in a range of settings.

## DIGITAL TECHNOLOGY

At Montpellier Primary School we integrate digital technologies purposefully across all curriculum areas to promote collaboration, enhance critical and creative thinking skills, and empower each student to build their academic and social knowledge. Our digital learning approach endeavours to evolve to enhance our students' knowledge to safely use technology and is consistently underpinned by the most up to date curriculum.

We strive to ensure that students understand the importance of balance in screen time and have a toolkit of strategies to maintain their safety online. We engage with community organisations such as Victorian Police to provide incursions and resources to ensure our students are confident and discerning users in the online worlds.

Montpellier Primary School have a Bring Your Own Device (BYOD) iPad program for students in Grade 3 – 6.

## ASSESSMENT & REPORTING

Teachers assess students on an ongoing basis using a wide variety of assessment strategies. Assessment information is used by teachers to develop their weekly planning and to assist them with accurately reporting on student progress.

Parents receive formal online reports twice yearly. The report is assessed against the Victorian Curriculum. Reports are loaded onto student's individual Compass profile and are accessed by parents online. Regular assessment updates are sent home throughout the year for all core curriculum areas and specialist.

## MEET THE TEACHER

We hold an open afternoon to meet the teacher at the beginning of each school year. Parents and families are invited to come along and see their child's classroom, have a look at some of the learning that has happened in the first few weeks and connect with the community through a whole school picnic on the oval.

Parent/Teacher conferences are held mid-year. Information about your child's progress is discussed based on their individual learning goals. Learning Progressions are also shared with parents each term. This enables parents to view their child's work, improves communication for the home/school partnership and allows you to celebrate the achievements and efforts your child makes.

At Montpellier Primary School we encourage open communication between school and home, you are welcome to make a meeting with your child's teacher anytime throughout the year to discuss how they are tracking academically. These will need to be prebooked to ensure teachers are appropriately prepared.

# SPECIALISTS

## PHYSICAL EDUCATION & SPORT

Montpellier is aware of the importance of influencing children to adopt a positive, long-term attitude towards physical activity.

Our sporting facilities include three outdoor basketball courts, an oval and an indoor gymnasium with a wide variety of equipment. We have markings around the school to promote movement, such as hopscotch, four-squares and others.



Every grade level participates in weekly Physical Education (PE) with two dedicated teachers – involving a range of skills and activities throughout the year. Prep - Grade 2 students participate in activities based around fundamental motor skills, which involves students developing a range of fine and gross motor skills.

Grade 3-6 students participate in minor and major games and activities, which focus on sport-specific skills, teamwork and sportsmanship.

Students also have the opportunity to participate in a range of extra-curricular activities including:

- Lightning Premierships
- Athletics Carnival
- Cross Country
- Hoop Time Basketball

In Grade 5 & 6, students participate in Interschool Sport, Lightning Premierships, various major sports. Where possible Grade 5 & 6 major game teams and individuals are supported and encouraged to participate in SSV (School Sport Victoria) competitions beyond the District, Division, Region and State.

## ART

Art sessions are provided by our qualified Art teachers in a fully equipped and purpose-built art room.

The Visual Arts program at Montpellier Primary School provides students with a wide range of opportunities to explore an array of materials, tools and skills. We endeavour to include the areas of mark making, drawing, painting, printing, collage, threads and textiles, modelling and construction in the program.

Students are explicitly taught how to use tools and a variety of techniques, and are supported to develop their skills, ideas and creativity. Beginning in Prep at Foundation level and building up to Grade 6, students explore forms of art at their developmental level, and consolidate and extend their skills.

The elements of art such as line, shape and colour, as well as various art vocabulary, is woven through the program. Students are inspired by a variety of artists, literature, community programs/events and special school events. Students view and discuss artworks, create and display their own artworks, and respond to the work of peers, artists and themselves.

Student work is formally assessed using the Victorian Curriculum in the areas of exploration and expression of ideas, visual arts practice, presentation and performance, and response and interpretation. Student work is proudly showcased around the school.



## PERFORMING ARTS

Performing Arts is a fun and engaging program, which allows the experimentation and development of Dance, Drama and Music for students in Prep to Grade 6. The aim of the specialist area is to develop personal and musical confidence and teach an appreciation of performance through drama, dance and music. Students are given opportunities to perform in front of the class. They are able to showcase their talents and gain confidence in performing in front of peers and teachers.

In Drama, students begin learning that facial expressions, body language, space and movements can communicate ideas to the audience. Students are encouraged to project their voice and move their body confidently to create a stage presence. Imagination, creation and puppetry are explored to further assist drama and performing in engaging performances.

In Dance, students learn safe movement patterns, different dancing speeds, using a variety of body parts and learning to express themselves when dancing. They use this knowledge and work towards creating and choreographing their own dances. Students study dances through the 21st century and dances from around the world, comparing and contrasting cultural dances and popular dance moves.

