



BROADFORD SECONDARY COLLEGE NEWSLETTER

No: 3

March 6th 2026

UPCOMING EVENTS & DATES TO REMEMBER

MARCH

Friday 13th

VPC Numeracy Zoo Excursion

Monday 16th

VCE Art Creative Practice
National Gallery Visit

World's Greatest Shave

Tuesday 17th

Clean Up Broadford

Thursday 19th

Yr 10 Victorian Careers &
Employment Expo

Friday 20th

Year 8 Geography Excursion

Wednesday 25th

Year 9 Morrisby Profiling

Monday 23rd

Athletics Carnival

APRIL

Tues 22nd - Thurs 24th

Yr 7 Camp

MAY

Friday 1st

Yr 11 VCE & Careers Expo

Thursday 7th

Yr 9 Careers Day Out

PRINCIPAL'S REPORT

Sadly, on Wednesday 25th February, past student Bailey Haby was involved in a fatal car accident in Kilmore. Bailey graduated at the end of 2024 from BSC. The College sends its condolences to the Haby family during this very sad and traumatic time. Wellbeing support continues to be available to staff and students, please contact your child/ren's year level coordinator if this is something that would be beneficial for your child/ren.

Unfortunately, due to poor weather, last week's Round Robin carnival was cancelled for BSC students. I am sure there will be further opportunities later in the year for students to participate and compete in sports against other schools.

Staff Member of the Month for the month of February, was awarded to James Boland. James is a second year out teacher who has voluntarily taken on extra responsibilities in the school and created an excitable frenzy at the swimming carnival where he swam a relay event on his own and beat the four member staff relay team.

Welcome to Josh Hart, former student who now works in our IT department. Josh is available in the library to support students and staff with any IT concerns.

Each year a rotation of staff are invited to attend one of many dinner services at Assumption College's Marlies Restaurant, where BSC students study VET Hospitality. The first-year students work front of house, while the second-year students work back of house in the kitchen. The students are often very nervous but do enjoy seeing familiar faces. The skills learnt during this two-year course give students a wonderful headstart into the hospitality industry. I look forward to seeing the student's skills and confidence grow with each event.

Continue reading on page 2...

PRINCIPAL'S REPORT CONTINUE

A friendly reminder to families that leggings or bike shorts are not part of our school uniform and any of the old green jackets or green polo tops are no longer part of our school uniform. If you require assistance with uniform items, please don't hesitate to contact the school. I request that all drop off and pickups of students does not occur on Snodgrass Street, particularly at the beginning and end of the day when school buses utilise this area. Thank you in advance for supporting the college with both uniform and student safety.

Behind the scenes, I have been working with the VSBA and Brand Architects on developing the school's five-year master plan. Stage one, the STEAM Centre schematic design is currently being worked on by Brand Architects. I have enjoyed visits to other schools to view a variety of designs and determining BSC's future needs. The building of the STEAM Centre will be reliant on whether the school receives the required funding in the next budget in May. The location of the two storey STEAM Centre will be where the current hall is located. The new centre will incorporate a Performing Arts Centre, two new Food Technology Kitchens, a new canteen on the ground floor and four Science Laboratories and a Robotics classroom on the top floor. If successful with funding, I will continue to keep the community informed of the exciting developments.

Tania Pearson
Principal

Mitchell Shire Youth Services Survey

If you're aged 12-24, we want to hear from you!
Share your thoughts using the link below and help shape change for Mitchell Shire.

<https://docs.google.com/forms/d/e/1FAIpQLSceWVGkm5dmwLISPhP29mrR1wHddXtN22e99PdxGvKJmerggq/viewform>



MEET OUR 2026 SCHOOL WELLBEING LEADERS

We are excited to introduce our 2026 School Wellbeing Leaders! These students are passionate about creating a safe, inclusive and supportive school community. Make sure you say hello if you see them around the school!

NAME & YEAR LEVEL

Cooper Sargeant - Year 11 & Shayla Noye – Year 10

FAVOURITE SUBJECT

Cooper: Work Related Skills (WRS) because it's helping me with skills for the workplace and life beyond my high school education.

