

IMPORTANT DATES

- Friday, 31st July
National Tree Day
- Friday, 31st July
Gymnastics
- Tuesday, 4th August
National Aboriginal and Torres Strait Islander Children's Day
- Friday, 7th August
Gymnastics
- Wednesday, 12th August
International Youth Day
- Thursday, 13th August
Addams Family at Baimbridge
- Friday, 14th August
Jimmi Buscombe exhibition
- Friday, 14th August
Gymnastics
- Tuesday, 18th August
Tappoc Science Event
- Wednesday, 19th August
World Humanitarian Day
- Friday, 21st August
Gymnastics
- Wednesday, 26th August
Tappoc Book Week Event
- Thursday, 27th August
Excursion to WAG and Salt Restaurant Masterclass
- Friday, 28th August
Gymnastics
- Wednesday, 2nd September
School Council #6
- Friday, 4th September
BioLab for Grades 5 & 6
- Friday, 18th September
Last day of Term 3, 2.30 finish
- Monday, 5th October
Term 4 begins
- Friday, 30th October
Student Free Day
- Monday, 2nd November
Student Free Day
- Tuesday, 3rd November
Public Holiday
- Friday, 27th November
Student Free Day



Branxholme Wallacedale Community School Newsletter

Term 3 Week 2 2026

An interview with...

Hannah



Who is your favourite TV character?
Bluey because she is funny.

Have you ever been to another country?
Yes, I have been to Taiwan.

What is your favourite food?
My favourite food is rice.

Do you have pets?
I have dogs called Bear and Ginger.

What is your favourite thing to do?
I love reading.



(03) 5578 6253

Find us on Facebook

<http://www.bwcs.vic.edu.au/>

branhholme.wallacedale.cps@education.vic.gov.au

PO Box 69, Branxholme, Vic 3302 103 - 113 Monroe St, Branxholme, Vic, 3302

Student of the Week

Congratulations to Gabrielle, who was nominated by her classmates to receive this week's Student of the Week award.

This award is especially meaningful because recipients are chosen by their peers in recognition of the positive qualities they demonstrate each day. Gabrielle was nominated for her consistent kindness, willingness to help others, and the caring way she supports her classmates.

She is a wonderful role model who helps make our school a welcoming and inclusive place for everyone.

Well done, Gabrielle!



Super Speller Awards

Congratulations to our Super Speller recipients:

Gabrielle, Kristianna, Maria, Robert, Nate, Robert and Hunter



Our students participate in daily Spelling Mastery and Phonics Plus lessons.

Spelling Mastery is an evidence-based program that explicitly teaches spelling through phonics, spelling patterns, rules and word structure. Rather than relying on memorisation alone, students develop a deep understanding of how words work by learning strategies that can be applied to unfamiliar words.

The program uses carefully sequenced lessons, explicit teaching and regular review to ensure students develop accuracy, confidence and automaticity in their spelling. Students' progress when they demonstrate mastery, helping to build strong foundations for reading and writing.

To celebrate effort, perseverance and achievement, students earn Super Speller awards when they successfully complete each level of the program. These awards recognise the consistent practice and dedication required to reach mastery and acknowledge the significant progress students make throughout the year. We congratulate all of our students on their commitment to becoming confident and capable spellers.

Home Reading Awards

At Branhholme all students receive a home reading journal to encourage regular reading, track reading habits, support communication between home and school, and provide helpful reading ideas for families.

Students are encouraged to record all reading activities, including take-home books, novels, magazines, newspapers, reading with younger family members, and other reading experiences. Reading books and journals are transported in a reading satchel, and students can exchange their take-home books each day.

Students are rewarded with a gifted book for every 5 full weeks of home reading, with a full week consisting of at least 4 nights of reading signed by a parent or carer.