In Music, students begin by learning basic classroom percussion instruments. Concepts of beat, rhythm, pitch, tempo and dynamics are developed with rhythm sticks, triangles, castanets and drumming beats on bongos and djembe drums. Students listen to and compare different songs and music styles. Students learn how to play a number of instruments.

Whole school events to showcase our Montpellier talent include:

- 'Buskers Day' is held in Term 4 where children can volunteer to perform during lunchtime.
- A dance unit culminates in the annual 'Dance Extravaganza' which is held at Deakin University. The children perform a class dance with their parents. Whole Community dancing is the focus.
- Our Student Council organise a 'Talent Quest' where students perform various acts.
- The 'School Concert Spectacular' is held in late November/early December at the Arena. Each grade will rehearse an item to perform.

## INDONESIAN (LOTE – one semester)

Students at Montpellier Primary School acquire communication skills in Indonesian. They develop an understanding about the role of language and culture in communication.

Learning languages broadens student's horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. The interdependencies of countries and communities requires people to negotiate experiences and meaning across languages and cultures.

Learning Languages:

- contributes to the strengthening of the community's social, economic and international development capabilities
- extends literacy repertoires and the capacity to communicate; strengthens understanding of the nature of languages, of culture and of the processes of communication
- develops intercultural capability, including understanding of and respect for diversity and difference and an openness to different experiences and perspectives
- develops understanding of how culture shapes and extends learners understanding of themselves, their own heritage, values, beliefs, culture and identity
- strengthens intellectual, analytical and reflective capabilities and enhances creative and critical thinking.

## S.T.E.M. (one semester)

S.T.E.M (Science, Technology, Engineering and Maths) is a specialist subject we offer to Prep – Grade 6 students. We aim to provide our students with a solid grounding in key Science skills and concepts and inspire them to see the prospects for future study in S.T.E.M. subjects going into secondary school and beyond.

S.T.E.M. skills are now essential for so many careers, where problem solving, critical thinking and adapting to new technology are key elements to succeed. Learning key S.T.E.M. skills at Primary school is therefore seen as a key foundation for future career prospects.



At Montpellier, we incorporate a lot of hands-on activities, designed to allow access for all students, to engage and achieve. We have a strong focus on higher order design thinking, problem solving, collaboration and creativity.

## STUDENT ENGAGEMENT

### BUDDIES

At Montpellier Primary School we have successfully adopted the 'Buddies' program which involves the Grade 5 students being paired up with Prep students.

The program is designed to support Prep students with their transition into primary school and encourage the Grade 5 students to develop their leadership skills. At the beginning of the year the Buddies meet every recess and lunch to make sure that the Prep students feel safe and secure in the playground environment. After first term, the Buddies meet to complete fun activities such as developmental play, outside games and craft activities.



Benefits of the Buddies program include:

- Prep students have someone familiar to go to if they are worried in the playground.
- Prep and Grade 5 students develop new and positive relationships.
- Grade 5 students taking on and developing responsibility.
- Grade 5 students learning how to be a positive role model and mentor for other students.

### STUDENT LEADERSHIP

Our Student Leadership team is led by two School Captains, two Vice Captains and 8 Student Leaders. At the end of Grade 5, students prepare and present a speech to their peers, Principals and Assistant Principals explaining how they can represent their peers and school community and contribute to the achievement of our school's values and goals.

The School Captains at Montpellier Primary School work collaboratively with a teacher to lead the weekly school assembly and play an important role in representing the school community at a range of events.

## STUDENT COUNCIL

Each term a student is nominated from each class in Grade 3 – 6 to be the Student Council representative. This team meet regularly during the term to discuss and enact ideas and initiatives brought to life through classroom suggestions.

The Student Council plays an important role in decision making processes that impact all students. This includes having student voice and input into aspects such as improvements to be made to play spaces and learning environments. Giving students opportunities to share their voice is not simply about giving students the opportunity to communicate ideas and opinions; it is about students having the power to influence change.

## CAMP EXPERIENCES

Montpellier Primary School offers camp experiences for Prep and Grade 2 students and overnight camps for Grade 4 and 6 students which offer students opportunities that may not be offered in the traditional school setting.

### PREP & GRADE 2 – CAMP EXPERIENCE

Camp experiences, such as teddy bear picnic (Prep) and stay-lates (Grade 2), provide valuable opportunities for students to build confidence and independence in a fun and supportive setting. These activities help prepare students for the transition to overnight camps in Grade 4 by fostering social skills, teamwork, and resilience in new experiences.

### GRADE 4 CAMP – TWO NIGHT

Our Grade 4 students enjoy their first camp experience to develop independence and strengthen their social skills. The cost of the camp includes accommodation, meals, transport and supervised activities.

