



OFFICE HOURS 8.15AM TO 4.15PM

BORONIA K12 COLLEGE NEWSLETTER

A large blue banner with the word 'SURPRISE' in large white letters and 'ANNOUNCEMENT' in smaller yellow letters below it. A string of colorful triangular flags (red, orange, yellow, green, blue, pink) hangs across the banner. Below the banner, the text 'Boronia K-12 College Fete' is written in a teal font. Below that is a calendar icon showing 'NOV' in a red header, 'Saturday' in black text, and '30' in large black numbers. A red stamp with the text 'SAVE THE DATE' is placed over the bottom right corner of the calendar icon.

SURPRISE
ANNOUNCEMENT

**Boronia K-12 College
Fete**

NOV
Saturday
30

SAVE THE DATE



*Celebrating 100 years of our learning community.
More details to follow next term.*

Year 9 Buttercup Camp



KEY DATES:

Friday 28 JUNE:	LAST DAY OF TERM TWO - 2.30 PM FINISH
Monday 15 JULY:	FIRST DAY OF TERM THREE
Monday 22 JULY:	YEAR 5/6 KIOSC EXCURSION
Monday 22 JULY:	YEAR 5/6 DISTRICT BASKETBALL COMPETITION
Friday 26 JULY:	FOUNDATION 100 DAYS OF SCHOOL CELEBRATION
Monday 29 JULY:	YEAR 9 CITY EXPERIENCE (1 WEEK PROGRAM)
Wednesday 31 JULY:	YEAR 7 & 10 IMMUNISATIONS
Friday 30 AUGUST:	WEAR IT PURPLE DAY
Tuesday 10 SEPTEMBER:	MUSIC ENSEMBLE CONCERT

PRINCIPAL'S REPORT

Dear Parents and Carers,

As I reflect on my first term as Principal, I am filled with positivity, optimism, gratitude, and determination to serve our community. During this term, I've had the pleasure of meeting our students, visiting classes and assemblies, holding one-on-one discussions with every staff member, and interacting regularly with parents and carers.

The strong sense of community within our school is palpable and should be celebrated. It is crucial to champion our school community and work hard to build strong, trusting relationships with all stakeholders, including our local early learning centres, feeder primary schools, and broader community groups.

As part of this end of Term newsletter I would like to provide a brief summary of some of the highlights of the term, express my gratitude to the exemplary staff here at BK12 and provide some important updates on new initiatives that have/will be rolled out across the school.

Firstly, this term, our students have responded well to a greater emphasis on explicit teaching and stronger expectations for learning and teaching. The continued implementation of the Positive Behaviour Expectations is fostering a positive culture across the school, a culture of doing your best and respecting the rights of all students to engage in learning. I would like to acknowledge the efforts of the Student Voice Team, who have impressed me with their professional approach, well-organised meetings, and focus on outcomes.

In all the schools I've worked in, I haven't met such dedicated and passionate staff who work hard every day to make a real difference to students' learning and wellbeing. Quality staff make a quality school, and it's my aim to always support and challenge my staff to be at their best for our students.



Allow me to share some highlights from this term:

- **Curriculum Day on April 26:** I took the opportunity to discuss the vision and direction of the school, and all staff participated in one of three Masterclass sessions covering Microsoft OneNote, Trauma-Informed Positive Education (TIPE), and Restorative Practice.
- **May 1:** The entire Student Voice Team and I toured the school to identify areas for improvement to our grounds and facilities. I've enjoyed attending numerous meetings, discussing a range of topics including upcoming events, improving the toilets, play equipment and classroom resources.

- **May 6:** Jackson Taylor MP visited to chat about the school and take some photos.
- **May 9:** We acknowledged 'Do it for Dolly Day' to raise funds to end bullying and share the Dolly's Dream message to be kind and speak up. Students completed a butterfly activity, pledging a kind act.
- **April 29:** Ms Wright, Ms Hopkins and Ms Sparks and I attended the open evening at the Discovery Childcare and Education Centre.
- **Week 7:** We celebrated Arts/Technology and Reconciliation Week, showcasing the best of BK12 College with meaningful learning and fun activities.
- **Week 9:** We held Men's Health Week with activities like yoga, board games, and dance to raise awareness about men's health and start conversations about getting health check-ups.
- **June 14:** The primary school team held the first Positive Behaviour Expectations Community Lesson, which was a great success with many families attending.
- **June 15:** We held an ELC and Primary Open Morning.
- **June 25:** We held the inaugural Attendance Celebration to recognise students with 95%+ attendance for Semester One.

I would like to thank my Assistant Principals, Kathryn Middleton, Adrienne Tanner, and Cassie Wright, for welcoming me and embracing my leadership. They have worked incredibly hard this term to lead effectively in their areas of responsibility, review and update our policies, and complete compliance requirements as part of the pre-review phase of the School Review process. Our School Review is scheduled for the last three weeks of Term 3 and I look forward to participating in this process.

Secondly, I also extend my gratitude to all members of our Leadership Team who have worked hard this term to drive improvement across the school through key initiatives and expectations. One important update I wish to share with you all is that The School Leadership Team has been working diligently to establish four Whole School Improvement Teams. All staff (ES and Teaching) submitted preferences and are now allocated to a team, with the first meeting held on June 11. The four teams are:

Building Capacity and Striving for Excellence

A focus on strengthening the implementation of our Instructional Model and Professional Learning Community.

Strengthening Student Culture

A focus on improving and celebrating student attendance and culture.

Empowering Students and Growing Pride

A focus on implementing Positive Behaviour Expectations, Respectful Relationships, Awards, and the House System.

Advancing our Community

A focus on strengthening enrolment retention, attraction, transitions, communications, and community engagement.

In addition, some exciting new initiatives in progress or completed include:

New Website: We are currently building a new site, with an anticipated completion date within the first half of Term 3. Accompanying the new site will be a new style newsletter published every three weeks, starting next term.

Changes to the secondary curriculum for 2025: We've made changes to the structure of our secondary that has increased elective offerings, student choice of subjects at Years 6-9. There will also be the introduction of a dedicated Literacy and Numeracy period at Years 7-9, and a core subject Work-Related Skills (WRS) Unit 2 at Year 10.

Kinder drop-off zone from Term 3: Parents will now be able to enter the boom gate and drive to the ELC carpark to drop off their 3- or 4-year-old child. There will be new signage and carpark spots created near the primary staff room for Kinder and Wellbeing staff.

Year 7 Scholarships Program: We are introducing four types of Scholarships (Academic Excellence, Sporting Excellence, Community & Leadership, and The Arts). Successful applicants will receive a new laptop, a books and stationery pack and Camp fees covered.

Improved primary reception area: From Term 3, we are trialling a receptionist in the junior school office each morning from 8:15am – 11am.

Furthermore, the School Council and I are keen to establish a Parents, Friends, and Community Group. If you are interested in getting more involved with the school, please register your interest via the specific post within this newsletter or contact the main office. I will organise a morning tea early in Term 3 for all interested members and we'll go from there.

Early this term, I sent out a feedback form to parents inviting feedback about our school. This form is still open, and I extend that invitation again. It would be great to receive more feedback so we can continually improve. To access the survey, click this [LINK](#)

To conclude, I believe that a great school sits at the heart of a vibrant and connected community. All schools have their challenges, and so do we. However, I already see so much potential, and the future will be even brighter. As Principal, I will listen to the aspirations of our community and use this to inform what the school stands for and does every day. Research shows that students achieve better outcomes when their parents and carers are actively involved in their education.

Therefore, building a strong sense of connection and being proud of and an advocate for your child's school undoubtedly supports the development of a wonderful community. Together, let us champion our school in the wider community and encourage anyone who is unsure, to book a tour, and see it for themselves.

Finally, I wish all our students and their families a safe and enjoyable term break. We look forward to seeing you next term.

Sincerely,

Paul Broecker
Principal

ASSISTANT PRINCIPAL'S REPORT

SECONDARY

Once again, it's been another action-packed term with an assortment of exciting academic and extracurricular activities. The PE faculty and their students have experienced a wide variety of fun challenges including kayaking, rock climbing, geocaching and orienteering alongside the usual array of interschool sports including netball and badminton. Our Visual Arts students undertook a series of excursions which included visits to MUMA (Monash University Museum of Art), Burringa Gallery and the Belgrave Street Art. Senior school students participated in the Melbourne Careers Show and our VM- VCE students have undertaken two visits to the Mooroolbark Community Nursery as part of their Work Related Skills Unit. Years 7 and 10 students have both had exciting trips to KIOSC, whilst the Year 9 students commenced the term with a challenging yet fun 4-day camp to the high country. Selected students have participated in the Victorian High Ability program and 30 students tested their skills in the Melbourne Maths Challenge.

A big thank you to all students for their efforts this term. Special congratulations go to our Years 7 and 12 students who have made it through either their first semester of secondary school or VCE/VCE-VM studies. We are very proud of the way you have all approached your studies, seeking teachers for help and asking for support when needed. I would also like to express thanks to the teaching and education support staff for their commitment to providing the best educational opportunities for our students. Thank you also to the parents of our school community for continuing to be active partners with us in the development of our young people.