Congratulations to our Home Reading Award recipients:

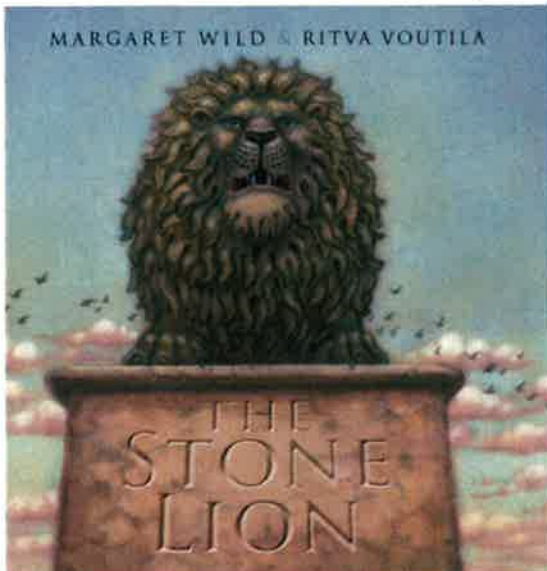
Kristianna for 20 weeks of home reading

Maria for 20 weeks of home reading



Junior Room

This week in Literacy



The Stone Lion is a fantasy where stone statues can think, dream, feel, speak and even move.

The story teaches a powerful lesson about selflessness and kindness. Students have been focusing on particular vocabulary used in the book and using pronouns in their writing to avoid repetition of nouns.

Check out our sentence-level writing

A crab can **scuttle**. A cat can **huddle**. Hannah
The lion showed **he** cared about the children
because **he** used the last of his strength to
save them. Maria

The stone lion felt proud because **he** helped
Sara and her baby brother. Dakoda

Because Ben loved books so much, **he** decided
to work at a library. Gabrielle



Step into Prep at

Bransholme Wallacedale
Community School

Come and explore, play and
take the first steps into your
child's prep journey with us.
Tuesday 4th, 11th and 25th
August 9.00 a.m - 10.00a.m

School Facilities

- Modern classrooms
- Experienced teachers
- Complete curriculum
- Safe environment
- Extracurricular activities

 <https://www.bwcs.vic.edu.au/>

 103-113 Monroe St, Bransholme, Vic, 3302

 03 55 786253

 Find us on Facebook

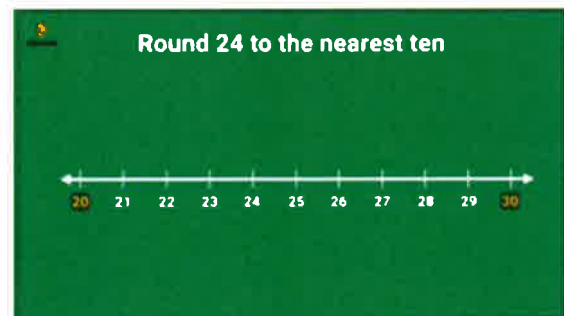


This week in Maths

Group 1 have been counting by 10s to 90 using ten frames and budding sticks. They have been continuing to create addition facts using numbers to 10.

Group 2 have been focusing on using arrays to create turnaround multiplication facts. They have been rounding two digit numbers to the nearest ten.

4 or below, let it go
5 or above, give it a shove



Senior Classroom

We have been working on appositives during our text study of *Once*. An appositive is a noun or noun phrase that gives extra information about another noun in a sentence. Students have been using appositives to make their writing more descriptive and engaging.

noun
Mother Minka, a kind looking nun, grabs my ear.

appositive

Jankiel, **a small boy**, hides from the Nazis.

- Robert

Mother Minka, **a kind and generous nun**, comforted Felix.

- Kristianna

Felix, **a Jewish kid**, lives in an orphanage.

- Hunter

Jankiel, **a cautious young boy**, lives in an orphanage.

- Cooper

Mother Minka, **a kindhearted nun**, whispered in Felix's ear.

- Nate

Once I escaped from an orphanage to find Mum and Dad.

Once I saved a girl called Zelda from a burning house.

Once I made a Nazi with toothache laugh.

Students are taking part in the Young Portrait Show, an annual exhibition hosted by the Warrnambool Art Gallery that celebrates the creativity of young artists across South-West Victoria. Each student has chosen someone who is special to them and is creating a portrait that captures their unique qualities and importance. Completed artworks will be submitted to the Young Portrait Show, giving students the opportunity to showcase their artistic skills and celebrate the special people in their lives.

