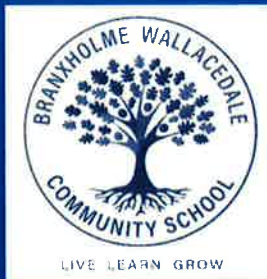


IMPORTANT DATES

- Monday, 6th July
NAIDOC Week
- Monday, 13th July
Term 3 begins
- Wednesday, 22nd July
School Council #5
- Friday, 31st July
National Tree Day
- Tuesday, 4th August
National Aboriginal and Torres
Strait Islander Children's Day
- Wednesday, 12th August
International Youth Day
- Tuesday, 18th August
TAPPOC Science Event
- Wednesday, 19th August
World Humanitarian Day
- Wednesday, 26th August
TAPPOC Book Week Event
- Thursday, 27th August
Excursion to Warrnambool Art
Gallery and Salt Restaurant
Masterclass
- Wednesday, 2nd September
School Council #6
- Friday, 4th September
BioLab for Grades 5 & 6
- Friday, 11th September
R U OK? Day
- Friday, 18th September
Last day of Term 3, 2.30
finish
- Monday, 5th October
Term 4 begins
- Wednesday, 14th October
RAV Incurion: Scott's BMX
Trick Bike Show
- Tuesday, 20th October
Readers' Cup
- Tuesday, 20th October
Diwali
- 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 2 Week 10 2026

An interview with...

Robert

If you had \$1,000 to spend on anything you wanted, what would you buy? I would spend it on parts for my motorbike.

If you won a million dollars, what would you buy? I would buy a bigger motorbike and get a motorbike track in the paddock.

What job would you like to do when you grow up? I would like to be a diesel mechanic so I could fix cars myself and get paid a fair bit.

Who is the strongest person? The strongest person I know is my dad. When he is sad he keeps a smile on his face. When he is happy, he gets everyone else happy with him.

What's the worst rule at school? Not being allowed out of the school boundaries. It would be fun to run around everywhere in the town.

What are you scared of? I'm scared of lizards because when I was little one bit my arm and it really hurt. I'm also scared of playing peek a boo under beds because that's how I got the scar on my forehead.

What's your favourite colour? Forest green because it is a calming colour in my opinion.

What kind of car do you want when you grow up? A Nissan GTR 34

Where do you want to live when you grow up? I want to live probably in Hamilton because the town isn't too big and I know a fair few people in Hamilton.

What's the safest place in the world? I feel like the safest place in the world is when I am hugging my dad because I know he always covers my back.

If you could have any superpower, what would it be? I would fly so I could go anywhere I want to go.

What makes you feel truly happy?
My friends when we play together and cracking jokes and always laughing.

If you could visit any place in the world, where would you go? I'd go to LA because there is so much to do there.



What is your favourite book, movie, or TV show and why? The 'Beekeeper' because it was an action packed movie. It isn't a kid's movie though.

What is the funniest thing that has happened to you? When I was on a roller coaster and an old lady's wig flew off!

If you could only eat one food for the rest of your life, what would it be? PIZZA!!! It has so many different toppings. It can be healthy or disgusting!

What is the best thing you have learned how to do? Dad teaching me how to work on my motorbike.

What is your favourite game to play at recess? Probably tiggy because I get to run around a lot and let all my energy out.

What is the best thing about our school? That we get long play times and we have heaps of fun.

What makes someone a good friend? That they cheer you up when you feel down, and when you are up, they keep you up!

What do you like to do with your friends?
Riding around on our bikes.

If you could be any animal, which one would you be and why? I think I'd want to be a koala so I could sleep all the time and always be lazy!

What is something you can do today that you couldn't do last year? Would be hit the jump on my motorbike.

(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



The RISE Award
recognises students
who demonstrate
our core values of:

Resilience
Integrity
Safety
Endeavour



The RISE Award recognises students who demonstrate our core values of Resilience, Integrity, Safety and Endeavour. While these values are always important, the award is not necessarily about being the highest achiever or getting everything right all the time. Sometimes, it is about recognising the incredible growth a student has shown, and this term Cooper has certainly demonstrated that.