### GRADE 6 CAMP – TWO NIGHT

The Grade 6 Camp is a fantastic opportunity for the students to take on different leadership roles and positions of responsibility; further develop social skills, initiative and independence; and celebrate the final year of primary school together. The cost for the Grade 6 Camp covers accommodation, meals, transport and supervised activities.



# SCHOOL UNIFORM

There are many reasons to be proud of our school, and one way we can show it is to have students wearing the school uniform with pride. We are strict about all students wearing the appropriate school colours in our uniform, which are dark bottle green, navy blue and white.

Students who have long hair are required to have it tied up (e.g. ponytail or plaits) and jewellery should only include a watch and/or stud or sleeper style earrings. Hair accessories should be kept to a minimum – preferable green, navy blue or white in colour. Some students have special necklaces they wear for cultural or religious reasons, but as a safety precaution, a necklace should be tucked inside a shirt or not worn to school.

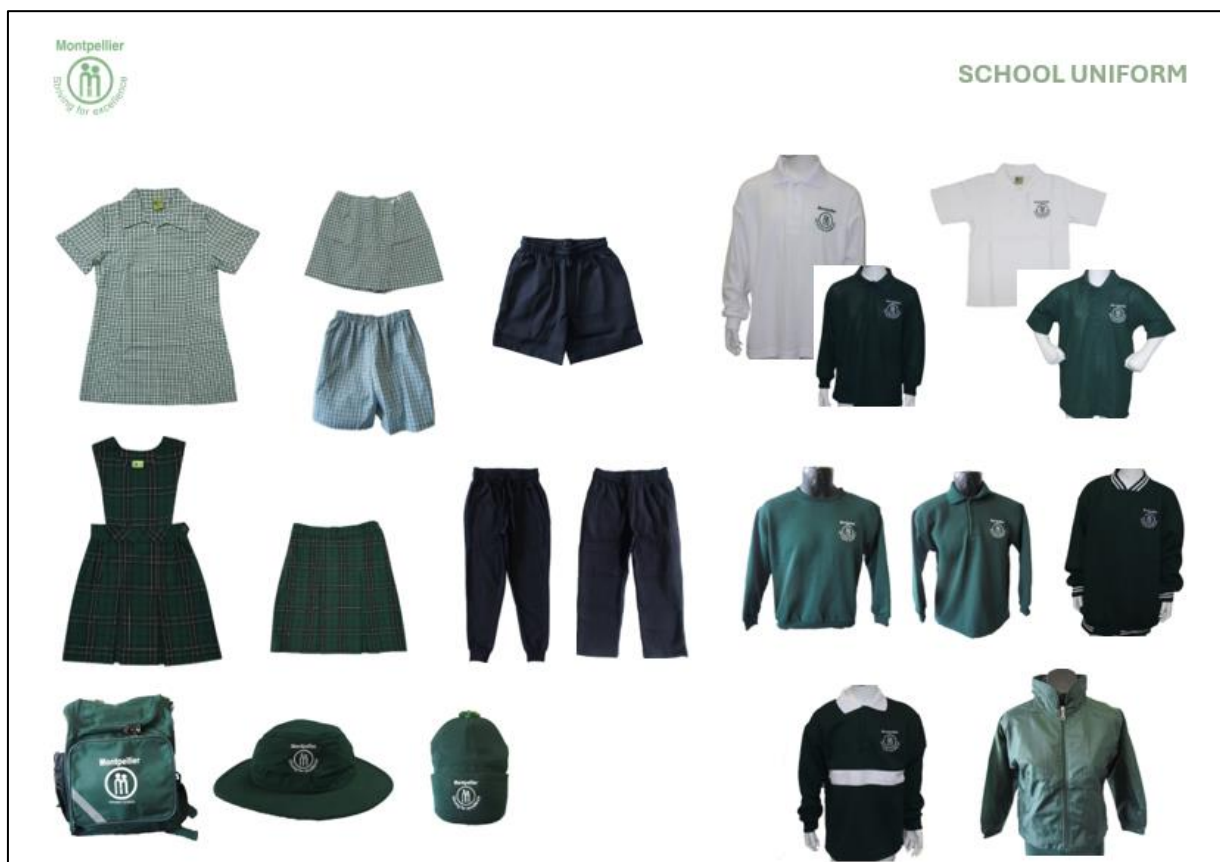
Montpellier Primary School official uniform is available from Beleza Uniform, 136 Ryrie Street, Geelong. Ph 5221 8545. (see Appendix A)



We also accept equivalent clothing without the logo provided these items are in the correct school colours and iron on school logos are available from the from office to purchase for \$3 each.