A
R
T



My special person is my sister, Savannah, because she always finds a way to cheer me up. — Kristianna

My special person is my football coach, Jace, because he helps me learn how to play footy. — Nate

My special person is Maria because she walks me into school every day. — Hannah

My special person is my cousin, Chelsea, because she has always been there for me when I am sad or bored. — Maria

My special person is my dad because he always takes me to different places. — Robert

My special person is my brother because he helps me whenever I need it. — Dakota

My special person is Lydia because she comes with me when I am scared. — Gabrielle

My special person is my mum because she takes care of me and makes sure I have a good life. — Cooper

My special person is Cody because he taught me how to drive. — Hunter

Science



Pumice is a rock and it floats. It is used to rub on your skin.

Granite is a rock and it sinks. It is used for building.

Quartz is a mineral and is used in jewellery

Soil is made up of tiny rocks and is where plants grow.

Junior Room

Students have been identifying the observable properties of rocks, minerals and soils by keeping a rock journal. They have also been matching them to their uses.



Senior Room

This week the focus has been on Earth Science and exploring the planets. To help students remember the planets order from the sun, closest to furthest, they have learnt a mnemonic. A mnemonic is a memory technique used to help you recall information

Wellbeing

Ready to Learn Scale



Sometimes we need someone to talk to about something that is concerning us.

Everyone should have a safety network of trusted adults that they can talk to.

This is an example of a safety network. All of the people in your network should be over 18 years old and not all live in your house, or be members of your family.

We have been developing our school's **Ready to Learn Scale**, which helps students identify how they are feeling before learning begins.

This simple daily check-in encourages students to recognise and talk about their emotions, build self-awareness, and develop strategies to regulate their feelings. By understanding their readiness to learn, students are better able to engage in classroom activities, seek support when needed, and take responsibility for their wellbeing.

The **Ready to Learn Scale** is an important part of creating a calm, supportive and inclusive learning environment where every student feels safe, valued and ready to achieve their best.

Our next step is to develop individual **Ready to Learn Plans**. These personalised plans will help students recognise when they are not ready to learn and identify strategies to regain a calm and focused mindset. Developed collaboratively with the student, school staff and, where appropriate, families, each plan provides consistent support to build self-regulation, resilience and independence.

By understanding their own needs and using agreed strategies, students are better equipped to participate positively in learning and achieve success both in the classroom and beyond.

Get the facts

This fact sheet is about making sure you know how to keep safe. It gives you the facts about what to do if someone is hurting you or your friends or making you feel unsafe.

What are your rights?

- Everyone has the right to feel safe and be protected.
- No one is allowed to threaten you, hurt you or touch you in a way that makes you feel uncomfortable.
- No one should behave in a way that makes you feel unsafe or afraid, including anyone in your family, anyone at school or anywhere else in the community.

How do I know if something is wrong?

- Every relationship should be respectful.
- It is wrong for anyone to hurt you or make you feel unsafe, uncomfortable or afraid.
- Remember a person doesn't have to physically hurt or touch you to be doing the wrong thing.
- Even if you are not sure, if something doesn't feel right you should tell an adult who can help you.

What should I do if I feel unsafe?

- Tell an adult you trust – telling someone won't get you in trouble.
- If you feel threatened, unsafe, or if you feel uncomfortable about how someone is touching you, talking to you, or treating you, you should tell a trusted adult.
- You can tell a teacher or any adult at your school. They will be able to help you.
- You can also tell your parent, carer, or any family member or adult you trust.
- Even if the person who is making you feel like this has asked you not to tell anyone, you should still talk to an adult. It is more important that you are safe and protected.

What should I do if I am worried that someone I know is unsafe?

- Tell an adult you trust.
- You can tell a teacher or any adult at your school.
- They will be able to help your friend or the person you are worried about.
- You can also tell your parent, carer, or any family member or adult that you trust.
- Even if the person who you are worried about has asked you not to tell anyone, you should still talk to an adult. It is more important to make sure that your friend is safe and protected.

What will happen if I tell an adult at the school that I feel unsafe, or that I think my friend is unsafe?