Throughout the term, Cooper has shown outstanding growth in all aspects of the RISE values. He has demonstrated resilience by persevering when faced with challenges and continuing to work through difficulties rather than giving up. He has shown integrity through the choices he makes each day, becoming more accountable for his actions, honest in his interactions, and mature in the way he responds to feedback. Cooper has also displayed endeavour by consistently putting in a genuine effort, challenging himself and striving to improve in the classroom, around the school and when working with his peers. In addition, he has shown safety through the positive choices he makes and his commitment to contributing to a respectful and supportive school environment.

What makes this award particularly special is the tremendous growth Cooper has shown throughout the term. His willingness to reflect, learn from his experiences and continue striving to be his best has been noticed by both staff and students. The effort he has put into improving himself, his attitude and his approach to school is a credit to him.

Cooper should be incredibly proud of how far he has come and of the person he is becoming. Congratulations, Cooper, on receiving this term's RISE Award.



Robert has demonstrated outstanding growth throughout the term through his dedication to learning, commitment to home reading and growing ability to regulate his emotions when faced with challenges.

A particular highlight has been his commitment to home reading. Through consistent effort and perseverance, Robert has shown a clear understanding that improvement comes from practice and persistence. In the classroom, he approaches learning with a positive attitude, gives every task his best effort and continually strives to achieve his goals. His commitment to improvement has been recognised by staff across the school.

Robert has also shown significant growth in managing frustration and setbacks. Rather than allowing challenges to overwhelm him, he has developed effective strategies to regulate his emotions, make positive choices and remain focused on his learning. This resilience and maturity have been key features of his development. Robert consistently demonstrates integrity through the respect he shows others and the positive example he sets each day. He makes safe choices, contributes positively to the school environment and supports those around him.

What makes this award especially meaningful is the remarkable growth Robert has shown throughout the year. He has embraced challenges, reflected on his experiences and worked hard to become the best version of himself. Through his actions, perseverance and positive attitude, Robert has become a role model for others. Congratulations, Robert. We are incredibly proud of your achievements and are delighted to recognise you as a deserving recipient of the RISE Award.

Community Champions

Congratulations to Kristianna, Cooper and Nate for your Community Champion Awards!

One of this semester's Community Champion awards was presented to Kristianna for approaching a community member and asking whether they would be willing to host a school excursion to their recently restored property. The visit will provide students with an opportunity to learn about the owner's connection to Aboriginal culture and Country.

Cooper and Nate were also recognised as Community Champions. Cooper for portraying one of the Daniher brothers, while Nate, dressed in an inflatable dinosaur suit, enthusiastically took part in the BWFNC Big Freeze slide. Together, they helped raise funds and awareness for Motor Neurone Disease through their involvement in this important community campaign.



At Branhholme, we share a common goal: to provide the best possible experiences for the young children in our community. A strong community is at the heart of achieving this goal. When we talk about community at Branhholme, we are referring to the relationships and connections between students, families, staff, and the wider community. These connections create a supportive, inclusive environment where every child feels valued, respected, and understood.

Students thrive when they have a strong sense of belonging and are given opportunities to contribute meaningfully to their community. Children who are part of a supportive and inclusive community develop important social and emotional skills, build confidence, and form positive relationships. They benefit from strong family and community networks that help them feel connected and supported. When families actively participate in building relationships within the wider community, children experience a greater sense of achievement and belonging, knowing that they are an important part of something larger than themselves.



The wider Branhholme community also plays a vital role in supporting families and strengthening these connections. By working together, we create opportunities for children to engage with their community, learn from others, and develop a lifelong appreciation for collaboration and contribution. A strong community enriches the experiences of our students and helps ensure that every child has the opportunity to succeed, grow, and flourish.

Excellent Attendance

Regular school attendance is one of the most important factors in helping children achieve success throughout their primary school years. From Prep to Grade 6, every day at school provides valuable opportunities to learn new concepts, build skills, and participate in experiences that cannot always be replicated when students are absent. When children attend school consistently, they are fully immersed in the curriculum and can build on their learning each day, giving them the best chance to reach their full potential.



Attending school regularly also supports children's social and emotional development. Students who are at school each day have more opportunities to build friendships, develop positive relationships with their peers and teachers, and learn important life skills such as organisation, punctuality, responsibility, and self-discipline. Regular attendance helps children feel connected to their school community, confident in their learning, and engaged in classroom activities.



While we understand that students will occasionally be absent due to illness, we encourage families to make school attendance a priority whenever possible. By working together, we can ensure every child enjoys the benefits of a rich and rewarding education, setting them up for future success and positive life opportunities.