## SUNSMART

During terms 1 & 4 students are required to wear broad brimmed hats that protect their faces, necks and ears whenever they are outside. During terms 2 & 3 hats may be worn but are not compulsory. Beanies can be worn on cold days outside only.



| SCHOOL UNIFORM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | OPTIONAL / ADDITIONAL ITEMS                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Shorts</b> – navy blue unisex – cotton knit or cargo shorts</p> <p><b>School Dress</b> – in bottle green check</p> <p><b>Skorts</b> – in bottle green check</p> <p><b>Tops</b> – Bottle short sleeve polo top in white or bottle green with school logo</p> <p><b>Montpellier Windcheater</b> – crew neck or rugby style in bottle green with school logo</p> <p>Year 5/6 students may wear bottle green Montpellier rugby style with white stripe</p> <p><b>Socks</b> – white</p> <p><b>Shoes</b> – suitable track shoes or black or brown school shoes/boots</p> <p><b>Hat</b> – broad-brimmed, bottle green, soft brushed cotton with school logo</p> <p>Bucket hat with toggle in bottle green with school logo</p> <p><b>Trackpants</b> – navy blue – reinforced knee or cuffed leg</p> <p><b>Skirt</b> – Montpellier tartan</p> <p><b>Winter Beanie</b> – bottle green, only for outdoors</p> | <p>House colour T-Shirt or polo top for school sports</p> <p>Bottle green backpack bag with school logo</p> <p>Bottle green bomber jacket with school logo</p> <p>Bike shorts, or boy leg pants (worn under the school dress)</p> <p>Bottle green tights to wear with the kilt</p> |

Please refer to Parent Information Pack for current price list or view it on the school website.

## SECOND HAND UNIFORM SALE

Limited supplies of second-hand uniforms are available for sale throughout the school year. Uniform items are donated by families for resale at very reasonable prices (as little as \$3).

The second-hand uniform sale operates from the front foyer termly or when there is enough donated items to hold a sale. Notification of upcoming uniform sales are sent out to families via Compass, in the fortnightly electronic newsletter and posted on the school's Facebook group.

## LOST PROPERTY

Lost property is placed on a table outside the downstairs storeroom adjacent to the lift. The Student Leaders regularly sort through all lost property and if it has a name it is placed in the class teacher's pigeonhole to be returned to the child. Unnamed uniform items in lost property not claimed within two weeks will be laundered and sold at the Second-Hand Uniform sale.

Please ensure everything your child wears and takes to school is clearly labelled with their name. It is highly recommended to be diligent in checking items of clothing after they are washed to ensure names are readable and still attached to clothing. If your child loses an item or article of clothing, ask them to check the lost property table as soon as possible.



# SCHOOL COMMUNICATION

Montpellier prides itself on having a diverse and exemplary range of communication tools designed to keep the connection between home and school as open, constructive and informed as possible.

## NEWSLETTER

The school newsletter is our main and most regular source of communication with parents and the wider school community. It is an electronic 'newsletter' issued fortnightly on a Thursday. Parents will receive an email and Compass alert when it is available for viewing and be provided with a link to view the newsletter.

## COMPASS

We use Compass as our primary whole school communication, it is essential that parents take the time to become familiar with the parent portal. Compass includes many different features, including the ability to:

- Monitoring your child's attendance and enter an explanation for absences
- Communicate with your child's teacher
- Download and view your child's progress and semester reports
- Book parent-teacher conferences
- Pay and provide consent for events (*see Appendix B*)
- Viewing positive value chronicles and sickbay attendance notes

## SEESAW

Seesaw is an online learning platform that Montpellier Primary School uses for communication between teacher and parents/carers regarding the celebration of student work. A feature of Seesaw allows communication between home and teacher. Communication through our Seesaw platform is environmentally friendly and efficient when used effectively.

## SCHOOL WEBSITE

Our website is updated with current and relevant information, including school policies.

## SOCIAL MEDIA

Montpellier Primary School has a Facebook and Instagram page. These platforms are used to share information with the school wide community of what is happening within our school for our current and perspective future family enrolments.

There is also a private school Facebook page available for families of Montpellier Primary School only. Requests to join the group or make a post are approved by our marketing administration team to ensure it aligns with our school values and brings attention to the things that make our school great. It is also a great platform to share local sporting and community groups for families to get involved in.

## ASSEMBLIES

We hold a P-2 and a 3-6 assembly on alternate Fridays at 3:10PM in the gymnasium. These assemblies are run by our Student Leadership Team to celebrate student achievements, share events that have happened over the two weeks and communicate up-to-date information and important dates.

There is a whole school assembly at the end of each term, please see newsletter for dates and times.

# ATTENDANCE

Our school has a strong commitment to achieve maximum student attendance at school because it generally contributes to successful relationships between students and staff, strong feelings of connectedness to school and increased student learning outcomes.

It is important that a child builds up the habit of attending school regularly and punctually from an early age. It is best when children arrive at school by 8:45 so they have a great start to the school day.