- Adults at your school must listen to your concerns and help.
- In some cases the adult at school may need to tell another adult about your concerns so that you, or the person you know can be protected.
- Adults at your school can provide you with support and make sure you don't have to deal with this alone.

What if I don't feel like I can talk to anyone at my school?

- If you don't feel like you can talk to an adult at your school, you can talk to your parent or carer.
- If you don't feel like you can talk to your parent or carer, you can talk to another adult within your family. This may be an aunt, uncle, a step-parent, or a grandparent.
- If you don't feel like you can talk to any of these adults, you should still try and find an adult that you can trust, and that you can talk to.
- You don't need to deal with things on your own.

There are many people who can help you. Here are some other suggestions:

- visit eHeadSpace (which provides an online and a 9am-1am telephone support service): www.eheadspace.org.au or 1800 650 850.
- call KidsHelp Line on 1800 55 1800 or visit www.kidshelp.com.au for 24 hour support.
- call or visit your local police station or call 000



On each finger, students wrote the names of people they can go to when they feel unsafe or uncomfortable.

Please talk with your child about who is in their safety network.



Branxholme Wallacedale Community School is a Child Safe school

The Child Safe Standards are a set of principles and requirements that guide organisations to create environments where children and young people are safe, respected, and protected from harm.

Standard Five -

Equity is upheld and diverse needs respected in policy and practice.

What does this mean at Branxholme Wallacedale Community School?

At Branxholme Wallacedale Community School, we are committed to creating an inclusive, equitable and culturally safe environment where every child is known, valued and supported to participate fully in school life. We recognise that every child has unique strengths, experiences and needs, and we work in partnership with students, families and external agencies to identify and respond to individual circumstances that may increase vulnerability.

Our inclusive practices are embedded across all aspects of school life. Individual Education Plans (IEPs), Behaviour Support Plans (BSPs), Student Support Group (SSG) meetings, Disability Inclusion processes, wellbeing check-ins and differentiated teaching ensure that students receive the adjustments and supports they need to access learning and feel safe, respected and included. Staff regularly engage in professional learning to strengthen their understanding of child development, disability inclusion, trauma-informed practice, neurodiversity, wellbeing and child safety, enabling them to identify and respond appropriately to signs of vulnerability.

Children are provided with multiple, age-appropriate and accessible ways to seek help, raise concerns and make complaints. Students are explicitly taught who their trusted adults are, how to ask for help and what to do if they feel unsafe through our Respectful Relationships curriculum, the Berry Street Education Model, School-Wide Positive Behaviour Supports (SWPBS) and everyday classroom discussions. Information is presented verbally, visually and through classroom conversations so that all students, regardless of age or ability, can understand their rights and access support.

We actively promote equity by making reasonable adjustments that enable every child to participate fully in school life. This includes providing targeted learning support, flexible wellbeing responses, accessible communication methods, differentiated learning experiences and inclusive participation in excursions, camps, leadership opportunities and extracurricular activities. Our small-school environment allows staff to build strong relationships with every student, ensuring concerns are identified early and support is coordinated promptly.

BWCS is deeply committed to cultural safety for Aboriginal students and families. We proudly acknowledge that we learn and work on Gunditjmarra Country and embed Aboriginal perspectives throughout the curriculum and school culture. Partnerships with local Elders, Gunditjmarra community members and organisations provide authentic learning opportunities through initiatives such as on-Country learning experiences, Wayapa workshops, the Budj Bim Cultural Landscape program, the Six Seasons project and community-led cultural activities. These experiences foster pride, respect, belonging and a culturally safe environment for Aboriginal children and young people.

We also celebrate diversity and actively foster a culture of inclusion where discrimination, bullying and harassment are not tolerated. Through our RISE values, Respectful Relationships program, inclusive policies and positive school culture, we teach students to value diversity and respect differences in culture, identity, ability, family circumstances, gender and lived experience. By embedding equity into our leadership, teaching and wellbeing practices, we ensure every child is supported, empowered and protected from harm.



Thank you to everyone who has donated items recently. It's wonderful to see these resources being used and appreciated by members of our community.

A reminder that these items are available for everyone in the community to access.

The book box is currently overflowing - have a look - there may be some great books to enjoy over the holidays!