Student of the Week



Congratulations to Henry for being awarded Student of the Week!

Henry consistently demonstrates a fantastic attitude towards his learning and always puts in his best effort across all areas of school life.

He takes ownership of his learning, works hard to achieve his goals, and his dedication is clearly reflected in his results.

Henry is also a kind and helpful member of our school community, always willing to support others.

His positive attitude, happy nature, and ability to make those around him smile make him a wonderful role model for his peers.

Well done, Henry!



Student
of the
Week

Henry

Term 2

Week 9



Pen
Licence
Toot!
Toot!



Home Reading Awards



At Branxholme 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 this week's Home Reading Award recipients:

Nate – 15 full weeks of reading at home

Gabrielle – 15 full weeks of reading at home

Essie – 5 full weeks of reading at home

Well done to these students for their commitment to developing strong reading habits!



Student Led Conferences

Recently, our students participated in Student Led Conferences, providing them with an opportunity to take ownership of their learning and share their educational journey with their families.

Unlike a traditional Parent-Teacher Conference, Student Led Conferences placed students at the centre of the discussion.

Rather than teachers speaking about student progress, students led the conversation, sharing their achievements, challenges, and goals with their parents while teachers acted as facilitators and supporters throughout the process.

In preparation for the conferences, students carefully reflected on their learning and selected pieces of work they were proud of to showcase.

During the conference, students discussed their learning progress, shared work samples, and explained their strengths and areas for improvement. They also identified goals they would continue working towards.

Parents were encouraged to ask questions, celebrate successes, and discuss ways to support students in achieving their goals.

The process provided many valuable benefits for our students. By evaluating their own progress and presenting their learning to parents and teachers, students developed greater responsibility for their educational outcomes. They strengthened their communication and confidence skills as they articulated their thoughts, reflected on their achievements, and discussed challenges they had encountered. Students also gained a deeper understanding of the connection between their effort, progress, and the quality of their work.

Parents gained a meaningful insight into their child's day-to-day learning experiences and passions. The conferences created opportunities for families to celebrate achievements together and discuss strategies for supporting future growth.

Most importantly, the conferences reinforced the importance of the partnership between students, parents, and teachers.

They demonstrated to students that their views, opinions, and learning journeys are valued and supported. Through this collaborative process, students felt seen, heard, and encouraged to take an active role in their learning, helping to build confidence, self-reflection, goal-setting skills, and a strong foundation for future success.

We were incredibly proud of the preparation, enthusiasm, and confidence our students demonstrated throughout the process and thank our families for their support and participation.



Junior Room

This week in Literacy



We have been reading a cautionary tale about Popcorn, the friendliest chicken at Fiddlesticks farm. When Popcorn finds a Fabulous Friend Machine (aka a mobile phone) in the barn, she sets about making some brand new friends. But behind the screen of the Fabulous Friend Machine, maybe her new friends are not so friendly after all. Students have been learning to write a story, by modifying 2-3 elements of the focus text. Foundation students have been making great progress in writing fluency. Student one wears a headband with the sentence. Student two reads the sentence, so student one can write it. Each day the roles swap.



Check out our writing

Paragraph one: the beginning of the story showing the character, setting, object found and the problem.

One hot afternoon, Ginny the giraffe was galloping across the savannah. Behind a dry bush, he discovered an old mysterious hat that could make objects appear. It was a magical wizard hat! Ginny was amazed and thought it was magnificent. He tried his magical wizard hat and a green apple appeared ... right in front of Ginny. He looked very surprised and started to munch on his crunchy apple.

Maria

Paragraph two: the middle of the story which discusses when the problem grew and describes how the character felt.

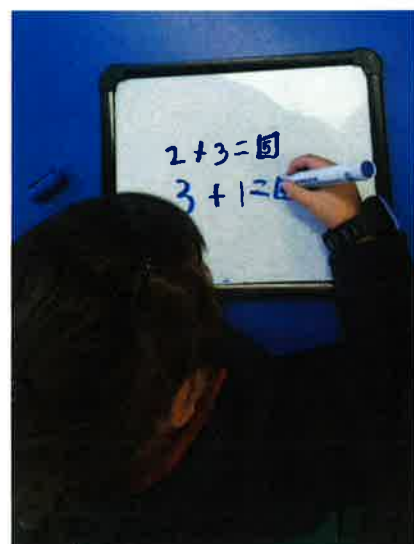
Poppy pressed the button again and again. Each time the music blasted out of the speaker. Birds swooped down, a family of deers came running and foxes hid behind trees. Poppy felt like all eyes were on her, which made her feel scared and trapped.