If your child is absent from school, you will need to document this on your child's Compass account or call the school office to let us know that they won't be attending. If your child has any long-term absences from school (e.g. holiday), a phone call to the office or an email/note is required to be given to your child's teacher informing them of the absence prior to them commencing the absence.

Students with repeated late attendance are given support by a member of the leadership team, with follow-up calls to parents, and monitoring and encouragement.

## AUTOMATED TEXT MESSAGE

An automated text message is sent to parents of children who are marked as 'unexplained' on class rolls. This automated message is sent each day at 10.30am. To avoid receiving absence messages, please inform the school of your child's absence prior to 10am on the day of the absence, or in advance for foreseeable absences (eg. Specialist appointments).



## LATE ARRIVALS TO SCHOOL

When a child arrives late to school, a parent or carer must accompany their child to the office to sign their child in using Compass Kiosk with a reason and receive a LATE pass for their child to take to their class.

## EARLY COLLECTION OF CHILDREN

As we have a duty of care to the children between the hours of 8:45am and 3:45pm it is essential to know the whereabouts of all children. If it is necessary for you to collect your child from school before 3:30pm, please present at the school office to sign your child out using Compass Kiosk. In most cases, your child will be located by the office staff and sent to the office. This can often take several minutes, please be mindful of allowing adequate time when collecting your child early.

If your child is to return to school after an appointment return them in person to the school office to be signed back into school using Compass Kiosk.

CHILDREN WILL NOT BE TAKEN FROM THE SCHOOL WITHOUT PROPER AUTHORISATION FROM A PARENT or CARER, THIS INCLUDES ENSURING PERMISSION FORMS HAVE BEEN APPROVED ON COMPASS FOR ALL EXCURSIONS.

# FINANCIAL COMMITMENTS

Parent payment arrangements are approved by School Council. Listed below are an estimation of the costs involved in the education of your child for the 2025 school year. We hope this will assist you in budgeting for your child's education.

## BOOKLISTS

Stationery items – Cost vary according to different year levels. From \$90 per child.

## CURRICULUM CONTRIBUTION

This payment covers essential items provided by the school on behalf of parents including, shared classroom consumables, art, STEM, performing art, PE and Indonesian materials. It also includes a curriculum activities fund to cover small excursions and in house activities.

In 2025, the estimated Curriculum Contribution will be \$197 per student in Prep and range from \$179 to \$199 per student in Grade 1-6.

We also welcome other contributions to support the provision and upkeep of Montpellier's technology and infrastructure, and a tax deductible building fund.

Optional Extras/Excursions

Grade 4 Camp – Phillip Island (3 days 2 nights) \$300 (estimate)

Grade 6 Camp – Mount Evelyn (3 days, 2 nights) \$360 (estimate)

Swimming: 10 day program \$70 (estimate)

Gymnastics: 4 days program \$70 (estimate)

## EXCURSIONS/INCURSIONS

Each grade level organises approximately 4 excursion/incursion per year, generally one per term. Costs vary from \$5 - \$35 depending on the excursion and location. In addition to the set excursions/incursions, students may participate in special events during the year e.g. GSODA performances and special sporting events. These events may incur minimal transport and/or entry charges.

Fundraising: Families are encouraged to support school fundraising activities throughout the year, such as the Easter raffle, Colour Run, end of term sausage sizzles, entertainment books, special persons day and Trivia Night.

## PAYMENTS

The schools preferred method of payment is through Compass. Please see the inclusion in your information pack for more detailed information about Compass.

Permission and payment for excursions/incursions is done via Compass. To assist in smooth running of school events, payments must be received by the due date unless prior special arrangements have been made with the Business Manager. (see Appendix B)

# COMMUNITY

## PARENT INVOLVEMENT

We welcome the involvement of parents in many different ways. Parents are also encouraged to join the following committees.

## MONTPELLIER COMMUNITY CLUB

The Montpellier Community Club plays a vital role in fostering a strong sense of community connection. It serves as a link between families, teachers, and the school administration, creating a supportive and inclusive environment where everyone feels welcome. With a focus on connecting the community, the club not only enriches the school experience for students but also provide parents with opportunities to connect, share ideas, and collaborate. This sense of community ensures that the school is more than just a place of learning— it is a vibrant hub where relationships are built, and everyone works together to support the well-being and success of all students. Anyone interested in learning more or being part of the committee please contact the office.

## SCHOOL COUNCIL

The School Council is made up of eight elected parent members, four elected staff members plus the Principal, with co-opted community members. It is the focal point for shared decision making at the school. School Council responsibilities concern areas as curriculum, finance, facilities and school community relations. The School Council structure is divided into the following sub committees; curriculum, finance and environment. Sub committees meet prior to each scheduled School Council meeting. There are two meetings per term, third Monday of the month.