Semester Two

Semester Two for Years 11 and 12 students commenced on Monday, June 17th. For most students in VCE, this means beginning either Unit 2 or Unit 4 in their respective studies. Subject teachers will

provide students with a course outline that will include a breakdown of the theory to be covered each week, coursework requirements and SAC dates and information. It is important that students use these to plan their ongoing study, complete all required coursework and prepare for SACs. Students in Year 7-10 will commence their new electives at the start of Term 3 (Monday 15th July).

Semester Reports

Semester One Reports were released on Thursday 27th June via Compass and reflect the learning behaviours and academic achievements of all our students over the first semester. Please take the time to share these reports with your sons/daughters and work together to discuss improvement strategies and continued learning growth. Academic growth can be achieved by everyone through working hard, being resilient and acting on the feedback that is provided in the end-of-semester reports. Parents and carers are encouraged to contact staff via phone or email to discuss any concerns with your child's reports. We intend to host onsite Student/Parent/Teacher conferences in Weeks 6 and 7 of Term 3. More details to follow.

2025 Subject Information

The commencement of Term 3 brings with it the process of subject selections for the following year. The initial focus of 2025 course information will be directed towards our current Year 10 cohort. This is an important process and one that requires careful consideration. To assist students and parents/caregivers in understanding the various options that will be available as they move into Year 11, 2025, we will deliver a VCE and VCE-VM overview session for all Year 10 students. This will be followed by a Subject Selection Information session for parents and carers. Date and time for this event will be communicated early in Term 3. As part of our revamped curriculum for 2025, designed to provide greater choice of electives for students in Years 7 -10, we will also hold a series of information sessions to assist students in their decision making.

Uniform

As you would have seen via recent Newsfeed communications, we have made some important changes to the choice of uniform from Term 3 onwards. All students in Years 7 - 12 now have the option of wearing either the Standard School Uniform or the Sport School Uniform on any day. Regardless of which uniform is chosen, we always appreciate the support of students and parents/carers in ensuring that the uniform is worn correctly. As the recent conditions suggest, it is becoming quite cold and students need to be mindful in making sure that their uniform is appropriate for both school and the conditions. Whilst our classrooms are heated, we understand that transition to and from school as well as at recess and lunch breaks can be chilly. We advise that students consider wearing a plain white T-shirt under their white school shirt for extra warmth. Long sleeve t-shirts are not permitted to be worn under the school dress, white short sleeved shirt or sports polo. Students are encouraged to wear the navy school scarf and/or beanie for neck and head warmth.

Finally, I wish to remind all families that if any student has a genuine uniform emergency and is unable to wear any part of their uniform on any given day, they should provide a signed note from their parent/s or guardian/s explaining the reason. The temporary alternate item (worn for no more than 3 days) should be as similar as possible to the school uniform (e.g., a navy jumper or windcheater) and must not be a hoodie. The school has a supply of spare jumpers and jackets for students to wear if need be. We welcome the donation of any school uniform items that are in good condition and no longer required by families. These donated second-hand uniforms will be redistributed to families in need and are very much appreciated. Families wishing to seek uniform assistance are asked to contact Ms. Costa (Student Wellbeing Coordinator) or Ms Tanner (Assistant Principal - Wellbeing) regarding any concerns relating to these matters.

I would like to thank students, staff and parents/guardians on your contribution to a wonderful semester of learning. I wish all families and staff a safe and restful break. I look forward to seeing

you all safe and sound on Monday 15 July 2024.

Kathryn Middleton
Secondary Assistant Principal

POSITIVE BEHAVIOUR EXPECTATIONS

Positive Behaviour Expectations Matrix				
	ALWAYS	LEARNING SPACES	SHARED SPACES	COMMUNITY
 We will be respectful by...	<ul style="list-style-type: none">Following instructions from all staffTaking responsibility for our learning spaces and equipmentUsing respectful languageFollowing uniform expectationsRespectfully communicating with our peers	<ul style="list-style-type: none">Using the appropriate voice for the space / activityAllowing others the opportunity to learnEncouraging othersKeeping learning spaces tidy	<ul style="list-style-type: none">Lining up in an orderly wayBeing considerate while accessing lockers / locker baysPutting rubbish in the bin	<ul style="list-style-type: none">Following community laws and expectations (PT, shops, etc)Being considerate and respectful to members of the public and other schoolsFollowing the Department/School mobile and ICT policiesInteracting respectfully on all platforms
 We will be willing to learn by...	<ul style="list-style-type: none">Being on timeHaving all required resourcesActively listening to and following teachers instructions and directionsSeeking and accepting assistance when neededBeing curious and asking questionsUsing and maintaining electronic devices and other resources to support learningSetting challenging goals for my learningEffectively communicating with our peers	<ul style="list-style-type: none">Working collaboratively and/or independentlyCompleting all learning activities on timeRemaining on taskCatching up on missed work in a timely fashionPositively and actively participate in learning activitiesAccepting and acting upon feedback	<ul style="list-style-type: none">Accessing materials quickly and efficiently so others can do the sameUsing toilets / drink taps at appropriate timesSharing equipment / spacesAgreeing on game rules and sticking to them	<ul style="list-style-type: none">Taking advantage of learning opportunities outside of class timeBeing open to other people's experiences and knowledgeTransferring our skills and knowledge between the community and the classroom
 We will be resilient by...	<ul style="list-style-type: none">Having a growth mindsetAccepting the outcomes of our actions (even when we disagree)Identifying and regulating our emotionsBeing flexible and adaptable to change	<ul style="list-style-type: none">Recognising mistakes as a learning opportunityRecognising all activities as opportunities to learnOpting into all learning activities and new challenges	<ul style="list-style-type: none">Managing our response to unexpected or inconvenient situationsShowing patience with othersAccepting and following the rules of games even when they don't go our way.	<ul style="list-style-type: none">Being open to new experiences and opportunities
 We will be safe by...	<ul style="list-style-type: none">Staying within our own personal spaceStaying on school grounds during school hoursFollowing safety instructionsReporting safety concerns to a staff memberWalking when indoors	<ul style="list-style-type: none">Ensuring our teacher knows where we are at all timesMaintaining safe learning spaces	<ul style="list-style-type: none">Keeping lockers organised and lockedUsing shared spaces and outdoor areas for their designated purposeUsing playground equipment according to the signed rulesStaying in bounds	<ul style="list-style-type: none">Following road safety and transport rules and lawsResponsibly sharing public spaces with other members of the communitySharing personal details and passwords only when necessaryOnly using appropriate and approved websites

Over recent months staff have been working to develop and implement our Positive Behaviour Expectations Model – PBE. PBE is a School Wide Positive Behaviour Support Model and is an evidence-based framework recognised as best practice by the Victorian Department of Education.

The goal of PBE is to create and maintain a positive and safe learning environment that enhances our school culture and allows our students to flourish. PBE assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. It prioritises the recognition and celebration of positive behaviours.

What does it look like?

Our **Positive Behaviour Expectation Matrix** is now on display in every classroom around the College. The matrix translates BK-12's core values – **Community, Achievement, Respect and Lifelong Learning** into expected behaviours in the classroom. This not only clarifies what our behaviours should look, sound and feel like, but also allows for expected behaviours to be explicitly taught in every classroom. We are particularly proud of our students and their role in adding student voice to the development of expectations.

Across semester one our staff have been working with students to teach the following expectations:

- Being on time
- Having all the required resources
- Following instructions from all staff
- Using and maintaining electronic devices and other resources to support learning

- Using respectful language
- Following safety rules and remaining within the school grounds
- Accepting the outcomes of our actions

In semester two we will continue to embed, and where necessary reteach, these expectations as well as introducing new ones. Our first new expectations for Term 3 will be:

- Following uniform expectations
- Interacting respectfully on all platforms

How Can Parents/Carers Support PBE

We believe that parental involvement is crucial to the success of PBE. Here are some ways you can get involved:

1. **Familiarise Yourself:** Take some time to learn about PBE and its core components, so you can reinforce these positive behaviours at home. We will continue to share information about PBE to the wider school community through our newsletter and Facebook.
2. **Supportive Communication:** Maintain open and positive communication with your child's teachers and school staff to ensure a coordinated effort in promoting positive behaviour.
3. **Encourage at Home:** Reinforce the importance of positive behaviour, respect, and responsibility in your child's daily life.

We are excited about the positive changes PBE can bring to our school community, and we look forward to working together to create a nurturing and supportive environment where every child can flourish and experience success.

ASSISTANT PRINCIPAL'S REPORT

JUNIOR SCHOOL

Throughout the semester, students have enthusiastically engaged in 3 Units of Inquiry as a driving force of their learning. As part of our dedication to the International Baccalaureate Primary Years Program, our Program of Inquiry spans a 2-year cycle. It involves students from 3- & 4-year-old Kinder up to our 5/6s, exploring diverse Central Ideas that delve deeply into the following Transdisciplinary Themes:

Who We Are: An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

Where We Are in Place and Time: An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations, and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.

How the World Works: An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

Sharing the Planet: An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

How We Organise Ourselves: An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic

activities and their impact on humankind and the environment.

How We Express Ourselves: An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the ways in which we reflect on, extend, and enjoy our creativity; our appreciation of the aesthetic.

These methods enable us to adopt an inquiry-based approach that emphasizes exploring concepts over memorizing facts and fosters connections within and across subjects. Additionally, it empowers us to extend learning beyond the classroom and encourages taking action through various means.

