

Montmorency Secondary College NEWSLETTER

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MONTMORENCY
SECONDARY COLLEGE

June, 2025 Newsletter No. 3

STUDENT FREE DAYS—TERM 3

CURRICULUM DAY— Tuesday 2 September, 2025

STUDENT PROGRESS INTERVIEWS - Wednesday 17 September, 2025

FROM THE PRINCIPAL

As we come to the end of Term 2, I would like to take this opportunity to sincerely thank our staff, students, and families for their continued commitment and hard work throughout what has been a busy and productive term.

Over the past several weeks, students across all year levels have been engaged in various forms of assessment, including mid-year exams, class-based tasks, and important progress checkpoints. I commend our students for the focus and resilience they have shown during this time, and I thank our teachers for their dedication to delivering high-quality teaching, thorough assessment, and detailed reporting to support every student's growth.

The work involved in preparing and marking assessments, writing reports, and providing feedback is significant, and I acknowledge the effort of our teaching and support staff in ensuring these processes are handled with care and professionalism.

Staffing Updates

As happens mid-year, we have some staffing changes with staff going on leave, returning from leave or taking on new opportunities. Thank you to:

- Camille Ruest - French
- Peter Tonis – Humanities, Vocational Major

An additional thankyou to Matt Pickett who has elected to conclude his time as Year 11 Leader, but will remain employed at the College and take on an additional class.

At the start of Term 3, we will welcome back:

- Peter Eyre – Science
- Peter McCoy – PE and Outdoor Ed
- Gemma Pearson – English & Humanities
- Mayumi Yokoe - Japanese

2026 Pathways Planning and Subject Selections

As we begin preparing for the 2026 academic year, Montmorency Secondary College is supporting students and families through our comprehensive **Pathways Planning and Subject Selection process**.

FROM THE PRINCIPAL Cont...

This is a critical time for students in Years 9 and 10, as they begin to make informed decisions about their future studies and career goals. Over the coming weeks, students will engage in a range of activities, including:

- **Course Information Sessions**
- **Careers and Pathways Guidance**
- **Subject Information Evenings** for students and parents
- **Morrisby Profiling and Interviews** (for Year 9 students)
- **Individual Course Counselling Sessions** to support pathways and subject selections

Our goal is to ensure every student selects a program of study that aligns with their strengths, interests, and future ambitions — whether that be VCE, VCE Vocational Major (VM), or other pathways. We encourage all families to engage in these conversations with their children and reach out to our **Careers and Year Level Teams** for support throughout the process. Detailed course information, timelines, and key dates will be provided via Compass and direct communications home.

Commitment to Child Safety

At Montmorency Secondary College, the safety and wellbeing of every student is our highest priority. We are fully committed to upholding the **Child Safe Standards**, which are part of the Victorian Government's framework to ensure schools are safe, inclusive, and respectful environments for all young people.

The **Child Safe Standards** require schools to actively promote student safety, prevent harm, and respond to concerns in a timely and appropriate way. This includes:

- Empowering students to have a voice and participate in decisions affecting them
- Creating a culture of inclusion for all students, especially those who may be more vulnerable
- Providing child safety training and clear expectations for all staff
- Establishing and communicating robust procedures for reporting and responding to concerns
- Working in partnership with families and communities to maintain a shared commitment to safety and wellbeing

All school staff are required to follow our Child Safety and Wellbeing Policy and Code of Conduct, and we regularly review our practices to ensure they align with the current standards. We encourage students and families to speak up if they have any concerns. By working together, we can continue to create a school environment where all students feel safe, respected, and supported to thrive.

Additional updates

And there are some policy changes and updates to be aware of:

- **Student Dress Code Changes**
The College is conducting a consultative process with all key stakeholders regarding the changes to the Department Policy for student dress code, and 'bottom-half' clothing options for school. College Council is significantly involved in this process, and further information will be shared through Compass. We intend to have the College's new Dress Code Policy update available and communicated by the end of Term 3.
- **Preventing and addressing Racism in Schools**
In alignment with DET's new policy, we are strengthening our efforts to celebrate diversity, promote respect, and ensure that all students feel safe, valued, and heard. This includes taking a proactive approach to preventing racism, responding to incidents appropriately, and supporting students affected by discrimination. We are also encouraging student voice and staff professional learning to embed inclusive practices throughout our school.

With the colder weather settling in, I encourage everyone to take time over the break to rest and recharge. Semester 2 brings new challenges and opportunities, and we look forward to welcoming students back refreshed and ready for the term ahead.

Thank you once again for your ongoing support of Montmorency Secondary College. I wish all our families a safe and restful holiday.