Gabrielle

This week in Maths

Group 1 have been learning about addition, the plus and equals symbol and counting all to find how many altogether.

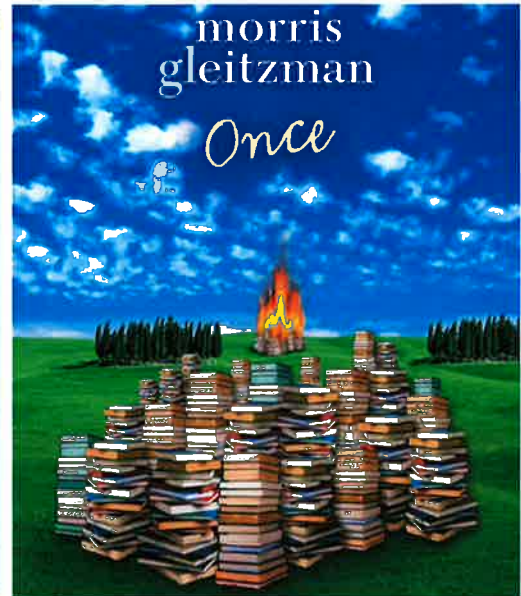
Group 2 have been focusing on worded problems and working out whether they need to add or subtract to solve the problem.



Senior Classroom

Next term, students will be studying *Once* by Morris Gleitzman, a compelling novel set during World War II. The story follows Felix, a young Jewish boy whose optimism, imagination and determination help him navigate a world that is becoming uncertain. Through Felix's journey, students will explore themes of courage, resilience, friendship and hope, while developing a deeper understanding of an important period in history.

Importantly, this text was selected through student voice. Students researched potential class novels and wrote persuasive pieces advocating for the text they believed would provide the most engaging and meaningful learning experience. Following this process, *Once* emerged as the students' choice, reflecting their thoughtful consideration and active involvement in shaping their learning.



What I Have Enjoyed Learning This Term

Highlights and Fun Experiences This Term

What I Am Looking Forward to Next Term

Kristianna: I have enjoyed learning about different environments in Humanities, the impact humans have on them, how they are managed, and creating the triorama.

Robert: I enjoyed learning about fractions, especially converting improper fractions into mixed numerals.

Cooper: I have enjoyed learning how to read, compare, and order decimals correctly.

Hunter: I enjoyed learning about transformations, including reflections, translations, and rotations.

Nate: I enjoyed learning about improper fractions and converting them into mixed numerals.

Kristianna: A highlight was competing at Division Sports in Warrnambool in shot put, hurdles, and relay events.

Robert: I enjoyed the Education Week movie excursion where we watched *Sheep Detectives*.

Cooper: I enjoyed the Dartmoor Day visit, where we learnt new games alongside the Heywood Year 10 students.

Hunter: A fun experience was creating number sentences to celebrate Miss Nat's 54th birthday.

Nate: I enjoyed building the diorama in Humanities.

Kristianna: I am looking forward to reading *Once*. The first chapter has already made me curious about the story.

Robert: I am looking forward to doing more Maths activities.

Cooper: I am excited to read *Once* because it sounds interesting, and I would like to learn more about the events it is based on.

Hunter: I am looking forward to collecting statistics for Miss Grace's netball games in Maths.

Nate: I am looking forward to Book Week because I have a great costume idea planned.

Humanities



Junior Room

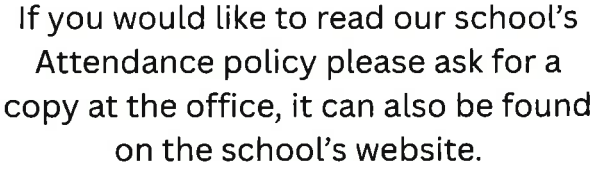
This term in Humanities, we learned about different places and the features that make them unique. We explored natural features, such as rivers and trees, and human-made features, such as roads and buildings.

We observed our surroundings, asked questions, and created simple maps using symbols and labels.