Foundation

The Foundation students were able to demonstrate their understanding of the Central Idea **Through play we express our feelings and ideas and come to new understandings** by going to Slides Playground and seeing if they could transfer their understanding of the concept of play, the different elements involved in structured and unstructured play, as well as emotional regulation in a different space. Plus, they had a wonderful time exploring new equipment and balancing elements of being a risk-taker and safety.



Year's 1 & 2

The Year 1/2 students managed to 'step in time' during their visit to Mont De Lancy historic homestead as part of their exploration of how **understanding our past helps us understand who we are today**. While at Mont De Lancy as our students, staff and helpers experienced 'hands-on' family and school life from the period 1870 to 1918. There were lots of things being grown as they examined how **Living things are interconnected** through growing some grass heads.



Year's 3 & 4

The highlight for our year 3/4 students was being able to share with their families and friends in a celebration of learning for their Where We Are In Place and Time unit that looked at how **Events of the past continue to influence our lives today**. From the Moon landing to the pandemic, there are so many ways in which events have had an impact on our society. While they were able to transfer their knowledge about How people's choices impact on the environment by creating a fun board game to share their learning with others.

Year 3/4 Pen Licence

Lexie A, Anthea D & Riley P

Jack F, Lose T, Ivy P & Emily A



Year's 5 & 6

Finally, at our senior end of the Primary School hard work has been happening to develop their skills on several levels, particularly getting out of their comfort zone when going to Interschool Sports. Students were required to choose and learn either soccer, netball or t-ball. They used their Year level sports time to practice the skills and techniques required to successfully play the game together as a team against different schools with different strengths and challenges. And there has

been some amazing learning coming out of their unit on the **legacy of ancient civilizations influences people and societies today**, including some brilliant artwork.

Mother's Day Breakfast

Our Mothers' Day breakfast was a great success – heartfelt thanks to all the mothers, grandmothers, aunties, dads, nans and everyone who braved the cold to join us for coffee and treats. We trust you enjoyed connecting with your child's classroom and other parents, celebrating the vital role parents play in our children's lives. Your efforts, seen and unseen, are deeply appreciated. We hope you relished being celebrated!

Out of the classroom. Camps offer students a chance to cultivate skills like independence, emotional resilience, teamwork, and more. These experiences are priceless and cannot be recreated in a traditional classroom setting. The Year 3/4 and 5/6 groups will each enjoy tailored programs suitable for their age. We anticipate sharing the camp highlights in the Term 4 Newsletter.

Thank you to all the staff, students, support workers, parents, and caregivers for their continued support. Together, we are making a difference.

Cassandra Wright
Primary Assistant Principal

DIRECTOR OF JUNIOR SCHOOL

It has been fantastic in the Junior School to see the Positive Behaviour Expectations continue to be implemented across our program and part of everyday in our first Semester. On Friday 14 June, we held our first Community Lesson where we welcomed our families into our classrooms for some deeper learning into our PBE.

Students, and families, worked in our Community Groups where students from Foundation – Year 6 were mixed into 10 separate classes, allowing them to work across the year levels and share what they have been learning about the PBE in their cohorts as well as show their families how the PBE Framework works. It was fantastic to have so many families along to join in the event and celebrate with a delicious Sausage Sizzle afterwards. Congratulations also goes to our 10 winners of the PBE Kahoot!



Please remember to keep discussing the Green Compass Posts that get sent home with your children and celebrating their positive work in the College and the positive behaviours they are displaying! If you are having trouble seeing these Green Compass Posts, you are welcome to email me and the College and I can give you some support – Mitchell.Stone@education.vic.gov.au

Our first focus for Term 3 will be Following Uniform Expectations. So, make sure to find those jackets in the cupboards and get the entire uniform ready and organised for Day 1 of Term 3. A reminder if your child has lost a jacket, please see myself or another staff member in the First Aid where our lost property is located. Please make sure to also refer to Kathryn Middleton's article in the newsletter which discusses what families can do at home to support the PBE.



Mitchell Stone
Director of Junior School

EARLY LEARNING CENTRE

3 & 4 YEAR OLD KINDER

In 3- & 4-year-old kinder, beginning kinder is a big learning experience all by itself. However, they also managed to work on an understanding of the Central Idea **Every day I learn about who I am and what I can do.** What a great way to start to learn about our friends and educators. This term, they have explored **We find creative ways to share about ourselves and learn about others.** And boy have they investigated some different creative passions – they have explored colour, investigated the technique of Suminagashi – the Japanese art of marbling and even painted a rainbow. I can't wait to see what they create next.

Our learning journey throughout Term 2 has seen us making many new discoveries, with a focus on how we can use creative ways to share things about ourselves and learn about others.

During Reconciliation Week we welcomed Yindi's Mum Maddy, a First Nations woman, to our ELC for a visit. We showed her our ELC Welcome to Country with her in our circle. She thought this was very special. Maddy shared a story with us about a Kookaburra and a boomerang. The message in this story was 'just like a boomerang if we throw kindness then kindness will come back to us'. This message really resonated with us and sparked a great discussion on kindness.

We explored the patterns and art methods that the aboriginal people used to communicate and express themselves and we had a turn using charcoal to create our own art pieces. We also collaborated to create our beautiful Bunjil, where every child and adult in the ELC contributed to the end piece. The 3 year old group grew a shared understanding of togetherness and connections to the land when creating our Rainbow Serpent. Using gathered items, which the land provides, we placed these items into sections on the Rainbow Serpents body as it travels through the land building on connections between land, animals, and people. Each child was given a section of the Rainbow Serpents body and glued an item gathered from the land around us. Using soft pastels and

charcoal we coloured in the background using our fingers we smeared it over the cardboard creating a smudged effect. We finished the piece off by drawing symbols created by indigenous people.



This Term we started the Resilience Project. The Resilience Project supports children to form evidence-based habits now that will increase their capacity to deal with challenges, changes and stressors in the future. The activities in the Resilience project early years program are focused on four based positive mental health strategies: Gratitude, Empathy, Mindfulness and emotional literacy. Each Monday we make new discoveries through fun and engaging group activities.

The 3 year old children have been using pipettes to develop and strengthen their fine motor skills. They selected different colours and using the pipettes squeezed drops of colour onto a paper towel. We noticed that if we dropped one colour on top of another colour it created a new colour. We made many different colours which covered our paper towel creating a tie dye effect. The children loved watching the paper towel absorb the liquid experimenting with cause and effect.

PE with the Year 8 students and our Grade 5 buddy program has been a highlight for us this Term. The connections to other learners in our school community creates so many opportunities for friendship and learning from others and we look forward to these visits each fortnight. We also enjoyed an incursion from Knox Leisureworks who spoke to us about water safety and taught us some ways to be safe in and around water. We played some great fun games and learnt about all the water safety signals we might see at the beach or by the pool.



Edit this to insert text.

Michelle Buchanan
Director of Early Learning Centre

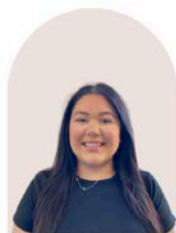
WELLBEING & INCLUSION

Wellbeing Team

We welcomed to the team, Bronwyn Vaughn, Adolescent Health Nurse, to the team who is taking over from Tamara Magrath. Bronwyn joins us from Pinewood Primary where she was their school nurse for seven years. Bronwyn is excited to get to know students and work with the wellbeing team to support the health promotion within the college



ADRIENNE TANNER
ASSISTANT PRINCIPAL OF
WELLBEING AND INCLUSION



NICOLE COSTA
WELLBEING LEADER



JAMES LATU
YOUTH WORKER



AMY HAYMAN
MENTAL HEALTH
PRACTITIONER



MIKAYLA CLARK
SCHOOL CHAPLAIN



BRONWYN VAUGHN
ADOLESCENT HEALTH
NURSE

Intergenerational Program

In 2023, we were a partner of the InterGen Project between Swinburne University, Westfield Knox – Your Library and Boronia K-12 College, with the purpose to continue the program where we bring younger and older members of our community together in a facilitated weekly program with a focus on developing social connections through a variety of games, skills, and shared learnings.

From this, a group of students and staff were interviewed by Knox News to share their experiences and pose for a photo with an older participant - Trevor!

The program has commenced again this term with a new group of participants (young and older) where we have met at the newly built Knox Library – Ngarrgoo.



Students and seniors are breaking down barriers and forming bonds over board games like Scrabble, Battleship and chess.

Council has launched the InterGen Project with Boronia K12 College and Your Library, as part of a Swinburne University research project into intergenerational social connection.

Participant Trevor Gough, 84, was surprised how quickly everyone gelled.

"It was quite extraordinary, which I didn't expect," he says. "It was very pleasant and I hope I've been able to contribute something to it. It gave me a far better understanding about how the younger generation thinks."

"It's nice to be able to mix on the same level as the younger generation. You can get encouragement from them because they've got that sparkle of life."

For the students, mixing with seniors has brought about positive changes.

Hannah says the program made her "more open, caring and mindful" while Mitchell says he "loves spending time with the elderly and making new bonds with people I never knew."

Cailey says both younger and older people can be judged because of age but this program made them realise their similarities.