Shayla: My favourite subjects are HHD and English

WHY DID YOU APPLY TO BECOME A WELLBEING LEADER?

Cooper: I applied to become a wellbeing leader because the role interested me having accessed wellbeing support over my time at BSC. I was excited to be able to join the wellbeing team to help advocate for student voices.

Shayla: I wanted to become a wellbeing leader because it's a topic I feel strongly about. I have used Wellbeing for support and it's something that I deal with. I believe it's something that should be heard a lot more than it is.

WHAT MAKES YOU APPROACHABLE TO OTHER STUDENTS?

Cooper: I'm approachable to others as I see myself as a kind student and am always available to speak with anyone about anything.

Shayla: I am a social butterfly, I'm always open for a chat and love talking. You will find me around the yard with a smile on my face.

HOW WOULD YOU LIKE STUDENTS TO FEEL WHEN THEY THINK ABOUT WELLBEING AT OUR SCHOOL?

Cooper: I would like students to think that wellbeing is an open environment for everyone and that people shouldn't feel worried or afraid about visiting wellbeing.

Shayla: When people talk about wellbeing, I want them to think that it's not just about the dark moments we have. I don't want them to be ashamed if they aren't coping with things. I would like them to feel comfortable with the topic and understand fully what it's about and that it's a safe place.



MEET OUR 2026 SCHOOL WELLBEING LEADERS CONTINUED...

WHAT DO YOU ENJOY DOING OUTSIDE OF SCHOOL?

Cooper: I enjoy playing games on my Xbox, as well as taking my dog for walks around our estate. I also enjoy building random creations out of spare materials at home.

Shayla: I love everything netball whether that's coaching, umpiring and playing. I enjoy reading and camping. I really enjoy spending time with my family and friends.

WHAT MESSAGE WOULD YOU LIKE TO SHARE WITH STUDENTS ABOUT REACHING OUT FOR SUPPORT?

Cooper: Any student across the whole school and any year level is welcome to stop in for whatever reason it may be. There is no shame in speaking up, and no-one in the wellbeing centre will judge you for anything.

Shayla: Reaching out to wellbeing is probably one of the best decisions you could make, having that extra support about friends, feelings or habits it's a great tool to use and take advantage of.

Our Wellbeing Leaders work alongside the Student Wellbeing Team to:

- Promote positive mental health and wellbeing
- Help plan and support wellbeing initiatives and events
- Encourage inclusion and student voice

Be approachable peer supports within the school community

If you would like to connect with one of our Wellbeing Leaders, you can:

- Say hello in the yard
- Approach them during wellbeing activities

Speak to your Year Level Coordinator

We are proud of these students for stepping into leadership to make a positive difference in our school.

School Tours enrolments for 2027

Broadford Secondary College invites families to book a tour of our school to see our facilities, learn about our programs and have an opportunity to ask questions you might have about the move from primary to secondary school for your child

Please see below link for booking

<https://www.trybooking.com/DKHQC>

VET NEWS



Congratulations Makayla Hopkins
Broadford Secondary College
Certificate III in Hairdressing
Arlo Hairdressing

GOULBURN OVENS MURRAY

headstart.gom@education.vic.gov.au



Congratulations Diesel Martin
Broadford Secondary College
Cert III Light Vehicle Automotive
ALL ROUND AUTOMOTIVE REPAIRS PTY LTD

GOULBURN OVENS MURRAY

headstart.gom@education.vic.gov.au



Makayla Hopkins is a Year 11 student at Broadford Secondary College who towards the end of 2025 completed some work placement at Arlo Hair in Kilmore. As a result of her efforts in the salon, her employer Brooke Stead arranged for Makayla to work casually over the school holiday period. With this additional time, it allowed Makayla the opportunity to get a better understanding of working in a salon and confirmed to her that she wanted to become a hairdresser. With Arlo Hair having employed a previous school-based apprentice (who now works full time), they understood the program and were fully supportive of taking Makayla on as a school-based apprentice.

Makayla will now work one day per week in the salon with the option of working additional hours after school when required and will attend Biba Academy in Fitzroy one day per week as part of her training.

Good luck Makayla.