"Give what you can, take what you need."

Donations are always greatly appreciated and help keep this valuable community resource thriving.



Coffee with a Mentor

Join us for a relaxed conversation with a Parent Pathways mentor and other parents and caregivers.



What to expect

- Meet a Parent Pathways mentor
- Hear real-life experiences
- Ask questions in a friendly, informal space
- Learn more about the Parent Pathways program
- Find local supports and information for parents and caregivers

Who should attend?

Parents and caregivers who would like to learn more about the Parent Pathways program and how it may support them.

No pressure, just a conversation.
We would love to see you there!

Event details

Thursday 23 July 2026
11:00am to 12:30pm

Ted Kenna Room,
Hamilton Performing Arts Centre,
113 Brown Street, Hamilton

Enjoy light refreshments, bring the children along, and go in the draw for a lucky door prize!

RSVP to Sarakennett@areable.org.au

1800 566 066
areable.org.au/parentpathways

are-able
Community creates opportunity



AusAlert National Test

We've been advised that a national test of AusAlert will happen across Australia on Monday 27 July at 2 pm.

AusAlert is a new, national emergency warning system. It sends warning messages to compatible mobile devices during emergencies, to keep people informed so they can act quickly.

The Australian Government plans to launch AusAlert in October 2026.

On Monday 27 July at 2 pm, all compatible mobile devices will receive a Critical Alert. Compatible mobile devices include phones, tablets, smart watches, safety watches and some vehicle devices.

These will vibrate and make a loud, siren-like warning sound for about 10 seconds. This will happen even if they are on silent or do not disturb. The message will clearly state that it is a test. No action is required from the test.

To minimise disruption, student phones and smart devices should always be switched off and stored securely in lockers or bags during the school day. Students who use their mobile phone as part of a documented exception can continue to do so.

If appropriate, they can turn their phone off during the test.

You may also wish to let your child know that if they see or hear the alert, school staff will support them. You can learn more at AusAlert: children and teens. Information is also available in other languages.

Safe phones

AusAlert may increase risk for people experiencing violence, especially if they live with someone who uses violence. Alerts may expose safety devices.

If you or someone you know has a hidden device, the best way to stay safe during the test is to:

- turn off your mobile device or put it in aeroplane mode
- keep your device off or in aeroplane mode for 24 hours

Silent mode and do not disturb will not stop the alert!

For more information, please refer to the Staying safe with AusAlert page.

Please get in touch if you would like to place an ad for your business or event in our newsletter.

	1/8 page	1/4 page	1/2 page	Full page
1 edition	\$5	\$10	\$15	\$30
5 editions 1 term	\$22	\$45	\$67	\$135
10 editions 2 terms	\$42	\$85	\$127	\$255
15 editions 3 terms	\$62	\$125	\$187	\$375
20 editions 4 terms	\$75	\$150	\$300	\$450

Raising Concerns & Complaints



LIVE LEARN GROW

BRANXHOLME WALLACEDALE COMMUNITY SCHOOL RAISING CONCERNS

Branhholme Wallacedale Community School encourages parents or carers who may wish to raise a concern to:

Carefully consider the issues you would like to discuss

Remember you may not have all the facts relating to the concern that you want to raise

Think about how the matter could be resolved

Be informed by checking the policies and guidelines set by the department and Branhholme Wallacedale Community School



01

Classroom Teacher

If you have a concern about your child, please contact your child's classroom teacher first. They are best placed to discuss your child's learning, wellbeing, behaviour and classroom experiences.



02

Avoid

Please avoid raising concerns during class time or at student drop-off and pick-up. Teachers are supervising students at these times and are unable to give your concern the attention it deserves.



03

Contact the teacher

Contact your child's classroom teacher via uEducateUs, briefly outline your concern, and request a suitable time to meet.



04

Arrange a meeting

Your child's classroom teacher will investigate the matter and then contact you to arrange a mutually convenient time to discuss your concerns.



05

Develop a plan

During the discussion, the teacher will listen to your concerns. Share relevant information and observations from school. Work collaboratively with you to develop agreed strategies or an action plan. Arrange a follow-up meeting or conversation if required to review progress.