"There's a lot of stigma around certain ages with this idea that youth are ignorant or stupid or reckless," she says. "Then there's the opposite stigma where people who are older are withering away or whatever it may be. So, coming here and having the ability to connect the youth with people who are older, it shows there can still be similarities and age holds no difference when it comes to a person."

Ashley says different generations don't usually have a space where they can meet.

"They don't have many opportunities where they cross," she says. "I think this is good because it brings everyone together and we can all communicate. I make some friends and have some fun experiences."

Mia says before the program the only time you might hang out with an older person was with your grandparents or other relatives.

"I think it's helping me develop as a person because I'm interacting with the

older people, which I'm not used to, and it's made me see that I can have fun and enjoy time with older people," she says.

College Wellbeing Leader Nicole Costa says the program brought out the best in students.

"We loved seeing the students and older participants form bonds that grew stronger over the weeks and learning new games along the way as it quickly became the best part of our week," she says.

"We are so proud of the way our students went into the program with an open mind and caring nature to make sure that no one, young or older, was left behind."

"Since the project has ended, we have continued to see our students show kindness, care and interest within our school community."

Council is expanding the program in Knox and a resource tool kit is being developed for community groups that want to implement an intergenerational program. The initiative is part of Council's Child, Youth and Seniors Plan, which identifies opportunities for intergenerational activities that build respect and understanding and strengthen community connections.

Having the ability to connect the youth with people who are older, it shows there can still be similarities and age holds no difference when it comes to a person.

Find out more call 9298 8060 or email intergenerational@knox.vic.gov.au

Wellbeing & Inclusion

A continued feature of this term by the Wellbeing and Inclusion team has been the focus on building positive relationships with our community of staff, community of students and community of parents. Recent reports of gender-based incidents in schools and the community shows a very specific shift in the behaviour and attitudes towards women and girls. As a school we appreciate this is a difficult but significant topic that we need to address with sensitivity and responsibility.

Just like other major social and health issues such as smoking and the road toll, evidence shows that gender-based violence can be prevented by working across the whole population (in this case, all schools) to address the attitudes, beliefs and knowledge that support family violence.

In response to the Royal Commission into family violence the Victorian Government is investing \$21.8 million to deliver Respectful Relationships. As a part of this initiative Boronia K-12 College is committed to reviewing our practices and policies, and model respectful relationships and gender equality across the whole school community.

At Boronia K-12 College we believe that becoming a positive member of society - knowing how to build respectful relationships is key to achieving this. When young people build positive relationships with their teachers and peers they feel safer and happier at school, are more resilient and have positive social attitudes. Positive relationships increase a young person's sense of connectedness and belonging to school and family and result in better health and learning academic outcomes.

We have developed an Action Plan for the implementation of Respectful Relationships, developed a yearly whole school implementation plan and developed a scope and sequence of the curriculum. Staff will be supported to deliver the content with age-appropriate teaching and learning materials. These evidence-based materials are designed to enable teachers to develop student's social and emotional capabilities, build positive, healthy and respectful relationships, make responsible decisions and create positive gender relations. Amy Hayman and James Latu have delivered targeted social emotional programs to our Year 7 cohort with a focus on resilience.

In addition, we will be focusing on the notion of "Consent" by providing a series of workshops for our Year 11 and Year 12 students in Term 3.

The key elements of the respectful relationships program are:

- Understanding Emotions
- Personal Strengths
- Positive Coping
- Help Seeking
- Stress Management
- Problem Solving

In order to support the work that we do at school, there is an opportunity for you as the parent/carer to reinforce this work by using a range of activities that will help build and maintain your child's wellbeing. Below are some conversation starters that might start the ball rolling. Most of them are short and require very few materials and focus on the first three elements. Here are just a few ideas:

Primary to Year 8



Understanding emotions

Goal: Understand our emotions during stressful times.

Activity: With your child, discuss what emotions we feel when we are stressed. How does stress make our bodies, mind and heart feel? How can we handle feelings of being angry or sad?

Goal: Understand what empathy looks like in action.

Activity: With your child, discuss how do you know when someone is feeling sad or happy? How can we express concern when someone feels sad?



Personal strengths

Goal: Recognise our personal strengths.

Activity: With your child, talk about someone who you've met that you admire. List three positive qualities or strengths you admire about this person. What do these mean to you?

Goal: Find your top strengths.

Activity: With your child, take turns to discuss what you think each other's top 3 strengths are. How can you use these strengths at home?



Positive coping

Goal: Practice positive self-talk.

Activity: Positive self-talk is when we say positive things to ourselves to help us deal with challenges. Set your child a positive self-talk challenge. Every time someone says or thinks "I can't do that" replace it with "how could this be done?"

Goal: Use our strengths to overcome challenges.

Activity: As a family, talk about an instance when you had to overcome a challenge when you were young. What were you scared of or worried about? What qualities or strengths did you have to draw on? What did you do/say to overcome the challenge?

Year 9 & 10



Understanding emotions

Goal: Understand complex emotions.

Activity: With your child, take turns listing to what emotions you might feel and give an intensity rating out of 10 for the following scenarios:

- You receive an unpleasant text message from an unknown number
- A friend thanks you for supporting them through a tough time
- You have been the successful applicant for a job you applied for.

Goal: Understand complex emotions.

Activity: Share with your child what you found hard or easy to talk to your parents or family about growing up. Talk about what made you feel scared or angry when you were a child. What cheered you up?



Personal strengths

Goal: Value character strengths.

Activity: With your child, discuss what character strengths you admire in others.

Goal: Finding your top strengths.

Activity: With your child, take turns to discuss what you think each other's top 3 strengths are. How can you use these strengths at home?



Positive coping

Goal: Explore the benefits of positive self-talk.

Activity: With your child, discuss the definitions of "optimism" and "pessimism". Research shows that optimistic thinkers are better at coping with stress, even when things are tough.




Start a conversation with your child using the following prompts:

- What does your self-talk sound like?
- When has positive self-talk kept you motivated to keep trying at something that was challenging?
- How does positive self-talk make you feel?

Goal: Reflect on positive coping skills.

Activity: Take it in turns with your child to discuss what strategies you use when you have had a challenging day. What works best? Do these include organisational skills, finding distractions, being active, connecting with others and being mindful? Your child may like to consider asking older family members the same questions too – do any of their responses seem like it may be helpful for your child?

Year 11 & 12

 <p>Challenge, opportunity and personal strengths</p> <p>Goal: Identify strengths that are key to managing study.</p> <p>Activity: With your child, take turns to discuss what you think each other's top 3 strengths are.</p> <p>How can your child's top 3 strengths support their study?</p> <p>How can you use your top 3 strengths to support your child's study this year?</p> <p>Goal: Use strengths to reach a goal.</p> <p>Activity: With your child, discuss what kind of support they would like from you to help them to stick to their study plan while learning from home.</p>	 <p>Goal setting and time management</p> <p>Goal: Set goals and objectives.</p> <p>Activity: Encourage your child to set two SMART goals – one related to study and one related to self-care/wellbeing, using the information below:</p> <ul style="list-style-type: none"> • Specific: What will you do? • Measurable: How will you know you have done it? How can it be seen, noticed or heard? • Achievable: Can it be done in the timeframe? Do you need to change the amount or frequency? • Realistic: Does it fit in with everything else? • Timely: Is this happening at the right time? When will you do this? <p>Goal: Manage your time.</p> <p>Activity: With your child, talk about your experiences when you have faced pressure, which could be at work, home or back when you were at school. Use this as the basis for a discussion about how you can help them manage their commitments while learning from home.</p>	 <p>Positive self-talk</p> <p>Goal: Making success scripts.</p> <p>Activity: Encourage your child to develop a script for success for an upcoming homework task or exam, using the following:</p> <ul style="list-style-type: none"> • I am (describe some of your strengths) • I can (describe a piece of evidence that shows how you have handled performance pressure before) • I will (say what you will actually do). <p>Goal: Use positive self-talk in problem solving.</p> <p>Activity: Encourage your child to talk with you about the ways they motivate themselves when they get stuck, lose confidence, or face a big challenge by asking the following questions:</p> <ul style="list-style-type: none"> • What usually works for you when you are under this kind of pressure? • You've handled tough times before – what gets you through at other times? Can you use any of those tactics here? • Is there anything that you need right now? • What do you think would be the best thing for you to do to help calm yourself down?
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We continue our commitment towards self-determination of Aboriginal and Torres Strait Islander communities at the College. We are excited that the [Strengthening Aboriginal Self-Determination in Education report](#) has been released formally by the Minister Carroll which directly captures the voices of our community

We were invited in 2022 to be a part of this project and as a result we were privileged to run one of the 182 Campfire Conversations held throughout Victoria. We are aware of the rich and powerful conversations that took place around our Campfire on the 18th May. These conversations brought together our Aboriginal and Torres Strait Islander families and community members to listen, share and connect about the possibilities and opportunities for strengthening self-determination in education at BK12 College. We will continue our commitment to self-determination.

From the ELC through to a presentation at the Senior School assembly there was a whole school acknowledgment of Reconciliation Week. Many thanks to Ms Diana Sturrock who created detailed lessons explaining Reconciliation and introducing some of the many of the Dreamtime stories. Our

stories featured Bunjil – the eagle and Waa the crow. You will see displays of Bunjil and Waa in the various sub-schools and ELC. The junior school choir sang a traditional Aboriginal song at the assembly and the art classes created the rainbow Serpent. In 2022, the College's indigenous students worked with a renowned indigenous storyteller Nikki Madgwick a proud Worimi-Birpi woman from coastal New South Wales who now lives & works on Wurundjeri Country. In collaboration with the students the poem "Healing Country" poem was created and presented for the first time at the whole school assembly.