Picture Makayla Hopkins with Employer Brooke Stead.

Diesel Martin has commenced a school based light vehicle apprenticeship at All Round Automotive in Kilmore. Diesel is a Year 10 student at Broadford Secondary College who has had a dream to become a mechanic. He sourced the employer himself and commenced working casually after school. From this casual work, he then completed work experience and continued to illustrate to his employers his want to work in the automotive industry and his real potential in the workplace. He impressed with his work ethic and his willingness to listen and learn. Diesel will work one day per week with the possibility of this increasing to two days later in the year.

As part of his school-based apprenticeship, Diesel will attend the Docklands campus of Kangan Institute to commence his training.

Congratulations Diesel and good luck.

Picture – Employer Phil Dent with Diesel Martin.

World's Greatest Shave

- Shave Head/Colour Hair Spray
- Must complete compass permission form
- Out of uniform
- Gold coin
- Orange + Blue to be worn
- Prizes for best dressed
- House points



Broadford
Secondary College

Date:

Monday 16th March

Location:

Held at Broadford Secondary College in the courtyard

Time:

Lunch 1 at 1:15pm



Naplan

NAPLAN 2026 takes place from **Wednesday, 11 March to Monday, 23 March 2026** for Years 3, 5, 7, and 9, assessing reading, writing, conventions of language, and numeracy. It is a point-in-time assessment to check student progress against national standards. The tests are online and adaptive to student ability.

Key 2026 NAPLAN Details for Parents:

- **Purpose:** Not a pass/fail test, but a snapshot to help teachers understand student progress in literacy and numeracy.
- **Format:** Online, "tailored" tests adapt to student responses for more precise results.
- **Preparation:** No special study is needed; encourage children to do their best without stress.

Results: Reports provide four proficiency levels (Exceeding, Strong, Developing, Needs Additional Support).

Please contact Mrs Louise Turok at the College if you have any questions.

NAPLAN 2026

Information for parents and carers



Why do students do NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a literacy and numeracy assessment that students in Years 3, 5, 7 and 9 sit each year. It is the only national assessment all Australian students have the opportunity to undertake.

As students progress through their school years, it is important to check how well they are learning the essential skills of reading, writing and numeracy.

NAPLAN assesses the literacy and numeracy skills that students are learning through the school curriculum, and allows parents and carers to see how their child is progressing against national proficiency standards.

NAPLAN is just one aspect of a school's assessment and reporting process. It does not replace ongoing assessments made by teachers about student performance, but it can provide teachers with more information about students' educational progress.

NAPLAN also provides schools, education authorities and governments with information about how education programs are working, and whether young Australians are achieving important educational outcomes in literacy and numeracy.

Your child will do the NAPLAN tests online

Online NAPLAN tests are designed to provide precise results and are engaging for students. The tests are tailored (or adaptive), which means that each test presents questions that may be more or less difficult depending on a student's responses. This helps students remain engaged with the assessment.

Tailored testing allows a wider range of student abilities to be assessed and measures student achievement more precisely. A student's overall NAPLAN result is based on both the number and complexity of questions they answer correctly. Your child should not be concerned if they find questions challenging; they may be taking a more complex test pathway.

All Year 3 students will continue to complete the writing assessment on paper.

What does NAPLAN assess?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum.

Students sit assessments in writing, reading, conventions of language (spelling, grammar and punctuation) and numeracy. The questions assess content aligned to the Australian Curriculum: English and Mathematics.

All government and non-government education authorities contribute to the development of NAPLAN test materials.

To find out more about NAPLAN, visit nap.edu.au.

Participation in NAPLAN

NAPLAN is for all Year 3, 5, 7 and 9 students. ACARA supports inclusive testing, so all students have the opportunity to participate in the National Assessment Program.

Information on adjustments available for students with disability who have diverse functional abilities and needs is provided in the [National protocols for test administration](#).

Schools should work with parents, carers and students to identify, on a case-by-case basis, reasonable adjustments required for individual students with disability to access NAPLAN.