## PARENT HELPERS

Parents and grandparents may have the opportunity to assist in their child's classroom as parent helpers. To assist in the classroom, parents must hold a current Working with Children check card. A Parent Helper's course is held at the commencement of each school year. Parents wishing to help in the classroom are encouraged to participate in this course. All Parent Helpers/visitors must sign into the school via the Compass Kiosk which is located at the front office and must display their Working with Children Check card.

## OUT OF HOURS CARE – TheirCare

Montpellier Primary School has partnered with TheirCare, the leading provider of Before and After school Care in Australia. This high-quality program embraces the school's values and builds on your child's educational and individual interests. The program combines active games with planned and unplanned play, quiet time, homework time and a healthy snack. Every day is an adventure led by enthusiastic TheirCare staff.

You can save 50% or more with the Child Care Benefit and Rebate. Montpellier's OSHC Program operates from the school's large multi-purpose room. Within the room we have access to toilet facilities, a beautiful bright kitchen, big multimedia screen, computers for the children and our own storage facility for games and sporting equipment. We have a great outdoor area with access to a gym, playgrounds, sandpits, basketball courts and oval.

### Hours of Care

**Before school:** 6.45am - 8.45am

**After school:** 3.30pm - 6pm

**Pupil Free Days:** 7am - 6pm

**Vacation Care:** 7am - 6pm

More information about the TheirCare Outside School Hours Care program at Montpellier Primary School can be found at [theircare.com.au](http://theircare.com.au) (see Appendix C)



**To All Families of Montpellier Primary School,**

As your school's uniform supplier, we would like to welcome you to our Beleza Geelong store!

**LOCATION**

**Beleza Geelong Store**

136 Ryrie Street,  
Geelong VIC 3220

**OPENING HOURS**

**Monday - Friday:** 10:00am to 5:00pm

**Saturday:** 10:00am to 1:00pm

**Sunday:** CLOSED

**Phone:**

(03) 5221 8545

We have attached some useful information with regards to uniform purchases with Beleza School Uniforms.

Your family is welcome to join our Beleza School Uniform Membership, where you'll receive **5% off your purchases** in-store all year round.

We look forward to meeting you all soon!

Warmest Regards,

Beleza Team





## GENERAL INFORMATION



# RETAIL STORE GEELONG



### GENERAL ENQUIRIES

For all general enquiries of uniform items, please contact our Beleza Geelong Store and our friendly Beleza Staff will assist you with any enquiry you may have.

### LAY-BYS

Lay-bys are welcome all year round. 10% deposit is required. Available in-store only.

### WARRANTY AND REPAIRS

Products appearing to be faulty should be returned to the Beleza Store with proof of purchase. Items have a warranty of up to 6 months (except school bag zips have 12 months warranty). Please note all warranty and repairs will be assessed by Beleza Head Office.

### EXCHANGES

All uniform items can be exchanged within 4 weeks of purchase if it is brand new with all price tags attached. This must be presented with the proof of purchase.

### DISCOUNTS (RETAIL STORE ONLY)

#### Membership discount:

- 5% off all purchases, all year round

#### Prep discount:

- 10% discount in Term 4 2024 for incoming preps in 2025

#### VIP sale:

- 20% off all Beleza branded uniform items (excluding existing discounts)

This year's sale will be on Sat 23<sup>rd</sup> Nov to Sat 30<sup>th</sup> Nov 2024.

### BELEZA VOUCHERS

All vouchers are to be redeemed in our retail store only.



## ONLINE STORE 24/7

[beleza.com.au/online-store](https://beleza.com.au/online-store)

All uniform items are available for purchase on our online store 24/7.

### ONLINE SHIPPING

- Order processing time can vary between 1 - 10 days
- Sent via Australia Post
- Flat rate of \$10 standard postage
- Free shipping over \$100

### EXCHANGES/REPAIRS FOR ONLINE ORDERS

All exchanges and repairs can be processed using one of the below:

1. In our retail stores
2. Can be posted back at customers expense to Head Office.

All repairs will be assessed at our Head Office.