Men's Health Month

The month of June is Men's Health Month and we celebrated International Men's Health Week by running lunchtime activities of colouring in, puzzles and Yoga in the gym with Mr Barnes.

The focus is to support our students to learn more about the importance of understanding their own health, by making simple changes in their everyday lives including visiting the dedicated Men's Health Week website for tips and advice - <https://healthymale.org.au/>



The Wellbeing team look forward to continuing our work to ensure that we provide a safe and inclusive school that nurtures the individual needs of students to ensure they are ready and willing to learn.

Adrienne Tanner
Assistant Principal Wellbeing and Inclusion

Nicole Costa
Wellbeing Leader



BORONIA
K-12 COLLEGE



FEELING SICK OR UNWELL?
HAVE A MEDICAL QUESTION?

CHECK OUT THE

DOCTORS IN SECONDARY SCHOOLS PROGRAM

HEADSPACE KNOX YOUTH GP CLINIC
OPEN MONDAY'S 9AM-1PM



THE DOCTORS IN SCHOOLS PROGRAM OPERATES LIKE A NORMAL
GP CLINIC AND IS BULK BILLED THROUGH MEDICARE

TO BOOK AN APPOINTMENT, SCAN THE QR
CODE TO BOOK WITH DR PURANI KUMAR OR
CONTACT NICOLE COSTA 0417 398 211



LOCATED NEXT TO THE LOWER BASKETBALL COURT AND THE MAIN
BUILDING.



DOCTORS IN SECONDARY SCHOOLS PROGRAM

HEADSPACE KNOX YOUTH GP CLINIC PARTNERED WITH
BORONIA K-12 COLLEGE

HEALTH CHECKS AVAILABLE FOR SECONDARY STUDENTS

THE DOCTORS IN SCHOOLS PROGRAM OPERATES LIKE A
NORMAL GP CLINIC AND IS BULK BILLED THROUGH MEDICARE

WHAT IS A HEALTH CHECK?

- GENERAL CHECK UP (HEIGHT, WEIGHT, BLOOD PRESSURE ETC)
- SUPPORT AVAILABLE FOR SLEEP, EATING OR MENTAL HEALTH
- ASTHMA PLANS (IF NEEDED)
- ANAPHYLAXIS PLANS (IF NEEDED)
- QUESTIONS AROUND DEVELOPMENT OR AREAS OF CONCERNS

MIDDLE SCHOOL

Throughout Term 2, our Middle School students have continued to make significant progress in both their academic pursuits and personal development. Their commitment to learning, resilience and adaptability has been commendable.

Key Moments from the Term Include:

Year 9 Camp

Our Year 9 students kicked off Term 2 with a challenging yet enjoyable 4-day camp in Merrijig. A big thank you to Mrs. Lumsden, Mr. Camille, Mr. Barnes, and Mr. Walker for their support and guidance. A special thank you goes to Mrs. McMillan for her exceptional hard work in organising and ensuring the camp ran smoothly.



School Sports

Years 7, 8, and 9 students continued to showcase their teamwork and athletic skills through Cross Country, Netball, and AFL. We're proud of how well our students represent the school during these events, and it has been especially pleasing to hear positive feedback from members of other schools reiterating this about our students as well!

Positive Behaviour Expectations (PBE)

Boronia K-12 College's PBE model fosters a positive and safe learning environment. Our Behaviour Expectation Matrix, displayed in every classroom, translates our core values into clear expected behaviours: Be Respectful, Be Willing to Learn, Be Resilient and Be Safe. Lessons emphasise the relevance of these behaviours both inside and outside the classroom.

Throughout Term 2, we spent lesson time unpacking and emphasising the importance of the following:

- Using & maintaining electronic devices
- Using respectful language
- Accepting the outcomes of our actions
- Following safety instructions
- Reconciliation Week

In Our Classrooms

Across Middle School, students have been fully engaged in learning throughout this term. In English, students have been strengthening their understanding of persuasive language putting this understanding to use in both writing and analysing texts, as well as in presenting speeches. In Mathematics, students have explored measurement and how it connects to different aspects of our daily lives, looking at various design applications of measurement skills. They have also been hands on with statistics, investigating data collection methods and extended their data analysis skills by looking at primary and secondary data sets.

Students have continued to participate in our elective program this term, making, creating and developing their skills across all curriculum areas. It has been fantastic to see some of the amazing work they have produced, especially the Monochromatic Portraits created by our Year 9 artists! We look forward to seeing our students continue to thrive through engagement with new electives next semester.

We thank you for your continued support as you partner with us in nurturing the potential of our students. We hope that everyone has a restful break, and we eagerly anticipate what will be an exciting Term 3 ahead!

Lyle D'Rozario

MIDDLE SCHOOL EVENTS

Year 8 Celebration Day

On Friday 17th May, our Year 8 cohort participated in an afternoon of organised games and activities celebrating the ongoing efforts of these students. Split into different groups, students participated in team-building games, a healthy baking session, teaching Foundation students various board games, and a lively trivia contest. These activities fostered leadership, cooperation, and community spirit among the students. A big thank you to everyone who participated and made this day memorable particularly Mr Collins, Ms Costa and their teams for creating a fun experience!



Year 9 Camp

During the first week of term, Year 9 students embarked on an exciting 4-day camp to Buttercup. The camp was packed with a variety of activities including horse riding, orienteering, archery, and an initiatives course, fostering both fun and learning. A major highlight was the challenging hike to the summit of Mt Stirling, showcasing the students' determination and teamwork.



Throughout the camp, students exhibited impressive self-sufficiency by cooking their meals and pitching their tents. Their great effort and adaptability were commendable. The success of the camp was also attributed to the dedicated staff who made it possible.



SENIOR SCHOOL

It hardly seems possible that we have reached the half-way point of the year already, and it serves to remind us all just how quickly each year comes and goes. For our Senior School students, the second half of the year will be over even more quickly given that for them it is a shorter one, with Year 12 students finishing up around mid-November, and Year 11 and 10 students in early December.

Senior School students have also represented the school in a wide-range of Inter-School Sports Days held across the Semester, and supervising staff have commented on how well our students have both performed and, even more importantly, conducted themselves on these days.

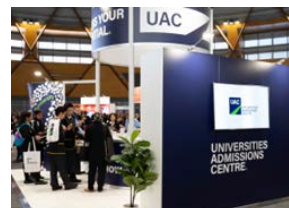
A small number of our Year 10 students have participated in the Farm School Program this semester, heading off to Woori Yallock every Tuesday. As part of this program, students participated in a wide range of practical activities at the Farm School, as well as undertaking a number of off-site activities and excursions, including hikes and bushwalks, bike rides, and visit to various places of environmental significance. The Farm School uses agriculture, outdoor and environmental education as tools to engage students, build confidence and improve personal attributes such as social and team working skills.

Term Two also saw students given the opportunity to participate in a range of events and activities including the Careers Expo, the Senior School Formal, Year 12 Yakult Excursion, visits to the Mooroolbark Community Garden and the VCE Art Galleries Excursion, to name just some of the

extra-curricular opportunities provided. It was great to see many students enthusiastically embracing the opportunity to be part of these days and exhibiting cooperative behaviours when presented with these opportunities.

Careers Expo

The Careers Expo held in Term Two at the Melbourne Convention and Exhibition Centre provided students with resources and information about future tertiary courses, career options, employment opportunities, study strategies, the gap year and much more.



Senior School Formal

The Senior School Formal held on Friday 14th of June at Skyhigh, Mount Dandenong was a fantastically enjoyable evening for the 100+ students and staff that attended. It was great to see our students from across Years 11 and 12 interacting and socialising outside of school whilst being able to spend time socially with their teachers and other staff members.



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Year 11 & 12 Formal

BORONIA
K-12 COLLEGE

Year 11 & 12 Formal

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Year 11 & 12 Formal



Year 11 & 12 Formal



Year 11 & 12 Formal



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Year 11 & 12 Formal



Year 11 & 12 Formal



Year 11 & 12 Formal



Year 11 & 12 Formal

Yakult Excursion



The Yakult Excursion saw the Year 12 Business Management and Year 12 Food Studies students getting a behind the scenes look (and taste) of how this product is produced, manufactured and distributed across Australia, furthering their understanding of the business processes involved as well as the nutritional benefits of this citrus flavoured probiotic drink.

Mooroolbark Community Garden

Over the last few weeks, the Year 11 and 12 VCE VM students have headed off to Mooroolbark on a Thursday afternoon to assist local volunteers at the Mooroolbark Community Garden & Nursery. This has been a fantastic opportunity for students to see and contribute to what some local community groups do and to learn more about possible horticulture and landscaping career pathways.



Themed Free Dress Day



Terms One and Two also saw a number of themed Free Dress Days for our Senior School students, with the most recent day held last week celebrating the theme of "Seniors". Many of our Year 12 students channelled their inner 'older self' and some even managed to look older than me! Special shout out to Deakin M and Vinice B who took out the prizes for best costumes, with honourable mention to Jade D.