To help inform these decisions, you may consult the National protocols for test administration (linked above), [NAPLAN public demonstration site](#), the [Guide for schools to assist students with disability to access NAPLAN](#), and our [series of videos](#) where parents, carers, teachers and students share their experiences in using NAPLAN adjustments.

In exceptional circumstances, a student with a disability that severely limits their capacity to participate in the assessment, or a student who has recently arrived in Australia and has a non-English speaking background, may be granted a formal exemption.

Your school principal and your local test administration authority can give you more information on adjustments for students with disability or the process required to grant a formal exemption.

What if my child is absent from school on NAPLAN test days?

Where possible, schools may arrange for individual students who are absent at the time of testing to complete missed tests at another time during the school's test schedule.

What can I do to support my child?

Students are not expected to study for NAPLAN. You can support your child by letting them know that NAPLAN is a part of their school program and reminding them to simply do their best. Some explanation of NAPLAN is useful to help students understand and be comfortable with the format of the tests. However, it is not necessary for parents and carers to do this. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance.

ACARA does not recommend excessive preparation for NAPLAN or the use of services by coaching providers.

See the types of questions and tools available in the online NAPLAN assessments at [NAP – Public demonstration site](#).

How is my child's performance reported?

NAPLAN results are reported against proficiency standards. There is a standard for each assessment area at each year level. Proficiency standards provide clear information on student achievement. They are set at a challenging but reasonable level expected of the child at the time of NAPLAN testing, based mainly on what has been taught in previous years of schooling.

Student achievement is shown against 4 levels of proficiency: Exceeding, Strong, Developing and Needs additional support.

A NAPLAN individual student report will be provided by your child's school later in the year. If you do not receive a report, you should contact your child's school. If further assistance is required, you should contact your relevant state or territory test administration authority. ACARA cannot provide individual student reports.

How are NAPLAN results used?

- Students, parents and carers use individual results to discuss progress with teachers.
- Teachers use results to help identify students who need greater challenges or extra support.
- Schools use results to identify strengths and areas of need to improve teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review the effectiveness of programs and support offered to schools.
- The community can see information about the performance of schools over time at [myschool.edu.au](#).

Where can I get more information?

For more information about NAPLAN:

- contact your child's school
- contact your local test administration authority at [nap.edu.au/TAA](#)
- visit [nap.edu.au](#)

To learn how ACARA manages personal information for NAPLAN, visit [nap.edu.au/naplan/privacy](#).

NAPLAN timetable

The NAPLAN test window is 9 days. This is to accommodate schools that may not have the capacity to complete the tests in a shorter time frame. **The NAPLAN test window starts on Wednesday 11 March 2026 and finishes on Monday 23 March 2026.** Schools **must** schedule the tests as soon as possible within the testing window, prioritising the first week.

Test	Scheduling requirements	Duration	Test description
Writing	Year 3 students must do the writing test on paper on day 1 only. Years 5, 7 and 9 writing tests must start on day 1 (schools must prioritise completion of writing on day 1, with day 2 only used where there are technical/logistical limitations).	Year 3: 40 min Year 5: 42 min Year 7: 42 min Year 9: 42 min	Students are given an idea or topic called a writing stimulus (or prompt) and asked to write a response in a particular genre (narrative or persuasive writing).
Reading	To be completed after the writing test.	Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min	Students read a range of informative, imaginative and persuasive texts, and then answer related questions.
Conventions of language	To be completed after the reading test.	Year 3: 45 min Year 5: 45 min Year 7: 45 min Year 9: 45 min	Students are assessed on spelling, grammar and punctuation.
Numeracy	To be completed after the conventions of language test.	Year 3: 45 min Year 5: 50 min Year 7: 65 min Year 9: 65 min	Students are assessed on number and algebra, measurement and geometry, and statistics and probability.

CSEF Applications

INFORMATION FOR PARENTS

Every Victorian child should have access to the world of learning opportunities that exist beyond the classroom. The Camps, Sports and Excursions Fund helps ensure that no student will miss out on the opportunity to join their classmates for important, educational and fun activities. It is part of making Victoria the Education State and the Government's commitment to breaking the link between a student's background and their outcomes.