Warm regards,
Frances Ibbott—Principal

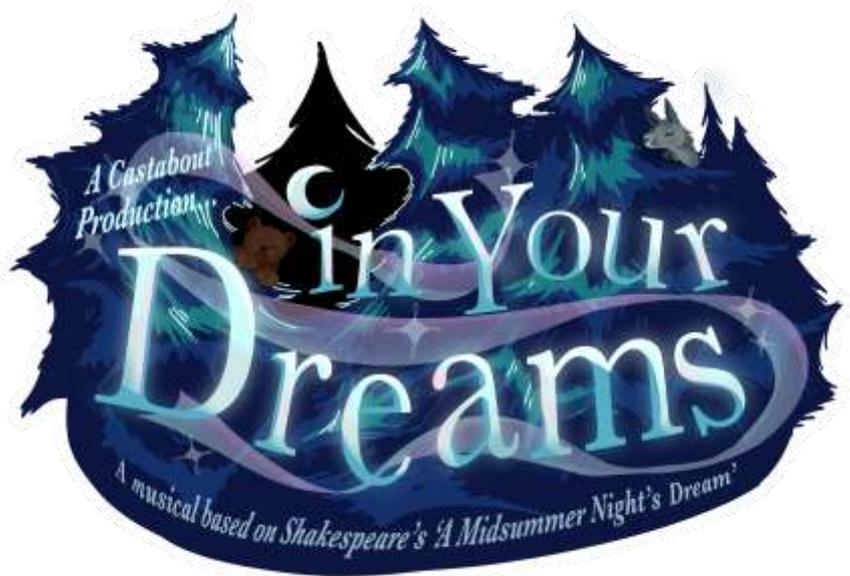
TERM 3, 2025 AT A GLANCE

Friday 4 July	Last Day of Term 2—Early Finish 1:22pm
Monday 21 July	Term 3 Begins
Tuesday 22 July	Year 10 Parent Information Evening & Subject Showcase
Friday 1 August	Year 9 & 10 Career Counselling and Subject Selection Day
Friday 8 August	Year 12 Dress for Success Day
Thursday 21—Saturday 23 August	School Production
Tuesday 2 September	Curriculum Day—Student Free Day
Monday 15 September	Year 10 Vaccinations
Wednesday 17 September	Student Progress Interviews
Friday 19 September	Last Day of Term 3—Early Finish 1:22pm
Monday 6 October	Term 4 Begins

COLLEGE PRODUCTION

This year's production at Monty is *In Your Dreams*, a fun, wild, and quirky musical that will leave you asking "The Queen's in love with a *what!*?"

This year we have an amazing team of teachers running the show, but we also have students in director and choreographer positions that really make us stand out from the rest! Our Student Director this year is Year 12, Lara McLeod, and our choreographers are Bianca Wallace, Thyme Scotney, Ciarra Camilleri and Amelia Smith, from varying year levels. Our student team and the rest of the body works collaboratively with one another to bring out the best in our shows each year.



So far we've rehearsed choreography for almost every dance, each one unique and vibrant with energy! Our singing has really started coming together too - one could even say we sound 'dreamy'!

On top of that, our students have the creative liberty to design their own hair and makeup for their characters. We have an annual competition to show off our abilities, leading to some fantastic looks!

In Your Dreams runs from the 18th to the 23rd of August, so be sure to get your tickets when they go on sale on the school website early next term!

Maddy Vecchiarelli

YEAR 10 JOURNALISM

New 3D Printers

In the new Product Design class, students are diving into the world of 3D printing, where they can turn their creative ideas into real objects. This hands-on class is not just about making cool things, it is about learning new skills that mix technology with creativity.

Students use Bambulab printers, along with programs like Fusion 360 and Autodesk, to design and print amazing creations. The printers use materials such as PLA and ADS, which are types of plastic, to create objects that are usually around 8 centimeters. Designs are saved on SD cards, making it easy to organise and keep track of their projects.

It takes approximately 40-60 minutes to make a small sized creation, and about 60-120 minutes for a medium sized one. The speed of these machines makes it easy to remake the object, if something prints wrong or it is broken.

One of the best parts of this class is that students can either create their own designs from scratch or download files from the internet to print unique and custom items. The 3D printers are simple to use, so everyone can quickly learn how to bring their ideas to life.

“The class is a great mix of creativity and technology,” said Mr Schoof.

“It’s exciting to see students turn their computer designs into real objects. They’re learning valuable skills that could be useful in the future.”

The product design class is about more than just 3D printing; it’s an introduction to modern technology and how it can be used to create real world solutions. From small models to personalised items, the class showcases the wide range of things that 3D printers can do.

This new program is already a favorite among students, giving them the chance to explore their creativity while also preparing them for a future where technology holds an important role.

By Jaxon Kohu
Year 10 Journalism



YEAR 12 VCE VM UPDATE - PDS

In demonstrating our Unit 3 Outcomes, our two PDS classes Led by Chris Martin and Lyle Wenholz embarked on a series of challenging excursions around Melbourne. In March the classes headed to the Melbourne Cable Park and participated in their high-rope adventure. The students demonstrated leadership skills as they guided each other through some testing obstacles.



In Term two the groups' teamwork skills were put to the test in different scenarios at Adventure Rooms Melbourne. In small groups the students were tasked with solving a series of mental and physical puzzles to free themselves from a room before the opposing group could solve their puzzle and capture them.

In preparation for Unit 4, our students visited Melbourne Zoo and took an in-depth look at how the Marine Response Unit responds to wildlife in distress. Students worked collaboratively with a Zoo Teacher to help develop their own project plans which they will now develop and implement at school.