In closing I would like take this opportunity to thank all Senior School students (and staff) for their efforts both in and out of class over the course of First Semester, but also remind students that the

second half of the year will also come and go even more quickly than this first one. It is important that all Senior School students access their Semester One Report and use the feedback provided in this report, as well as discussions with their class teachers, to bring about any improvements and adjustments they need to make in terms of their work completion, level of performance, work ethic, attitude, behaviour and attendance, so as to give themselves the opportunity to achieve to their best, come the end of the year.

Wayne Judge
Director of Senior School

SECONDARY SPORTS

Term 2 has been an active and exciting period for Boronia K-12 College, with students from all year levels participating in Netball and Badminton. The term was filled with great efforts and achievements across these sports, and our students have truly made us proud.

Netball & Badminton Highlights

Our Netball and Badminton teams have shown excellent skill and teamwork throughout the term. Students participated enthusiastically, improving their abilities and enjoying the competitive spirit of the games. Their commitment to training and effort in every match has been commendable, but most pleasing was the comradery and support for each other shown by our students.



Division Cross Country Achievements

A highlight of the term was the Division Cross Country Event, where several of our students achieved fantastic results and advanced to the Eastern Metropolitan Cross Country Event. We are proud of Josh C, Baelan C, Koby R, Bailey C, Boyd H, and Myra S for their impressive performances. Their dedication and hard work were evident, and they represented our school with great pride.

At the Eastern Metropolitan Cross Country Event, our students continued to excel, competing against top runners in the region at the Yarra Glen Racecourse. The weather was freezing, but our kids displayed a positive attitude throughout the day.



Looking Ahead to Term 3

As we look forward to Term 3, sign-ups are now open on Compass for Basketball and Table Tennis. These sports will provide new opportunities for students to develop their skills and enjoy competitive play. Additionally, students who progressed from our Athletics School Carnival in Term 1 will compete in Division Athletics. Teams will be communicated early in Term 3.

The sign-up period will close at the end of the school holidays, so we encourage all interested students to register promptly for another exciting term of sports at Boronia K-12 College.

In conclusion, Term 2 has been a period of growth and achievement in sports at Boronia K-12 College. We are proud of our students and look forward to continuing this journey in the upcoming term.

Go Boronia K-12!

Luke Groves
Secondary Sport Coordinator

GET WILD

This semester, our students embarked on an exciting journey with the Get Wild program, participating in a range of activities designed to enhance their understanding of maps, navigation, and outdoor recreation.





Exploring Maps & Navigation

Students engaged in various hands-on activities, including geocaching, orienteering, and an amazing race around the College. These activities not only improved their navigational skills but also fostered teamwork and problem-solving.

The amazing race, in particular, was a highlight, with students eagerly racing against the clock and each other, applying their new map-reading abilities in a fun and challenging environment.

Outdoor Recreation Planning, Kayaking, Rock Climbing & Abseiling

A key component of the program was teaching students about safe outdoor recreation planning, which was brought to life through an adventurous day of activities. Students participated in a kayaking excursion down the Warrandyte River, where they learned about safety measures, equipment handling, and the importance of preparation. Paddling down the scenic river, they experienced the beauty of our natural environment firsthand while gaining valuable skills in water safety and navigation.

The adventure continued at Whipstick Gully, where students tried their hand at rock climbing and abseiling. This experience pushed many out of their comfort zones, encouraging them to face their fears and build confidence. It was fantastic to see our students support each other, conquer new challenges, and enjoy the thrill of climbing and descending the rugged landscape.



Reflecting on the Semester

Get Wild has been an incredible experience for our students this semester. It was fantastic to see them step outside their comfort zones, try new activities, and learn about the amazing Australian

environment we share. The program not only provided them with practical skills but also instilled a greater appreciation for outdoor adventures and the importance of safety and planning.

We are proud of our students' achievements and the enthusiasm they brought to each activity. Get Wild has been a journey of growth, learning, and discovery.

Looking forward to more adventures in the future!

Luke Groves

Health and Physical Education KLA Leader

CAREERS

Networking Lunch

To celebrate National Careers Week in May, our 11 and 12 students had the opportunity to participate in a networking lunch with local employers. This was a fantastic opportunity to get to know about some local businesses and the types of career pathways they offer. Some students have already arranged meetings or work experience with employers they met on the day. Well done senior students on a fantastic event!



Fiona Bennett

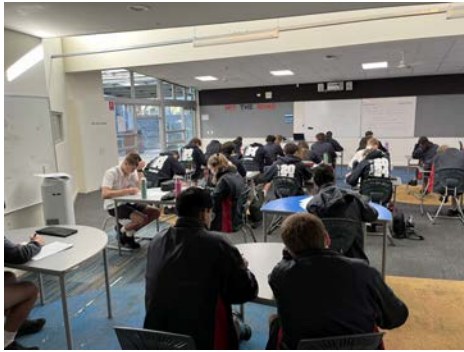
Careers Coordinator

SECONDARY MATHS

Melbourne Maths Competition

Earlier this Term, 25 eager students participated in the Melbourne Math's Competition hosted by the University of Melbourne. Students applied their mathematical skills to solve difficult problems and express their mathematical thinking in a clear and elegant way, which highlights

the beauty of math's. Well done to our students for undertaking such a challenging and rewarding task.



Isaac Lee
Secondary Mathematics Coordinator

ARTS & TECHNOLOGY WEEK

In a celebration of the Arts and Technology, we offered up a whole week of fun activities at lunchtimes. The week started with a Pancake Cookoff, students stacking up their delicious creations. Tuesday students were invited to make their own key-tag from a selection of plastic, metal or timber. Wednesday the VET Music students put on a rocking performance in the yard for all. Thursday we were fortunate to have two local artists from The Hut gallery join us for fun painting "muddy piggys". Friday we saved for the ultimate show down – Battle of the Arts Tech!! Drum Battle against Ms Cumming, "Mr. Squiggle" Drawing challenge and a Decorated Cupcakes Comp. We thank everyone for getting around the Arts and Tech during this week and celebrating with us.

Drum Battle



Decorated Cupcake Competition



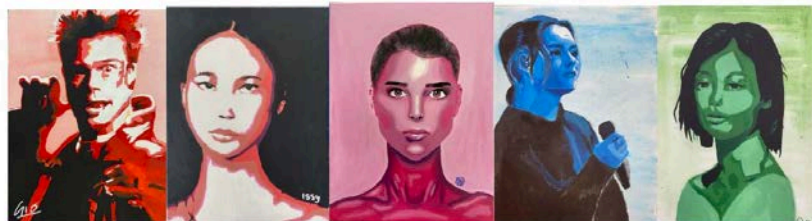


SECONDARY ART

Year 9 & 10 Art

The talented bunch of Year 9 Artists learnt how to draw portraits and mix their own colour palette before combining these skills to paint monochromatic portraits on canvas, with stunning results.

Year 10 Artists got their hands dirty, learning hand building techniques for constructing clay sculptures. They got in a bit of practice, before applying those skills to make detailed bust sculptures. They will finish the sculptures by decorating with colourful glazes. Unfortunately, you will have to wait until the final firing to see them in colour!



Year 11 & 12 Art Making & Exhibitions

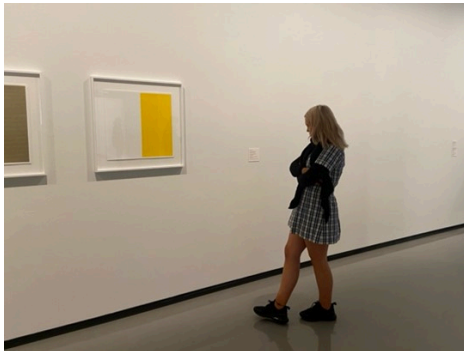
This term, after exploring a range of materials and techniques for specific artforms, the Year 11 Artists, all chose to expand their ideas and technical skill in the form of an oil painting. They worked super hard across the course of the term, some dedicating breaks and extra time afterschool, to get their artworks made and document their process.

The Year 12 artists explored their own art making practice, finishing the term producing two experimental artworks which they will further resolve in Unit 4. Here are some of the artworks created so far.



MUMA Excursion

A mix of students from the Year 9 and 11 Arts and VCD courses, visited MUMA @ Monash University to view the design exhibition in the gallery. They also took part in a workshop with artist Esther Stewart learning about the art making process, while designing their own tiles. The final activity for the day was a guided tour of the art and design studios on campus.

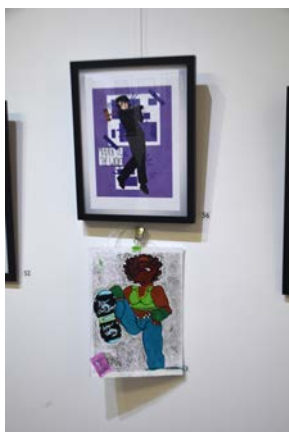


Young @ Art Exhibition

This term, eight of our talented artists from Year 7-12, entered artwork in the Young @ Art exhibition at The Hut Gallery in Ferntree Gully. Some students entered multiple artworks for a

total of 18 artworks from Boronia K-12 on display in the exhibition. The official opening and awards presentation took place on Sunday 16th June. Congratulations to Miah P, who received the Encouragement Award and prize in the Senior category for her artwork 'Connections'.