CAMPS, SPORTS & EXCURSIONS FUND (CSEF)

HOW TO APPLY

New applicants should contact the school office to obtain a CSEF application form or download from the website below.

If you applied for CSEF at your child's school last year, you do not need to complete an application form this year unless there has been a change in your family circumstances.

You only need to complete an application form if any of the following changes have occurred:

- **new student enrolments:** your child has started or changed schools this year.
- **changed family circumstances:** such as a change of custody, change of name, concession card number, or new siblings commencing this year.

Check with the school office if you are unsure

School camps provide children with inspiring experiences in the great outdoors. Excursions encourage a deeper understanding of how the world works while sports teach teamwork, discipline and leadership. All are a part of a healthy curriculum.

CSEF is provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities.

If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. A special consideration category also exists for asylum seeker and refugee families. The allowance is paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child.

The annual CSEF amount per student is:

\$400 for primary and secondary school students

For more information about CSEF visit:

<https://www.vic.gov.au/camps-sports-and-excursions-fund>



CONVEYANCE ALLOWANCE

The conveyance allowance is a form of financial assistance to help families in rural and regional Victoria with the cost of transporting their children to their nearest appropriate school/campus. The conveyance allowance is available to eligible students travelling by public transport, private car and private bus. The conveyance allowance is also available to eligible students whose nearest school is not serviced by a free school bus.

Eligibility criteria:

The eligibility criteria varies depending on the type of school attended and where it is located.

Students attending a government or non-government school must:

- Attend their nearest government or non-government school/campus appropriate to their year level at which admission is permissible
- be enrolled at a school/campus outside Melbourne's metropolitan conveyance boundary
- reside 4.8km or more by the shortest practicable route from that school/campus attended
- be of school age (5 to 18 years old at time of application) and reside in Victoria.

Please follow the link:

<https://www.education.vic.gov.au/PAL/conveyance-allowance-form-1-car-private-travel.docx>

Closing Dates:

Claim period	Claim submission closing date	Estimated pay run date
Term 1	12 March 2026	26 March 2026
Term 2	5 June 2026	19 June 2026
Term 3	28 August 2026	11 September 2026
Term 4	20 November 2026	4 December 2026

Permanent Care

Could you provide a long term, caring and nurturing home for a child?

What is Permanent Care?

Permanent care provides a child with security, stability and life-long relationships in the care of a family when they are unable to live at home.

Permanent care arrangements allow for children to grow up in a loving and nurturing environment with adults who are committed to promoting their development so they can reach their full potential.

Children are usually aged up to 10 years when they move to their permanent care family with efforts made to ensure siblings are kept together. A permanent care order granted by the Children's Court transfers custody and guardianship to the permanent carer.

What is a Permanent Carer?

We are seeking committed and motivated people who can provide a stable, secure and nurturing environment for a child. Permanent carers need to have the time, commitment, understanding and love to help a child gain trust and to feel secure within their permanent care family.

What support does a Permanent Carer receive?

Support is provided to permanent care children and families, including a level of financial assistance towards the day-to-day expenses of caring for a child/ young person.

Want to find out more?

If you are interested in learning more about becoming a permanent carer and providing a home for a child, you are welcome to attend an information session:



Session 1 (in person):

Tuesday 24th March 2026

5:30pm-6:30pm

Venue details provided upon registration

OR

Session 2 (online):

Wednesday 29th April 2026

6:00pm-7:00pm [online](#)

Login details provided upon registration

You can register your interest to attend one of these sessions by contacting the Permanent Care Program:

Email: apceastern@dhhs.vic.gov.au

For further information please visit our webpage [Permanent care - DFFH Services](https://services.dffh.vic.gov.au/permanent-care)
<https://services.dffh.vic.gov.au/permanent-care>

OFFICIAL



Families,
Fairness
and Housing



Broadford
Secondary College

BROADFORD SECONDARY COLLEGE

SCHOOL-WIDE POSITIVE BEHAVIOUR EXPECTATIONS

LEARNING AREAS OUT IN THE YARD IN THE COMMUNITY ALL SETTINGS DIGITAL SPACE

- Be on time for class with your equipment
- Do your best work and take pride in your work
- Be prepared to have a go