Senior Room

This term in Humanities, we explored how people view and value places in different ways, how environments change over time, and how people use and manage natural environments. To conclude the term, students applied their learning by developing solutions to environmental challenges and communicating their ideas through an end-of-term project.



We must record student attendance twice per day and must record the reason given for each absence.

This is necessary to:

- meet legislative requirements
- discharge schools' duty of care for all students
- assist calculation of the school's funding
- enable school councils to report on student attendance annually

As per DE policy, parents/carers are required to provide an explanation for their child's absence from school, and we must record in writing the reason (if any) given by the parent/carer.

All schools must report the annual rates of student attendance for the year to the school community at least once a year.

If your child arrives at school after 9am, please come into the office and sign them in

If your child is being collected before 3.30pm, please come into the office and sign them out.



Attendance Matters



ATTENDANCE



Help for non-English speakers
If you need help to understand the information in this [policy](#) please contact the school's Administration Office

PURPOSE

The purpose of this policy is to

- ensure all children of compulsory school age are enrolled in a registered school and attend school every day the school is open for instruction
- ensure students, staff and parents/carers have a shared understanding of the importance of attending school
- explain to school staff and parents the key practices and procedures Example School has in place to
 - support, monitor and maintain student attendance
 - record, monitor and follow up student absences.

SCOPE

This policy applies to all students at Branchholme Wallacedale Community School.
This policy should be read in conjunction with the Department of Education and Training's [School Attendance Guidelines](#). It does not replace or change the obligations of Branchholme Wallacedale Community School, parents and School Attendance Officers under legislation or the School Attendance Guidelines.

DEFINITION

Parent – includes a guardian and every person who has parental responsibility for the child, including parental responsibility under the Family Law Act 1975 (Cth) and any person with whom a child normally or regularly resides.

STUDENT SIGN IN/OUT

Parent / Carer must sign out when student arrives late or leaves early.

[illegible]

Braxholme 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.

They outline how BWCS promotes child safety through strong leadership, clear policies, staff training, safe recruitment practices, and a culture that listens to and empowers children.

These standards are important because they help prevent abuse and neglect, ensure concerns are identified and addressed early, and create a culture of accountability.

By embedding child safety into everyday practice, we can better protect children's rights, build trust with families, and support the wellbeing and development of every child.

Standard Four -

Families and communities are informed, and involved in promoting child safety and wellbeing.



What does this mean at Braxholme Wallacedale Community School?

At BWCS, families and the wider community are valued partners in supporting student learning, wellbeing and safety. As a small rural school, we build strong relationships through regular communication, informal conversations, student-led conferences, parent-teacher meetings, School Council involvement and community events. Families are actively encouraged to participate in decisions affecting their child through Student Support Group meetings, Individual Education Plan discussions, wellbeing planning and other collaborative processes.

The school seeks family and community input into the development, implementation and review of policies and practices, including those relating to child safety. Through School Council, surveys, consultation processes and community engagement activities, families have opportunities to contribute to decision-making and help strengthen our child safe culture. We value and respect the diverse backgrounds and perspectives of our community and strive to create an inclusive environment where everyone feels welcomed, respected and heard.

Child safety information, policies and Codes of Conduct are readily accessible through the school's website and are available in hard copy upon request. Information about the school's commitment to child safety is shared through enrolment processes, newsletters, School Council meetings, volunteer inductions and other communications. Families are informed about expected behaviours, reporting processes and the school's child safe practices.

Families, carers and community members are encouraged to provide feedback through discussions with staff, the principal and School Council representatives, as well as through surveys, meetings and policy reviews. The school promotes an open and respectful culture where concerns can be raised safely and addressed promptly. These practices support compliance with Child Safe Standard 4 and help ensure all children and young people are safe, supported and valued.



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.

July
2026

Council

Age
under 12s

School Holiday Program

Week One

All Holidays

VSG Pause & Play - Design a Tourism Postcard or Sticker.
All ages. Free. Drop in to Hamilton VIC.
Hamilton Visitor Information Centre

1 July - 12 July

Toy Box Scavenger Hunt. Free for all ages.
Drop in to Customer Service, the Cinema or the Visitor
Information Centre.