YEAR 8 CAMP

In Term 2 of 2025, the Year 8 students went off to camp at Billabong Ranch. We started the fun with a two-hour bus ride. When we finally arrived, we were introduced to Billabong Ranch, where we would spend the next three days.

We launched straight into activities, learning the basics of horse riding in preparation for the following day. We also did some teamwork activities, including climbing through ropes. After that, we unpacked and moved into our cabins, choosing bunks with our friends and fighting over the top beds. Once we were settled, we had lunch and went right back to activities, swapping with the other groups for an intense game of beach volleyball. We scrambled over hay bales and jumped over tires.

Before we knew it, it was time for dinner. We had lasagna followed by ice cream for dessert, then watched a movie in one of the fields. That night, we finally settled into our bunks, chatting well into the night—to the irritation of our teachers!

The next day was packed with entertaining and exciting activities. We took part in archery, mini golf, and frisbee before being served morning tea by the wonderful staff. Then we returned to horse riding, this time heading out on a trail ride through the paddocks, trotting up and down the paths. The experience was one of the best—we trotted, walked, and enjoyed every minute of it. We chatted about how good our horses were and debated whose horse was the best (spoiler: they were all amazing).



On the final day of camp, we headed into Echuca and rode a paddle steamer along the Murray River. It was peaceful and relaxing, and we learned a lot about the river. We also explored Echuca on an informative guided walk before heading to a park for lunch. Afterwards, we boarded the bus and sadly said goodbye to Echuca and the incredible Billabong Ranch staff.

We rode home—and just like that, camp was over!

By Olivia Lochland 8F & Samantha Kostiw 8D

We then did even more activities, including rock climbing and some free time, where we explored the grounds and cuddled the owner's friendly cat that roamed around.

After a delicious dinner of chicken schnitzel, we gathered around a bonfire to roast marshmallows, sing karaoke, stargaze, and watch a man light a whip on fire and throw it around vigorously—it was spectacular!



PRIMARY SCHOOL LEADERSHIP DAYS

On Monday, 5th of May, Monty's SRC travelled to Amberley Lodge in Lower Plenty to complete a leadership training day, in preparation for our Primary School Leadership Days with local Grade 5 students. SRC students continued to develop their leadership skills in their role as group leaders, activity leaders or participants.



I found leading the Ardvark game improved my communication skills. **Josh Thom**

Leading the students from my school made my connection better and more confident to lead the primary school students. **Ava Serafin**

I discovered that leading my peers from Monty improved my confidence and comfort at the school. **Josh Koebler**

We found helping each other on the activities helped to build connections with other people and build stronger friendships and leadership within the SRC.

Lily Thomson & Lilly Sigley



I found joining in on the activities a great way to make friends and get stronger bonds with people. **Jemima**

We found leading and helping to guide the kids through the activities improved our confidence and communication skills.

Taysha Haddon & Briseis Petdro

BANYULE YOUTH SUMMIT



On the youth futures table we learned that many young people struggle with the same things regarding getting involved and planning for their work. I met so many new and interesting people and even made a new good friend there. It was really fun to see everyone engaged in topics they were interested in and hearing new ideas.

Matti

Before attending the Banyule Youth Summit, we had a meeting with Lisa from Banyule Youth Services and she helped us brainstorm issues that matter most to us. From there, we were placed on a table that suited our top two priorities we wanted to focus on.

We were placed on the online spaces table where we learnt about the dangers on social media and the impact it has on productivity. We also made many friends with people on and off our table, and we learnt about what the youth in Banyule were thinking of.

Josh & Lennon



On the social connections table, we learnt about many ways young people could connect. I was able to meet many new people on my table and form connections with them. It was also very interesting to hear everyone's unique opinions on the matter.

Ben

On the physical health and recreation table we learned that it's expensive for kids to do outdoor activities which stops kids from getting outside and can mean they stay in the house all day. We also learned there are not many coaches to play those games outdoors and this should be addressed.

Ishaan



ANZAC DAY

On Friday, the 25th of April, the college captains attended the Montmorency RSL ANZAC service. Anzac Day is celebrated by all Australians to commemorate and acknowledge those who have served to defend Australia, so that today, we can live in a safe Australia.

Pippa was lucky enough to be asked to speak the ode, as well as Billie and Dior, to lay a wreath in honour of our school's respect for the ANZACs. The day was attended by community members and families wanting to commemorate the important day.



College Captains— Billie Harris & Dior Brandini

PROCEDURES FOR STUDENTS ARRIVING LATE/LEAVING EARLY

Arriving Late to School

- Students who arrive late to school, or after the class roll has been taken in Home group, should report to the General Office to sign in at the Compass kiosk, using their Student ID card.
- An Attendance Note should be placed on Compass by the student's Parent/Carer, explaining the student's late arrival.
- Students who do not provide an acceptable reason for being late to school may be given detention.

Arriving Late to Class

- A student who arrives late to any class disrupts the work of the class. The College requires all students to be on time. Persistent lateness will be dealt with by the class teacher and the problem referred to the Level Co-Ordinator if punctuality does not improve.