06

Implement and monitor

Many concerns require time for agreed strategies to be implemented and monitored. We encourage you to maintain communication with your child's teacher via uEducateUs while these strategies are being put into place.



LIVE LEARN GROW

BRANXHOLME WALLACEDALE COMMUNITY SCHOOL FORMAL COMPLAINTS PROCESS

If a concern cannot be resolved through discussion with your child's classroom teacher, parents, carers or community members may choose to make a formal complaint to the Principal.

Branhholme Wallacedale Community School encourages parents, carers or members of the community who may wish to submit a complaint to:

Carefully consider the issues you would like to discuss

Remember you may not have all the facts relating to the issues that you want to raise

Think about how the matter could be resolved

Be informed by checking the policies and guidelines set by the department and Branhholme Wallacedale Community School



01

Contact the Principal

Contact the Principal by email, phone or by arranging a meeting through the front office. Please outline your complaint clearly so we can understand the issues you would like addressed. Complaints can be discussed in writing, in person or over the phone.



02

Acknowledge the complaint

Branhholme Wallacedale Community School will acknowledge receipt of your complaint within 2 school days. We will explain the next steps and let you know if any further information is needed.



03

Gather information

The Principal may need to gather further information to fully understand the situation. This may include speaking with relevant school staff, regional staff, subject matter experts, or contacting you to clarify details.



04

Arrange a resolution meeting

Where appropriate, the Principal will arrange a resolution meeting to discuss the complaint and work towards a fair and respectful outcome. We aim to hold this meeting within 10 working days of the complaint being raised, where possible.



05

Agree on a resolution

The school will work with you to identify a suitable resolution. This may include an apology, a change to a decision, policy, procedure or practice, student support, mediation, or other actions that support the student, family and school relationship.



06

Confirm the outcome

We aim to resolve complaints within 15 school days. More complex matters may take longer, and we will keep you informed of progress. If a complaint cannot be resolved, we will provide a written summary to support any further action you may wish to take.

Please note: unreasonable conduct, including vexatious complaints, may need to be managed differently in line with Department of Education procedures.

Mental Health Services and Support

Beyond Blue

24/7 mental health support service

1300 22 4636
beyondblue.org.au

headspace

Online support and counselling to young people aged 12 to 25

1800 650 890
(9am to 1am daily)

For webchat, visit:
headspace.org.au/
ehespace

Kids Helpline

24/7 crisis support and suicide prevention services for children and young people aged 5 to 25

1800 55 1800
kidshelpline.com.au

1800 RESPECT

24/7 support for people impacted by sexual assault, domestic violence and abuse

1800 737 732
1800respect.org.au

QLife

LGBTI peer support and referral

1800 184 527
(5pm to 10pm daily)

qlife.org.au
(online chat 3pm to midnight local time, including over holidays.)

Lifeline

24/7 crisis support and suicide prevention services

13 11 14
lifeline.org.au

Suicide Call Back

24/7 crisis support and counselling service for people affected by suicide

1300 659 467
suicidecallbackservice.org.au

Mensline

24/7 counselling service for men

1300 78 99 78
mensline.org.au

13YARN

24/7 crisis support for Aboriginal and Torres Strait Islander people

13 92 76
13yarn.org.au

If you are concerned about someone at risk of immediate harm, call 000 or go to your nearest hospital emergency department.



With delivery partners



Funded by



Acknowledgement of Country

We would like to acknowledge the traditional custodians of this land; the Gunditjmara people, who have cared for this area for over 65 000 years.

We pay our respects to Elders past and present.
Kurtuk-Kurtuk, meaning sisters, is the traditional place name for Branhholme.

The Branhholme area is home to the Direk Gunditj clans of the Gunditjmara Nation.

We have beautiful plants, trees and animals.

There are gum trees, emus, kangaroos and red and yellow tailed cockatoos surrounding us every day.

We are especially proud of the rare native plant called the dianella, which grows around Kurtuk-Kurtuk.

The land we are on now, the land where we live, learn, breathe, eat, and sleep:

Always Was, Always Will Be! Aboriginal land!

Written by the students of Branhholme Wallacedale Community School