JUN 27

Lego Club. 9:15am-10:15am. Ages 5+. Free.
Themed Lego challenge.
Hamilton Library

JUN 29

Scavenger Hunt - Paint @ PAC Forecourt. 100pm-3:00pm. Ages 10+.
Come help create our winter scavenger hunt items. Toy Story themed.
Hamilton PAC

JUN 29

Spike the Echidna. 10:00am & 12:00pm. Ages 4-12.
\$5 - bookings or drop in.
Hamilton PAC

JUL 1

Movie Craft. Minions and Monsters. 11:15am - craft, 12:00pm - movie.
Ages 5-12. \$10.50 per person. Bookings required.
Hamilton PAC/Cinema

JUL 2

Cardboard Construction. 11:00am-12:00pm & 3:00pm-4:00pm
Ages 5-12. Cardboard play. Bookings required.
Hamilton Library



For more information on all our programs and to book please visit:
www.sthgrampians.vic.gov.au/Our-Services/School-Holiday-Programs

All bookings through the PAC



July
2026

Council

Age
under 12s

School Holiday Program

Week two

All Holidays

VSG Pause & Play - Design a Tourism Postcard or Sticker.
All ages. Free. Drop in to Hamilton VIC.
Hamilton Visitor Information Centre

1 July - 12 July

Toy Box Scavenger Hunt. Free for all ages.
Drop in to Customer Service, the Cinema or the Visitor
Information Centre.

JUL 7

Gardening Activity @ the Community Pocket Garden 11:00am.
All ages. Free. Bookings required.

JUL 8

Mr Snottbottom. Mr Snottbottom is a hysterically disgusting kids
comedian brimming with all the ooey, gooey, yucky things kids love.
10:15am. Ages 5-12. \$5 - bookings required.
Hamilton Library

JUL 8

The Farmy Farm Circus Workshop. Participants will explore basic skills
in acro balance, tumbling and juggling in a safe and supportive
environment 2:00pm. Ages 5-12. \$5 - bookings required.
Hamilton PAC

JUL 9

The Farmy Farm. Join Kenny & Jenny for a day in the life of getting their
jobs done with a tractor-load of circus and farming tomfoolery.
10:00am. Ages 3-12. \$5 - bookings or drop in.
Hamilton PAC

JUL 10

Quiz It - Literally. Riddles, rhymes and brain twisters.
11:00am-12:00pm Ages 8-12. Free. Bookings required.
Hamilton Library



For more information on all our programs and to book please visit:
www.sthgrampians.vic.gov.au/Our-Services/School-Holiday-Programs

All bookings through the PAC



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

Hamilton Indoor Leisure & Aquatic Centre

» RACE AGAINST THE CLOCK «

TO RACK UP AS MUCH DISTANCE AS POSSIBLE
ACROSS SWIMMING, CYCLING AND RUNNING INTERVALS.

INDOOR TRIATHLON

AT HILAC

SWIM • CYCLE • RUN

HOW FAR CAN YOU GO?

JULY 12TH

PRIZES TO BE WON!

EVENT CATEGORIES

- INDIVIDUAL: 12-14 YEARS
- INDIVIDUAL: 15-17 YEARS
- INDIVIDUAL: 18+ YEARS
- TEAM RELAY EVENT

TEAM RELAY
GRAB 2 MATES AND TACKLE THE CHALLENGE TOGETHER!

TEAMS OF 2 ANY AGES ONE EPIC CHALLENGE



Southern Grampians
SHIRE COUNCIL



Business Facade IMPROVEMENT PROGRAM

Applications Open: Monday 15 June 2026

Applications Close: Monday 20 July 2026



\$ for \$ matching grants

Council will match your investment up to \$3,000.



Eligible Works (include but is not limited to):

- Facade painting/cleaning
- Landscaping
- Minor repairs to structural facade elements and awnings
- Accessibility upgrades
- New repairs/replacements of verandahs



Additional Contributions

Businesses can invest more than \$3,000 for larger projects. Council's contribution will cap at \$3,000.

Grants are contingent on planning approval, with some works requiring permits.



For more information contact Laura Redgrave on 5573 0444 or email lredgrave@sthgramplans.vic.gov.au visit www.sthgramplans.vic.gov.au



Call Us! **1800 55 1800**

We're here to talk 24/7.
Every day and night.

 **1800 55 1800**



**kids
help
line**

*We're here for you. Any time. Any reason
Talking helps!*

*No problem is too big or too small.
24 hours a day, 7 days a week.*

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