Leaving School Early

- Students are not permitted to leave the College grounds during the school day without permission.
- It is expected that students will make dental, medical and other appointments outside school hours wherever possible.
- If a student needs to leave school early for any reason, the following procedure should be followed:
 1. The Parent/Carer should add an Attendance Note on Compass to confirm that the student will be required to leave school at a particular time.
 2. When the student needs to leave for their appointment, they are to advise their class teacher, who will then check Compass for the Parent/Carer's Attendance Note.
 3. Once the class teacher confirms that the student can leave, the student is to make their way to the General Office and, using their Student ID card, sign out at the Compass kiosk.
 4. If the student needs to return to school later in the day, or following the appointment, they should report to the General Office and sign in at the Compass kiosk using their Student ID card.
- It is important that class interruptions are kept to a minimum. Wherever possible, parent/guardians are asked to avoid telephoning the College in order to have students paged or dismissed from class and should follow the above procedure instead.

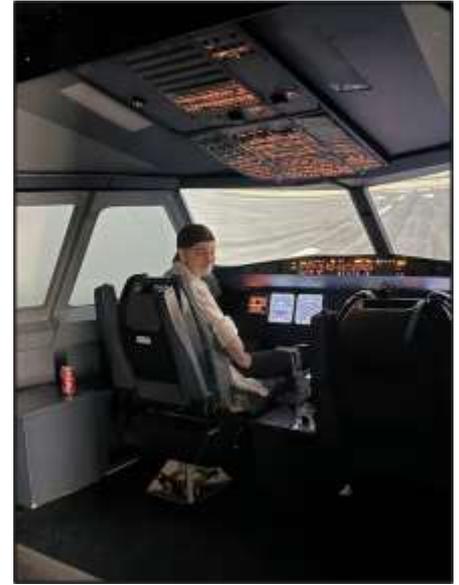
YEAR 10 WORK EXPERIENCE

All Year 10 students participated in Work Experience from the 12 to 16 May. It was great to see most of our Year 10 students secure a placement. I would like to thank all students and families for their perseverance throughout Term 1 and the start of Term 2. Also, a big thankyou to all those businesses in our wider school community and families who were able to support our Year 10 students during their week of Work Experience. For students who were unable to secure a placement, they were able to experience the 'Virtual Job Experience' platform on our Careers Website. This enabled students to complete a range of activities and an induction into a particular industry of their interest. The feedback from employers was overwhelmingly positive, with our students representing the school in a very positive manner.

Michael Weeding
Year 10 Work Experience Co-ordinator



Amy Brilliant—Lower Plenty Dental



Noah Dabab—Falcon International Aviation



Olivia Pleaner—Cox Architects



Jack Linnestad—Gripping Potential Tennis Coaching



Adira Kelath—Priceline Pharmacy



Xander Brent—Eltham Leisure Centre

YEAR 10 WORK EXPERIENCE



Eliza Ridsdale—Zedu Ultrasound Training



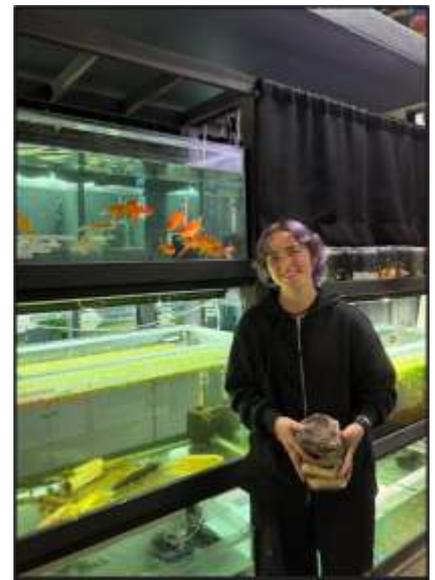
Emma Graham—Diamond Valley Library



Darcy Wood—Findlay Electrical Services



Dom Gigliotti—State Furniture Supplies



Kendall Spear—Totally Reptiles



*Alex Spagnol, Amelia Smith, Makayla English & Ben Pascuzzi
Apollo Parkways Primary School*



Wes Meckiff—Hardscapes

YEAR 10 WORK EXPERIENCE



Alexia Uchino—Xiang Hair



Amy Sargeant—Diamond Hills Preschool



Preston Moroney—Everything 4WD



Julian Leroy—Courtney Patterson Ford



Ellen Geraghty & Lea Gibbs—Watsonia Heights PS



Luke Davis—Lower Plenty Veterinary



Will Pope—Cutting Edge Cricket



Ruby Lambert—St. Faiths Childcare

YEAR 10 WORK EXPERIENCE

I had the opportunity to attend Cottage Kennels and Cattery, a facility dedicated to looking after cats and dogs of all shapes and sizes while their owners go on holiday, travel for work, etc. My connection to Cottage Kennels began when my family previously boarded one of my cats there, which led me to explore it as a potential option for work experience.

To apply, I visited the site and handed my resume and cover letter to the manager and took a tour around so I could see if it would be a good place to work. After a week I received an email saying that they would love to have me do work experience with them.

I worked 7.5 hours a day, from 7:30am-3pm and my responsibilities involved primarily ensuring the cleanliness of all the kennels and cat enclosures. I started the week off working in the cattery, where I cleaned individual rooms and fed the cats. The cattery is made up of many rooms for boarding cats, making thorough cleaning the key task.