## Appendix B

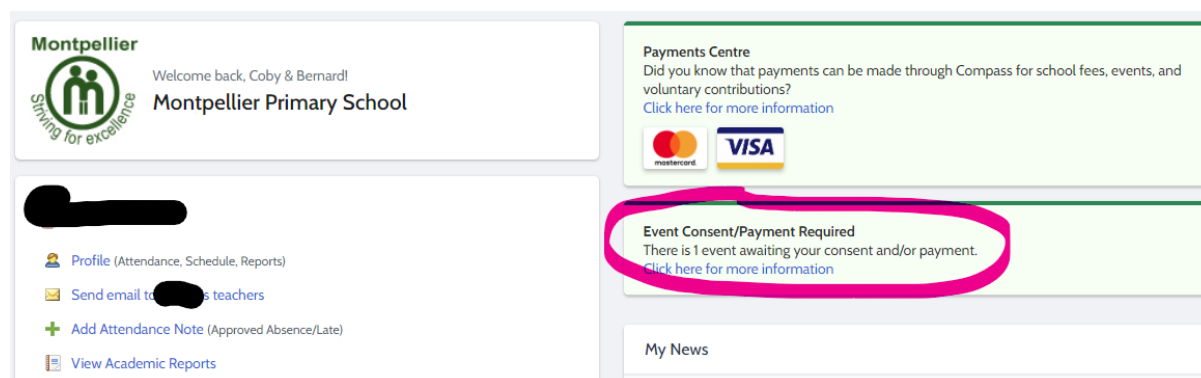
### Events and Payments on Compass

To assist busy families to keep up with the activities that occur at our school we request that you log into Compass regularly at the very least weekly, to check if there is an event or activity for your child/ren coming up to action. When consenting and paying for events or activities on Compass it is **best to do this via the browser** rather than through the App, as the App can be temperamental when it comes to consenting and paying. To open up the browser, from the App on your phone, click on “more” in the bottom right hand corner and select “Open in Browser”.

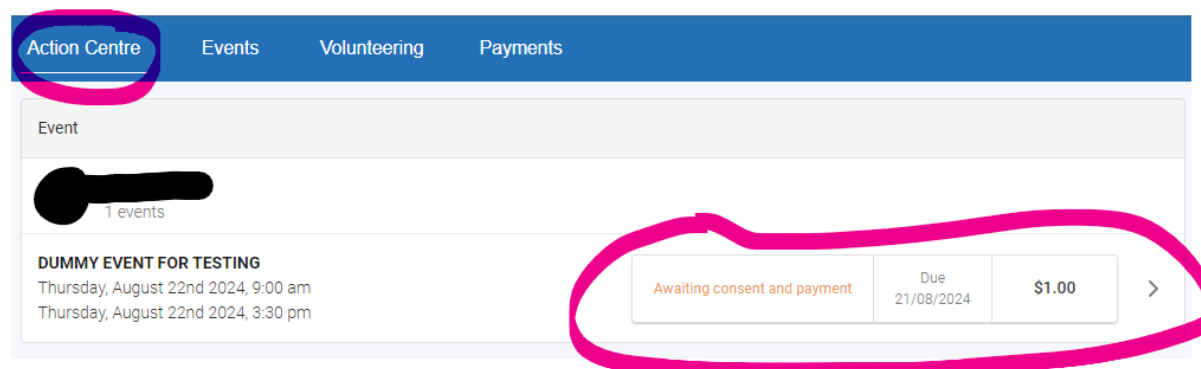
The school will endeavour to send out reminders on Compass of upcoming events/activities, however, there may be times when this does not occur. To avoid your child missing out on an activity and being disappointed, checking in regularly with Compass will ensure that you are always up to date. Also, when seeing an Event to be actioned **please check the date payment and consent are due by** as we often need to provide confirmation to venues/service providers and confirm bus requirements prior to the event. **If you fail to pay and consent by the due date your child will be unable to attend and will remain at school in a supervised classroom.**

The following are instructions to help you navigate processing payments and consent for excursions/incursions/camps and for paying for and ordering items through our fundraising events.

When we publish Events on Compass for **Incursions, Excursions or Camps** they will appear on your Compass Home Page as **“Event Consent/Payment Required”** as per below.



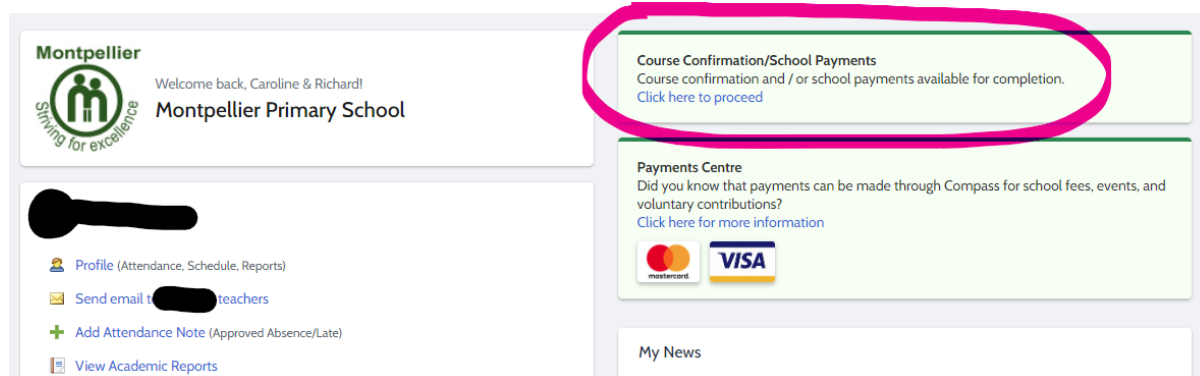
To provide Consent and Payment click on the “Event Consent/Payment Required” area on the page as highlighted above, this will take you to the “Action Centre” Tab as per the below diagram.