BRING YOUR BEST

- Being responsible for the school environment
- Be inclusive of others
- Going to class when the bell sounds

- Represent the school with pride
- Offering to help members of our community

- Wear uniform with pride
- Model the school values
- Call out poor behaviour

- Use the internet as a learning resource
- Submitting work via Compass by the due date
- Having our devices charged and ready each day

- Be safe when moving around the class
- Use furniture correctly

BE SAFE

- Play safely with others
- Play games in appropriate spaces
- Remain on the school grounds

- Listen to trusted adults
- Be aware around roads and public transport

- Be mindful of ourselves and our surroundings
- Follow and observe the school rules
- Report bullying to teachers

- Informing a trusted adult if we have trouble online
- Keep passwords secure

- Follow teacher's instructions
- Respecting the learning space
- Respect others right to learn

BE RESPECTFUL

- Showing friendly attitudes toward others
- Standing up for others

- Be mindful of the needs of people in the community
- Use appropriate language on public transport
- Respect the law

- Address everybody with respect
- Use respectful language
- Being respectful of others right to learn

- Take care of devices
- Report cyber-bullying to an adult
- Make positive contributions about others

KILMORE NETBALL CLUB



COACHES WANTED! GIVE BACK TO YOUR COMMUNITY

We are looking for passionate and positive coaches to join our club for the upcoming season!

POSITIONS AVAILABLE:

- 2 x Under 13 Coaches • 1 x Under 16 Coach

WHO WE'RE LOOKING FOR:

- ✓ Loves netball
- ✓ Wants to support and develop young athletes
- ✓ Enjoys being part of a friendly community club
- ✓ Is reliable and encouraging
- ✓ Wants to make a difference

Coaching experience is welcomed but *not essential* – support will be provided!

WHY COACH WITH US?

- Be part of a strong, supportive club
- Help shape the next generation of players
- Build leadership skills
- Give back to our local community
- Make lifelong memories.

GET IN TOUCH: | Kilmorennetballclub@gmail.com

♥ *Help our young athletes grow – on and off the court.* ♥

KILMORE NETBALL CLUB



PRE-SEASON TRAINING BEGINS!

WELCOME NEW & RETURNING PLAYERS

We are excited for the season ahead and can't wait to see everyone back on court!

Get ready to build skills, meet teammates and prepare for a fantastic season.



IMPORTANT INFORMATION

PLAYERS MUST BE REGISTERED FOR THE SEASON TO PARTICIPATE IN TRAINING.

TUESDAY 17TH MARCH | 5pm – 6pm

KILMORE NETBALL COURTS

♥ *We look forward to seeing you there!* ♥



Term 1 2026

REGIONAL PARENTING SERVICES PROGRAMS

DADS Tuning in to Kids - Shepparton

4th February - 18th March 5pm-7pm 19 Welsford St

Tuning in to Kids - Cobram

10th February 10.30am-12.30pm - 49 Broadway Street, Cobram

Emotion Coaching Kids (Single Session) - ONLINE

12th February - 11am-1pm

DADS Tuning in to Teens - ONLINE

4th March - 1st April 6pm-8pm

Circle of Security - Introductory Session

26th March, 10am-12pm 19 Welsford St, Shepparton

Emotion Coaching Teens (single session)

26th March 9.30am-11.30pm - OurPlace Seymour

All programs are FREE - Registrations required

Check the QR Code for more programs in 2026



Register here online now

or call RPS Coordinator
0459 656 790



QR code to register

DADS Tuning in to Teens



"My teen really likes me... unless I ask them to do anything, give them advice of any kind, say the wrong thing, do the wrong thing, or breathe the wrong way."

An **ONLINE** program for Dads of 10-18 year olds

Would you like to learn how to:

- Navigate the teen years with less conflict?
- Be better at talking with your teen?
- Be better at understanding your teen?
- Help your teen learn to manage their emotions?
- Help to prevent behaviour problems in your teen?