As the kennels are separated into two sections, one section filled with small breeds (terriers, miniature poodles, chihuahuas, etc) and another filled with the big breeds (labradors, retrievers, bulldogs, etc), I spent Tuesday and Wednesday with the small dogs and Thursday and Friday with the big dogs. I cleaned all the kennels and fed each dog with the help of the other employees.

The best part of work experience was doing the activity times. Owners can pay extra for one of the employees to engage in one-on-one playtime with their pets, which is what I spent the afternoons completing. Overall, working with the Cottage Kennels and Cattery team was a great experience, they were very helpful, kind and supportive. The hands-on learning allowed me to gain some skills in animal care and the structured responsibilities, and interaction with a diverse range of pets provided me with meaningful insight into the field.

Matilda Walsh

I decided to do work experience at two places within the health industry. I did my first placement at the Austin Dialysis Unit for five days. Throughout the week I observed how nurses prepared the dialysis machines, spoke with patients, inserted cannulas and recorded information into files. I helped restock medical supplies and organise files for the next day. Later in the week I brought patients food and water while they went through dialysis. Now I have a good idea of what it's like to be a dialysis nurse.

My second placement was at Warringal Private Hospital. My mother works at this hospital and she was able to give me an email address I could contact. On my first day my supervisor made me feel super welcomed, and gave me a tour of the hospital. I was able to do things like following around nurses on the ward to see how they care for patients, and observing how the pharmacists got different medications ready. Additionally, I went around the hospital with physios to see how they assist people with their recovery. Later in the week I helped catering staff prepare fruit salads, assisted the cleaners with sanitising the wards, and scanned patient files for administration.

The area I found most interesting was radiology. I was taught the difference between x-rays, CT scans and MRI's and got to witness how radiographers take and assess x-rays and CT scans. The people there were so kind and helpful. Overall, my time at Warringal Private Hospital gave me more insight into what I'd like to do in the future.

Amayah Noone

My work experience placement was at an architecture firm called Brand Architects. I was lucky enough to be able to discover this business through connections with people through my parents, so if you ever have to do work experience and can't find a place online, I suggest asking your parents if they know anybody in the field of work that you're interested in. I also made sure that my place of work was easily accessible by transport. Lucky enough for me, Brand Architects were right across from Jolimont station. What type of work did I do during my work experience? For the majority of my time I was being watched over and helped by one of the architects while he gave me an assignment that I worked away at throughout the week. I learnt that different architecture companies work on different focuses, for example Brand Architects do not do residential housing, they plan more large scale public buildings, like schools. I was assigned to a desk, tasked to do research, plan, and then I was taught to use a 3D planning software to create a floor plan and other things for a portion of a made up school. When I wasn't chipping away at this task I did a couple other things, like sit in on a meeting as well as going to see two different construction sites. It was also nice to see an office environment and how everyone interacted. On a final point, I couldn't not mention that throughout my week there was an abnormal amount of food, like snacks during meetings and such, and it was good food too, like muffins and sausage rolls. Overall, I had a great time at my work experience week and it really gave me a look into the world of architecture and how it is structured as well as how I might go about getting into the industry.

Hiroki Williams



CAREERS NEWS

CAREERSWITHSTEM



STEM + X ROLE MODELS STUDENTS GRADS TEACHERS PARENTS PRODUCTS ≡

LATEST NEWS

Bright Awards 2025

Design and Creative Technology Competition



CAREERS WITH STEM EVENTS

CALLING YEAR 10 TO 12 DESIGN AND TECH CREATIVES: SHINE BRIGHT AND WIN BIG

Want to launch your design and creative technology career?

WHAT'S YOUR X?



SPORTS



ECONOMICS



SOCIAL GOOD



IN FOCUS



<https://careerswithstem.com.au/>

Senior School Information Evening & VCE Subject Showcase Tuesday 22 July - 5:00pm to 5:45pm Parent Attendance is required

The College will host a subject showcase for students and parents to see all VCE/VM 2026 options. This will be held in the Resource Centre from 5:00pm to 5:45pm for current Year 10 students and Year 9 Acceleration students. This will then be followed by

Individual year level information sessions with specific details will also be held on this evening in the auditorium at the following times:

- 2026 Year 11 Information Evening in Auditorium - 6:00pm to 6:45pm
- 2026 Year 10 Information Evening in Auditorium – 7:00pm to 7:45pm

Careers Counselling Expo Day - Friday 1 August 2025 Year 9 & 10 students

Students attend an individual 30 minute interview session with a staff member. Parents attend these sessions and students finalise their subject selection choices in the database at this point.

REAL INDUSTRY JOB INTERVIEWS

RIJI supports local students to build their job ready skills and experience a practise interview. We are seeking local industry and community volunteers to participate as interviewers for this program.

We currently have students registered who would greatly benefit from your time, effort, and knowledge.

Why Volunteer?

- ★ Equip young people with the skills and confidence in entering the workforce
- ★ Satisfaction of seeing the student's successful interview
- ★ Connect with likeminded people in your community

To become a RIJI volunteer, contact **Beti** at:

☎ 0425 922 992
🌐 beti@bnllen.org.au

Do you remember your first job interview? Were you nervous?