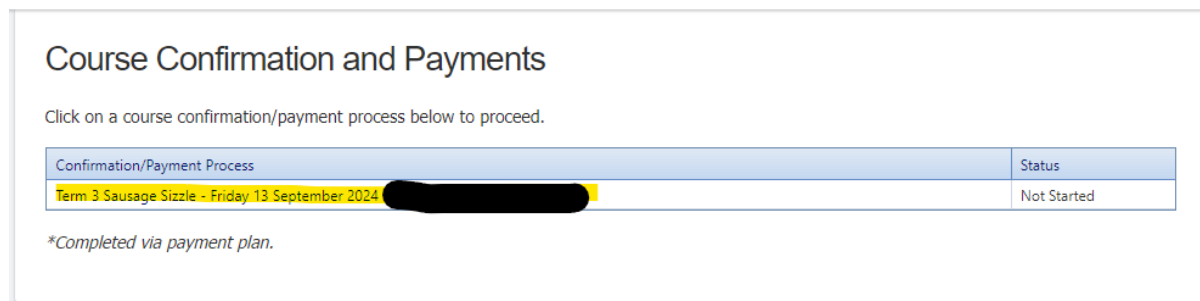
Click on the "Awaiting consent and payment" box. You will then be taken to a page where you have three choices as follows:

- Complete all areas of the form ONLINE, provide payment and submit to consent. **(Preferred option)**
- Download Paper Form (option available if you would like to sign a paper form and pay at the office) OR
- Decline Event **(Please click on this box if you know your child will NOT be attending due to medical reasons or on a family holiday).**

When we publish **fundraising events** such as our termly Sausage Sizzle or our Mother's/Father's/Special Person's Day Stalls they will appear on your Compass Home Page as **"Course Confirmation/School Payments"** as per below:



To provide Consent and Payment click on the **"Course Confirmation/School Payments"** area on the page as highlighted above, this will take you to the "Action Centre" Tab as per the below diagram.



Click on the event as highlighted in yellow above to be taken to the CONFIRMATION screen.

Click the "Next" box to be taken to the choices to order.

Click on the "Enter Payment Details" box to process your payment.



**TheirCare**  
Where Kids love to be!

**Montpellier Primary School**

- Social, enjoyable & fun experiences for children
- Develop creativity, life skills & confidence through play
- Qualified, caring & engaged staff
- Exciting & thoughtfully developed programs
- Healthy & Yummy food provided each day

**Bookings now open!**

|                                 | Monday - Friday<br>Hours of Operation | Fees before<br>Child Care Subsidy* | Out-of-pocket fees after<br>Child Care Subsidy** |
|---------------------------------|---------------------------------------|------------------------------------|--------------------------------------------------|
| <b>Before School Care (BSC)</b> | 6:45 AM to 8:45 AM                    | \$13.77                            | \$1.37                                           |
| <b>After School Care (ASC)</b>  | 3:30 PM to 6:00 PM                    | \$21.81                            | \$2.18                                           |
| <b>Pupil Free Day</b>           | 6:45 AM to 6:00 PM                    | \$71.15                            | \$7.11                                           |
| <b>Holiday Program***</b>       | 6:45 AM to 6:00 PM                    | \$71.15                            | \$7.11                                           |

\*Standard fee paid *before* Child Care Subsidy / \*\*Standard fee paid *after* maximum Child Care Subsidy / \*\*\*Standard fee paid *including* incursions/occasional

**Cancellation Fees**  
(No Child Care Subsidy Applied to Cancellation Fees)  
**BSC/ASC within 24 hours** of session start time: **\$4.00**  
**Holiday Program within 5 days** of session start time: **\$10.00**  
**Same day cancellation fee is out-of-pocket session fee.**

**Late Booking Fees**  
(Child Care Subsidy is applied to Late Booking Fees)  
**BSC/ASC within 24 hours** of session start time: **\$4.00**  
**Holiday Program:** book less than **5 days** from the session start time fee is **\$10.00**

**Late Pick-up Fees**  
(Child Care Subsidy does not apply to Late Pick-up Fees)  
**\$1 per minute** after service close time.

**To register visit [theircare.com.au](http://theircare.com.au)**

**Service Phone number:**  
0488 779 702  
Your service Coordinator will be available during session times.

**Save up to 90% with the Child Care Subsidy!**



TheirCare support team is available between 6.30am - 9pm weekdays (Eastern Standard Time)  
on **1300 072 410** or **[info@theircare.com.au](mailto:info@theircare.com.au)**