Wednesdays ONLINE

4th March - 1st April 2026

6pm - 8pm



QR code to register

Click here to Register now

or call
RPS Coordinator 0459 656 790

This Regional Parenting Services program is for fathers and/or male carers living in the Goulburn Valley (Greater Shepparton, Mairi, Strathbogie, Mitchell and Murrindindi)

OPEN REGISTRATION

2026 REGISTRATIONS

BROADFORD NETBALL CLUB INC

REGISTER NOW TO GET A FREE PAIR BNC SOCKS



CONTACT US VIA FACEBOOK OR EMAIL
broadfordnetballclub@gmail.com

PLEASE NOTE:
CLOSING 15TH MARCH
OR EARLIER DUE TO CAPACITY

UNDER
9S, 11S, 13S & 16S

CHOIR

Time: Monday Lunch

Location: L7

Come along and learn a mix of new and old songs

To stay up to date, please complete the Google Form.



Song List

- 'The Water is Fine' by Chloe Ament
- 'You're the Voice' John Farnham
- 'This is Me' - Greatest Showman
- 'Bohemian Rhapsody' - Queen
- 'Wonderwall' - Oasis



<https://forms.gle/ArtDHmb5PQPHCjkh9>



WANT TO PLAY BASEBALL?

JOIN US NOW!



Majors
BROADFORD VICTORIA

2026 Young Women in Aerospace & Defence

RMIT City Campus · 4-Day STEM Program for Girls (Grades 7 - 12)

A high-impact, in-person school holiday program giving girls direct exposure to aerospace, defence and advanced engineering careers through hands-on STEM, industry visits and real engineers.



Who can apply

Girls in Grades 7 to 12 attending a Victorian school. No prior experience required, just curiosity, creativity, and interest in STEM.

Program dates

Students are placed into a program based on application order.

- Program 1: 13 - 16 April
- Program 2: 6 - 9 July
- Program 3: 21 - 24 September

Important

Successful applicants may indicate their preferred program, but places are allocated in the order applications are received. Once a program fills, students are moved to the next available session.

Cost

FREE!

How to Apply

Step 1 - Create a video

Students record a **2-minute video** answering: *Why should you be selected for the Young Women in Aerospace & Defence program?*

Step 2 - Upload your video to YouTube

Make sure you set your video as **UNLISTED** for privacy.

Step 3 - Fill out the Google form and share your YouTube video link with us

Students paste their YouTube link into the Google form and complete their details. Use this address to access the form

<https://forms.gle/dSyVMrD6nkK3bgYA7>

Application Deadline: 15 March 2025.

Applicants will be notified via email by **20 March 2025.**

What students will do

Each program runs for 4 full days and includes:

🔦 **Hands-on aerospace & defence STEM** – Programs feature a mix of drone flying, coding, electronics, aerodynamics and engineering challenges (varies by session).

✈️ **Exclusive site visits** – Visit real aerospace and defence companies (RMIT provides transport)

👩 **Meet engineers & scientists** – Q&A sessions with women working in high-tech STEM careers

🏆 **Final-Day Competition** – Teams compete for prizes and trophies

📄 **Certificates & Merchandise**
Each holiday program features different themes and activities.



If you have any questions contact us on wackettSTEMprogram@rmit.edu.au

BUSHIDO

FREESTYLE MARTIAL ARTS

COMING TO BROADFORD

ALL AGES ALL LEVELS

BROADFORD PRIMARY SCHOOL

THURS 6:30 - 7:30PM

COMMENCING 15 JAN 2026



DISCOVER THE BENEFITS OF LEARNING KARATE

Self-defense, physical fitness, mental discipline, personal growth, and social connections. At Bushido, our martial arts programs are designed to not only enhance technical skills but also to foster mental resilience and overall well-being. We strive to keep classes fun and exciting but also challenging.

Our team of experienced and certified instructors are dedicated to guiding and inspiring students across these various dimensions.

Some students join Bushido to improve their physical fitness, boost their self-confidence, or pursue personal growth. For others, the journey is focused on achieving their Black Belt.

Our grading program is self-paced and is evaluated on an individual basis. Bushido is open to participants of all ages, abilities, and fitness levels.

Register your interest for 2026 scan the QR code or contact:



0434 481 350



training.bushidofma@hotmail.com



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