Exhibitors: Crystal E, Cam B, Isabel B, Paige C, Ashley D, Faith V and Miah P.





SECONDARY MUSIC

Year 7 Classroom Music

ROCKING THE BASICS

This term, our Year 7 Classroom Music students have embarked on an exciting journey, learning the basic skills on contemporary instruments such as guitar, bass guitar, drum kit, and keyboard. With enthusiasm and dedication, they have used their knowledge of musical elements, practical skills, and performance techniques to form rock bands, bringing a burst of energy and creativity to our music program.



Our budding musicians have been working diligently to master hits from a diverse range of artists including Taylor Swift, Eagle Eye Cherry, The Beatles, Journey, Tate McRae, Ed Sheeran, Vance Joy, and Maroon 5. Through their hard work, they have not only developed their technical abilities but also learned the importance of teamwork and collaboration in a band setting.



To showcase their progress, students presented their mini pieces to the class, performing with confidence and enthusiasm. These performances highlighted their growing skills and their ability to apply what they have learned in a practical context. It was a joy to see their excitement and pride as they played songs they love and brought their performances to life.



We are incredibly proud of the dedication and effort our Year 7 students have shown this term. Their journey in learning contemporary music has just begun, and we eagerly anticipate their future achievements as they continue to grow and refine their musical talents. Well done to all our Year 7 Classroom Music students for a fantastic term of music-making!

Celeste Wells
Year 7 Music Teacher

VCE VET Music

RECENT PERFORMANCES FROM OUR VCE VET MUSIC STUDENTS

- BK12 Open Evening Solo Performances
- ANZAC Day Service Performance
- Battle of the Arts/Tech – Lunchtime Performance
- Semester 1 VCE VET Music Concert

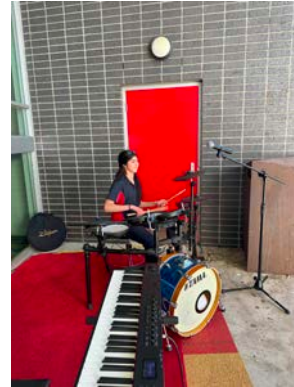
Students in the VCE VET Music class have been working very hard this term performing at many events for staff, students, and the BK12 community.

Our Year 1 students debuted as soloists at the Open Night in March presenting hits outside the PAC as excited parents and prospective new students to the school were entertained with songs by Elton John, Vance Joy, Ace of Bass and Taylor Swift.



At our annual ANZAC Day service students performed a beautiful rendition of the piece 'I Was Only 19' by Redgum. Thank you to Lawrence (Vocals), Linda (Drum Kit), Ashley (Keyboard), and Miranda (Keyboard) for their rendition of the piece. Thank you also to Jaxson who operated the sound desk for the service on the day.

The Battle of the Arts/Tech week saw our VCE VET Musos return to the outdoor PAC stage at lunchtime. Students performed pieces by Muse, Creedence Clearwater Revival, Pearl Jam, Midnight Oil and Katy Perry. Well done to all students involved in these performances celebrating the week of our key learning area.



On June 20, our students showcased their first pieces for assessment at the VCE VET Music concert. This after-school performance featured Year 2 students presenting pieces they are preparing for their end-of-year examination, while Year 1 students completed their assessments for the unit 'Performing Repertoire as part of an Ensemble.' We are extremely proud of the hard work and dedication our VCE VET Music students have demonstrated this semester, and we eagerly anticipate their future performances in upcoming terms.

Amy Cumming
VCE VET Music Teacher

Instrumental Music Program

A SEMESTER OF GROWTH & HARMONY

Throughout this term, students in our Instrumental Music Program have been dedicated to mastering new skills and expanding their repertoires. We have also welcomed a new Guitar and Keyboard teacher to our team – Michael Arvanitakis. I would like to thank Amy Cumming for teaching our Guitar and Keyboard students in the interim.

Students have been placed into bands and ensembles. Here, they have been learning the intricacies of playing collaboratively and the significance of teamwork in creating harmonious music. Our students have embraced these challenges with enthusiasm, working diligently to prepare performance pieces for our upcoming Ensemble Concert on September 10th. This eagerly awaited event, which will be open to friends and family, promises to be a showcase of their effort and progress. We are excited to witness their talents and hard work come to fruition on stage.

Students are also gaining valuable experience in the technical aspects of performance. They are learning how to set up a performance space, including the use of sound equipment, which ensures they are well-prepared for all aspects of live music production.

Instrumental Music Lesson Program:

Looking ahead to Term 3, we have the following Instrumental Music lessons availability:

Voice (Tuesday): Great availability

Drum Kit (Thursday): Good availability

Piano (Tuesday): Limited availability

Guitar (Tuesday): Limited availability

Any student wishing to enrol in lessons – please contact the main office or the PAC staff for an enrolment form.

MUSICIAN OF THE TERM

In 2024 we want to recognise the hard work our students are putting into their Music studies each term. 'Our Musician of the Term' awards are designed to recognise this outstanding commitment, attendance and dedication to Instrumental Music Lessons and Endeavours.

Congratulations for the following students for their Term 2 award:

- Voice: Giota G 9C
- Drum Kit: Jaxson B 10C
- Piano: Ashley D 10B
- Guitar: Kira B 9B

These students received their awards at our Whole School assembly.

We are incredibly proud of the dedication and effort our Instrumental Music Program students have shown this term. Their commitment to both learning and collaboration is truly commendable, and we look forward to their continued growth and success in the upcoming term. Congratulations to all our students for their outstanding progress and dedication to music-making!

Instrumental Music Team

Celeste Wells – Instrumental Music Coordinator & Voice Teacher

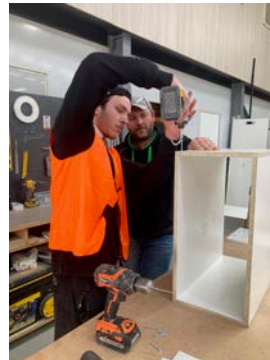
Rod McLeod – Drum Kit/Percussion Teacher

Michael Arvanitakis – Guitar/Keyboard Teacher

PRODUCT DESIGN & TECHNOLOGY

Year 12 Manufacturing in Industry





FOOD TECHNOLOGY

Year 10



LIBRARY NEWS



National Simultaneous Storytime

At midday on Wednesday 22nd of May we joined in with 2 million other children in schools, homes and libraries to hear author Aura Parker read her story "Bowerbird Blues". We saw her share her story and why she chose to write a story about a bower bird. She also showed us how to draw a bird! Thanks to the ELC who joined the F-2 students to watch the story and share an activity together.

National Simultaneous Storytime (NSS) is held annually by the Australian Library and Information Association (ALIA). Every year a picture book, written and illustrated by an Australian author and illustrator, is read simultaneously in libraries, schools, pre-schools, childcare centres, family homes, bookshops and many other places around the country. Now in its 24th successful year, it is a colourful, vibrant, fun event that aims to promote the value of reading and literacy, using an Australian children's book that explores age-appropriate themes, and addresses key learning areas of the National Curriculum for Foundation to Year 6.



Writers Workshop - Amelia Mellor

A group of students from Grade 5 & 6 who took part in the BK12 Junior Writing Competition, as well as a number of students from other local primary schools, attended a 3 hour Writers Workshop with author Amelia Mellor, held in the BK12 Library on Monday 13 May.

During the session author Amelia Mellor looked at idea generation, discuss her writing process and also looked at how authors revise their own work, Amelia then gave students the opportunity to do the same. All students thoroughly enjoyed their time with Amelia and were also able to gain valuable ideas on how to edit and improve their story writing, they were also lucky enough to get her autograph if they wanted it.

Thank you to Riana Baensch for organising the event and Alex Hand as well as the 5/6 teaching team who rotated through at various times when they were able. It gives me great joy to see our wonderful library being utilised for such events.

2024 FOUNDATION -YEAR 12 STUDENT BORROWING

The encouragement of reading for fun and reading for learning is promoted and assisted with the library's wide range of resources. The library aims to support the school's policies by providing the necessary resources for the key learning areas of the Curriculum Framework. We hope that

students will continue to enjoy using the College Library throughout their educational journey at Boronia K-12 College.

STUDENT BORROWING GUIDELINES:

Students from Foundation to Year 6 use our Library as part of a scheduled class one period per week. During these sessions, students are given the opportunity to borrow library books to take home to their families.

Students from Year 7 to Year 12 use our Library for borrowing purposes as directed by their subject teachers, as well as before and after school, or during their lunch break.

Students from Year 7 to Year 10 also have an opportunity to visit the College Library during the first or second half of a scheduled English class once a week, these short sessions encourage and allow students to discover and borrow reading material that they will enjoy reading during their independent reading programs.

LIBRARY BAGS:

- All Foundation to Year 6 students require a library bag to help protect their library books if they wish to take their borrowed library books home to read.
- Library bags may be provided from home in a colour or style of your choosing.
- Foundation to Year 6 students without a library bag will not be permitted to borrow library books to take home.
- Students from Year 7 to Year 12 do not require a library bag.

NUMBER OF BOOKS STUDENTS CAN BORROW:

Foundation: 1 book
Year 1 & Year 2: up to 2 books
Year 3 - Year 6: up to 4 books
Year 7 - Year 12: up to 4 books

LOAN PERIOD IS 14 DAYS:

All students can borrow library books for up to 14 days. Students who require more time to finish reading books can renew books any time within the 14-day loan period.