Did you wish you had some help?

Can you spare a day to volunteer?



23rd
OCTOBER

BANYULE SCHOOLS
BELLFIELD HUB, 15 DAPHNE CRES, BELLFIELD

30th
OCTOBER

NILLUMBIK SCHOOLS
ELTHAM COMMUNITY AND RECEPTION CENTRE, 801 MAIN RD, ELTHAM



WELFARE NEWS

YOUNG CARERS GROUP

**JOIN US!!
3 WEEKS OF FRIENDSHIP,
FUN & FOOD!**

Are you a Young Carer? You give a lot! Join our 3-week Young Carers Group at **Jets Studios** and treat yourself to some seriously good vibes and fun times! Enjoy **FREE** art & craft, games and delicious snacks! **Sign up now!**

WEEK 1: CREATIVE KICK -OFF

Unleash your inner artist with hands-on fun. Paint a custom tote bag, Tie dye some socks or print your own t-shirt. No skills needed!

MON 16TH JUNE

4PM - 6.30PM

WEEK 2: GAMES NIGHT

From board games to Switch showdowns — set the table and enjoy a homestyle meal with some laugh-out-loud moments.

MON 23RD JUNE

4PM - 6.30PM

WEEK 3: FEEL-GOOD FINALIE

Bubble tea making, music, and a chance to share stories (only if you want to!) Celebrate what makes you strong — and take home a mini self-care pack.

MON 30TH JUNE

4PM - 6.30PM

Jets Studios
2/24 The Concord Bundoora

Email: lezacullen@banyule.vic.gov.au
Phone: 0411 267 427



MONTHLY FRIDAY DROP IN SESSIONS AT JETS!

Jets Studios now does drop in! Young people can now drop by Jets after school on the first Friday of the month* – no registrations required!

This is a great space for young people wanting to connect outside of school, meet new people, connect with community, play games, enjoy snacks, or even play music or make art!

Check out the Banyule Youth [Instagram](#) to see what is on offer each month!

WHERE: Jets Studio - 2/24 The Concord, Bundoora

WHEN: the first Friday of the month
**unless conflicting with long weekends*

UPCOMING: 4TH July
TIME: 4pm to 8pm

ELIGIBILITY: aged 14-25 years +
COST: FREE

Monthly Friday Drop-In

FREE activities, food & spaces to hang out, practice or jam!

Where? Jets Studio
2/24 The Concord, Bundoora

When? The first Friday of each month (scan the QR code for updates!)

Time? Visit anytime from 4pm to 8pm!
Swaggy essential for parties: 8-9pm or 9-10pm

For young people 14-25 years

Scan the QR code to sign up!

0411 267 427
lezacullen@banyule.vic.gov.au

For the loud and proud or the quiet and curious.

rainbow space

BANYULE

Come along for a mixture of games, art activities, snacks and DIY creations, whilst meeting other young people in the LGBTQIA+ community.

THURSDAYS DURING SCHOOL TERM
4.30PM-7PM

More information can be found on our website:
<https://banyuleyouth.com/rainbow-space/>
OR contact Leah on 0411 267 427

Rainbow Space is a free social group for young people in the LGBTQIA+ community. We meet weekly and a range of fun activities including crafts, games and movie nights.

DATE: Alternating Thursdays during the school term from 4:30pm-7:00pm
WHERE: Jets Studios, Bundoora

EXPRESSIONS OF INTERESTS

ESSENTIAL: <https://banyuleyouth.com/rainbow-space/>

AGES: 12-15
COST: Free!

WELFARE NEWS



JETS AMPLIFY

Plan local youth events

Grow your creative skills

Get hands on experience

Great for the resume!

For young people aged 14-25

If you're interested in music, photography, design or just want to get involved in planning youth events, scan the QR code to learn more



For further enquiries:
03 9098 8000
jets@banyule.vic.gov.au

Banyule Youth Services



Bands vs The World – Battle of the Bands

Live Music. Free Pizza. Scott Pilgram theme. Games. What's not to like?

The Jets Amplify group are excited to launch the Band vs World battle of the bands event this July.

Come watch four local, young bands as they compete for the grand prize, plus a headline set from Ultravlt!

Dress up for your own chance to win a prize or battle your friends over one of many games. This is a great event to make new friends or bring old ones together.

WHERE: Ivanhoe Bowls Club

WHEN: Saturday 19 July, 1pm - 5pm

ELIGIBILITY: Youth Event for Young people 14-25 years

COST: \$5

TICKETS: Tickets are essential

<https://www.eventbrite.com.au/e/bands-vs-the-world-tickets-1387222342369?aff=oddtcreator>

Join YA GIRL PARTY B for her DJ Workshop at Jets Studio these school holidays! In this workshop you'll learn the basics of DJing, How to use Pioneer CDJs & Mixers, load your songs correctly onto USBs using RekordBox, Mix 2-3 songs together & understand the importance of knowing your music & how to read the room to bring the best vibe possible and have a killer time while doing it.

DJ decks, tunes and USB's will be provided, and you'll even have the chance to make a USB charm to take home with you.

So what are you waiting for? It's time to chase your DJ Dreams! This workshop is designed for beginners so don't be afraid to come along even if you know nothing about DJing! See you there!

Date: Wednesday 16 July

Time: 12pm - 4pm

Location: Jets Studios, 2/24 The Concord, Bundoora **Cost:** Free! Registrations essential - <https://www.eventbrite.com.au/e/dj-skills-workshop-tickets-1387198360639?aff=oddtcreator>



DJ SKILLS WORKSHOP!

FOR YOUNG PEOPLE AGE 14-25

HOSTED BY: YA GIRL PARTY B

Learn the basics to get you started on your DJ journey!

Beginners welcome!

Wednesday, July 16
12pm - 4:00pm
Jets Studios

SIGN UP FOR FREE BY SCANNING THE QR CODE

For further enquiries:
03 9098 8000
jets@banyule.vic.gov.au



BANYULE Youth Fest 2025



12-5pm
Sunday
21 Sept.
2025

Macedon
Park
Birdwood
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Banyule City Council is proud to acknowledge the Wurundjeri Woi-wurrung people as Traditional Custodians of the land and we pay respect to all Aboriginal and Torres Strait Islander Elders, past, present and emerging, who have resided in the area and have been an integral part of the region's history.

Generative AI and online safety

Is your child using AI safely?

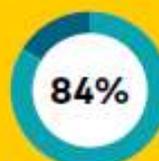
Technology is moving fast, and it can be hard to keep up. Artificial intelligence (AI) is becoming part of everyday life – from checking the route to work with Google maps – to picking a movie to watch.

One type of AI, called Generative AI (Gen AI), goes even further by creating new content. Popular games such as Roblox and Minecraft are now using it within the design, and social media apps such as Instagram and TikTok use it to tailor content that you or your child sees in their feed.

By understanding Gen AI, you can support your child's use of this technology as a tool for learning, creativity and problem-solving. Just remember – AI is best used to enhance your child's unique skills, thinking and talents, not replace them.

What's the difference between Artificial Intelligence vs Generative AI?

Did you know...



of Gen Z Australians (aged 5-24) have used Generative AI¹

¹ Year13, Microsoft, & KPMG. (2024). *AI amplified - What Gen Z's think of AI*

This guide provides practical tips and conversation starters:



- ✓ Breaking down what Gen AI is (and isn't)
- ✓ The pros and cons of Gen AI
- ✓ Helping your child engage with Gen AI safely and productively

AI is technology that performs tasks which traditionally require human thinking. For example, recommending products to purchase or a TV show to watch.

Gen AI goes a step further by creating new content on its own, like text, images, conversations, music, and even videos. The latest versions of ChatGPT and Co-Pilot can do these tasks. It's becoming harder to tell the difference between content made by GenAI and content made by humans.

There are a few key terms to understand how Gen AI applications are built.

- Large Language Models (LLMs) can create text that sounds like it was written by a human and are used in tools like ChatGPT and Co-Pilot.
- Multimodal Foundation Models (MFMs) take it a step further, allowing AI to process and create text, images, and audio.

Understanding Gen AI

Understanding Gen AI equips you to support your child in today's tech-driven world. Learning where it appears helps you guide them to use it safely and confidently. Here are key terms and tools to know:



AI tools	What you need to know	How Gen AI helps	What to watch out for
 <p>Text-based tools such as ChatGPT and Microsoft Co-Pilot</p>	<p>Assists with tasks like answering questions, sharing information, and creating content like stories, articles, or images. Unlike basic AI, it learns from input and adapts to your requests.</p>	<ul style="list-style-type: none"> ✓ Supports learning and homework by providing information quickly. ✓ Sparks creativity, helping generate ideas like stories. ✓ Enables collaboration, ideal for group projects. 	<ul style="list-style-type: none"> ✗ May give incorrect answers. ✗ Requires parental supervision for safe use. ✗ Can lead to reliance on technology over independent thinking.
	<div style="border: 1px solid black; padding: 5px; background-color: #00AEEF; color: white; display: inline-block;"> Conversation starters </div>	<ul style="list-style-type: none"> • How can these tools help you? • What can you do that these tools cannot? • When is it okay to use these tools, and when should you rely on your own skills? • Do these tools always provide the right answers? Why or why not? • How do these tools decide what to show or tell you? 	
 <p>Image-based tools such as DALL-E</p>	<p>Can create realistic images from text descriptions. Unlike traditional AI, which only categorises images it knows, DALL-E generates new ones based on your input.</p>	<ul style="list-style-type: none"> ✓ Creates unique and imaginative images from text descriptions. ✓ Enhances learning by helping children visualise concepts. 	<ul style="list-style-type: none"> ✗ May create harmful or inappropriate images if misused. ✗ Blurs the line between real and fake visuals. ✗ Can reduce children's creativity by encouraging over-reliance on the tool.
	<div style="border: 1px solid black; padding: 5px; background-color: #00AEEF; color: white; display: inline-block;"> Conversation starters </div>	<ul style="list-style-type: none"> • Why might some images from this tool not match what you imagined? • Why is it important to choose words carefully when using this tool? 	