OVERDUE LIBRARY BOOKS:

Students who have overdue library books will not be able to borrow until all overdue books have been cleared either by returning or renewing their books.

If you are aware that a library book is lost or damaged, please let Mrs Young know, as this will assist in avoiding students having unresolved overdue loans.

Please encourage your students to look after their library books and return or re-borrow their books on time as this will avoid disappointment.

Mrs Young
Librarian

PARENTS, FRIENDS & COMMUNITY GROUP - VOLUNTEERS REQUIRED

Our Principal Paul Broecker and the Boronia K-12 College School Council are keen to establish a Parents, Friends, and Community Group. If you are interested in becoming more involved with the school, please register via this link [Boronia K-12 College Community Group Volunteers](#) or contact the main office on 9760 4900 to register your interest.

The Parents, Friends & Community Group would promote the welfare of, and provide support to, the school and its community. Parents are key partners in their child's learning. By interacting with the school and other parents, members can use their skills and experience to work collaboratively with others in supporting the school and its students and build a sense of community within the school.

The aims and objectives of a Parents, Friends & Community Group is to work in cooperation with the principal and school council to:

- contribute to the wellbeing of the school community
- encourage the participation of all parents in the life of the school and the education of their children
- provide opportunities for parents to get to know each other and to be informed about their child's school
- provide opportunities for parents to extend their understanding of school operations, and general education policy
- contribute to proposals on school policy and other educational issues (as identified or discussed with the principal or school council)
- raise funds for the benefit of the school

The Principal will organise a morning tea early in Term 3 for all interested members.

SUPERVISION & YARD DUTY

Student safety at Boronia K-12 College is our highest priority and the safe and appropriate supervision of students is an important element of our duty of care to students. Part of this duty is ensuring parents and students are aware of our student supervision arrangements before and after school.

Before school: School grounds are supervised from 8.35 am - 8.50 am.

After school: School grounds are supervised until 3.15pm.

Students on school grounds outside these times will not be supervised (unless they are attending a before or after school care program or supervised extracurricular activity).

Parents/carers are requested to ensure that students do not attend school outside of these supervised times unless they are attending before or after school care, or a pre-arranged supervised activity (i.e. sports practice).

Families are encouraged to contact the General Office on 9760 4900 for more information about the before and after school care facilities available to our school community or if you would like any further information about our student supervision arrangements.

For a copy of our school's Yard Duty and Supervision Policy contact the school office. This policy includes Boronia K-12 College's student supervision arrangements across the school day, including before and after school.



Are you eating a rainbow?

To be healthy, we all need to eat a variety of fruits and vegetables. By using a rainbow as a guide, we can ensure that we benefit from a wide range of vitamins and minerals.

No single fruit or vegetable provides all the nutrients that we need. By breaking produce down into colour groups of red, orange/yellow, green and purples/blues and white, we can make eating fruits and vegetables fun and help our bodies to stay strong and healthy.

Studies show that eating blue/purple foods improves memory while green foods are a great source of vitamin B which help our brain and bones and orange foods can support our immune systems.

Almost all studies show benefits from regularly eating colourful fruits and vegetables with virtually no downsides. So, let's eat a rainbow every day.



Eat more vegetables and fruit

Vegetables and fruit taste great and keep us healthy. Everyone should eat fruit and veggies every day. Most kids eat fruit each day but they don't eat enough veggies.*

HOW MANY VEGETABLES SHOULD KIDS EAT EACH DAY?

2-3 YEARS

2½ Serves

4-8 YEARS

4½ Serves

9-18 YEARS

5 Serves

A serve of vegetables and legumes/beans is:



½ cup
vegetables (fresh,
frozen or canned)



1 cup
green leafy
vegetables



½ cup
legumes/
beans/lentils



1 medium
tomato



8
vegetable sticks



HOW MUCH FRUIT SHOULD KIDS EAT EACH DAY?

2-3 YEARS

1 Serve

4-8 YEARS

1½ Serves

9-18 YEARS

2 Serves

A serve of fruit is:



1 medium
(apple, banana,
orange or pear)



2 small
(apricots, kiwi
fruit or plums)



1 cup
diced or
canned fruit

TIPS TO HELP KIDS EAT VEGGIES

ADD TO EVERY MEAL



Fill half the plate
with veggies

ENCOURAGE YOUR CHILD



Show them you like
eating veggies too

Add veggies
to food they
already like

Be positive and patient.
It takes 10 to 15 times
to like a new food

TRY A VARIETY



Fresh, frozen,
canned, raw or cooked

Different
colours

Buy in
season

This resource has been developed by
Western Sydney Local Health District, published June 2021.
(WSLHD) SLPN 20220

Support your local community and make new connections.

Join our team and deliver before and after school experiences children and families love!

To apply for a position near you visit:
careers.campaustralia.com.au



Your
OSHC.



Looking for meaningful work that suits your schedule?

Join our team and deliver before and after school experiences children and families love! Choose your shifts or take an opportunity for part-time or full-time work down the track.

To apply for a position near you visit:
www.campaustralia.com.au/careers



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Your
OSHC.





Holiday activities

The Knox Youth Hive is a space for young people aged 10 to 25 who live, work, study or have a connection in Knox. It is located within the Knox Library (level 3), Westfield Knox, 425 Burwood Hwy, Wantirna South

**Free
events**

Virtual Reality Careers Experience (ages 10 to 25 years)

Tuesday 2 July, 11am-2pm

Explore your career options through immersive OELLEN virtual reality tours of a variety of work places. From farming to healthcare and everything in between!

Self Expression with AI Workshop (ages 15 to 25 years)

Wednesday 3 July, 1pm-4pm

Can we truly express ourselves using Artificial Intelligence? Learn about identity and AI bias while creating self-portraits in this immersive workshop with local artist J. Rosenbaum.

Bookings essential - <https://www.stickytickets.com.au/9K64A>.

Resume Reviews – kick start your career (ages 14 to 25 years)

Thursday 4 July, 11am-2pm

Looking for a new job or stepping into the job market for the first time?

Book a 30 minute resume health-check designed specifically to support young job seekers.

Email youth@knox.vic.gov.au to book your session! Don't forget to bring your resume!

Gaming fun (ages 12 to 25 years)

Tuesday 9 July, 10am-3pm

Join us for a fun day of console gaming! Meet other young people who also love to game.

No bookings required for young people aged 12-25 years.

1000 hearts craft workshop (ages 14 to 25 years)

Friday 12 July, 2am-4pm

Come and join us to make felt pocket hearts as part of the 1000 hearts project! These hearts are designed to share and celebrate kindness. We will provide you with all the materials you need.

Find out more on any of the above activities contact Knox Youth Services team on 9298 8000 or youth@knox.vic.gov.au



This program is supported by the Victorian Government through the Engage! Program.





Talking Teens

An online parenting program for parents and carers
of 12 to 18 year olds

Do you want to:

- Improve communication with your teenager?
- Explore how to set effective boundaries?
- Build positive relationships within your family?
- Understand the challenges of adolescence to better support your teenager?

Dates: Monday evenings

29th July to 2nd September 2024

Time: 7:00 to 9:00 pm

Where: Online via Zoom.

Cost: Free

Priority given for parents and carers in Melbourne's Eastern Region.

Limited Places. [Click here to register.](#)

Enquiries: Deborah on 9896 6363

deborah.trengove@anglicarevic.org.au

PARENTZONE

Please note: This is an interactive program involving group discussions and activities. You will need a quiet child-free place and device with video and audio, to participate.

anglicarevic.org.au

**BETTER
TOMORROWS**



Apply
now

Knox Factor

Are you an aspiring singer who lives,
works, plays or studies in Knox?

Applications are now open for vocalists
to join our 2024 talent competition.

Don't miss out, apply now
knox.vic.gov.au/KnoxFactor

Applications close Friday 2 August 2024

Contestants go in
the running to win

- musical
equipment
- studio recording
time
- vocal lessons
and more!

knox



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NINJA PARC

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**JULY
1-12**

BOOK FOR THE SCHOOL HOLIDAY PROGRAM AND
GET 15% OFF IF BOOKED WITH YOUR SCHOOLS CODE
CODE: HPNP(YOURSCHOOLNAME)

**FROM \$55
PER CHILD
PER
SESSION**

- FULLY SUPERVISED
- TONS OF GAMES AND ACTIVITIES
- 3 HOURS OF ACTION PACKED NINJA FUN
- WEEKDAYS ONLY
- HEADBAND FOR ALL PARTICIPANTS
- SNACKS PROVIDED

SCHOOL HOLIDAY PROGRAM



CASUAL PLAY



13-17 Burton Court, Bayswater, VIC 3153

Email: bayswater@ninjaparc.com.au

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9758 1089

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FUN GYMNASTICS ACTIVITIES FOR KIDS

SCHOOL HOLIDAY PROGRAM

WINTER 2024



games, trampoline, foam pit, rock wall, swinging,
jumping, giant circuits, and more!!!

MONDAY 1ST & 8TH JULY

&

WEDNESDAY 3RD & 10TH JULY

1:30-3:30PM

BOOKINGS ESSENTIAL