Gen AI tools	What you need to know	How Gen AI helps	What to watch out for
 <p>Chatbots</p>	<p>Gen AI chatbots go beyond setting alarms or ordering food. They learn from interactions to create flexible responses, handle diverse questions, and generate new content.</p>	<ul style="list-style-type: none"> ✓ Provides quick answers to questions. ✓ Can offer support, companionship, or a safe space to explore personal topics. 	<ul style="list-style-type: none"> ✗ Can encourage unsafe behaviour. ✗ Can spread inaccurate or harmful information. ✗ Can allow children to share sensitive or personal information.
	<div data-bbox="424 663 715 763" style="border: 1px solid black; padding: 5px; display: inline-block;"> Conversation starters </div>	<ul style="list-style-type: none"> • Why might someone use a Gen AI chatbot? • How are Gen AI chatbots different from humans? • What do you like most about using a GenAI chatbot when you need someone to listen? 	
 <p>Deepfakes</p>	<p>Gen AI powers deepfakes, creating fake videos, audio, or images that mimic someone's voice, face, or actions.</p>	<ul style="list-style-type: none"> ✓ Can help children learn about special effects or editing. ✓ Can entertain by creating fun, fictional content. ✓ Has potential in education and training, simulating real-life situations. 	<ul style="list-style-type: none"> ✗ Can be used to create harmful or inappropriate content, including for fake news, scams and cyberbullying. ✗ Children may not recognise fake content, especially from celebrities or influencers.
	<div data-bbox="424 1290 715 1391" style="border: 1px solid black; padding: 5px; display: inline-block;"> Conversation starters </div>	<ul style="list-style-type: none"> • Why might a video's story or speech stop and start or feel incomplete? • Why might someone's movements look unnatural in a video? 	
 <p>Nudify Apps</p>	<p>Nudify apps use Gen AI to alter images, adding or removing clothing to create fake explicit content, often without consent.</p>		<ul style="list-style-type: none"> ✗ Nudify apps are harmful ✗ Makes explicit fake images easy to create and misuse in cyberbullying and extortion. ✗ Spreads misinformation, blurring real and fake.
	<div data-bbox="424 1827 715 1928" style="border: 1px solid black; padding: 5px; display: inline-block;"> Conversation starters </div>	<ul style="list-style-type: none"> • How can you keep your personal images safe? • How can you tell if an app is trustworthy? 	

Actions you can take to support your child

1 Stay curious and encourage critical thinking

Encourage your child to stay curious by asking 'why' and 'how' when using Gen AI tools. This helps them think critically and engage with the information more thoughtfully, using this technology to their benefit.

2 Keep security in mind

Gen AI tools might not always be clear about how they use your child's data. To keep your child safe, remind your child not to share or upload personal information, photos or videos to these tools. This protects their privacy and keeps their data safe.

3 Know the limits

Make sure AI tools are right for your child's age and maturity. Some platforms, like Chat GPT and DALL-E, require users to be at least 13 years old. Other platforms need parents' permission if a child is under 18. Always check the platform's terms of service to make sure it is safe for your child.



Pro tip:

How can I check Gen AI information?

1. **Question the Answer:**
Does it sound too perfect, or does it have any mistakes?
2. **Check the Source:**
Is the content from a trusted source or Gen AI tool?
3. **Cross Reference:**
Check with trusted sources to make sure the information is correct.

4 Start (and keep) the conversation going

Gen AI technology is always changing, so talk to your child often about how and when they use these tools. Regular talks and check-ins will help your child learn about Gen AI and how it affects their life now and in the future.



Pro tip:

How can I kick off a conversation?

Start conversations with open-ended questions like 'Why do you think Gen AI is used to create voices and images?' or 'How can tools that use Gen AI help you?' This shows interest and encourages your child to think more creatively while exploring the topic together.



Did you know...



One third of Australian consumers have been targeted by Gen AI scams.²

Criminals are now using AI and Gen AI to create sophisticated scams, with many targeting young people. They collect information from online platforms, send mass messages, and use Gen AI to create convincing fake profiles to engage with victims.

Young people are often targeted by scams, including sexual extortion. This case study of 15-year-old "Hunter" shows how it happens.

Fifteen-year-old Hunter received a friend request from "Bella," who seemed to be a classmate of his sister. They exchanged messages and photos, and Bella promised to send a nude if Hunter did the same. After Hunter sent intimate photos, "Bella" vanished, and a cybercriminal began demanding money.

² cfotech.com.au/story/deepfake-scams-cost-australian-businesses-millions-research-reveals



If this happens to your child, reassure them it's not their fault.

Follow these steps:

- ✓ Don't pay.
- ✓ Collect evidence. Take screenshots.
- ✓ Report it. Notify the platform, eSafety, and ACCCE (if under 18).
- ✓ Block and secure. Stop contact and tighten account privacy.

Visit eSafety for tips on preventing the spread of or removing shared content.

What to do if your child needs more help

- [eSafety Commissioner](#) to report cyberbullying, image-based abuse, and illegal and restricted content
- [Australian Cyber Security Centre](#) to report a cybercrime, cyber security incident or vulnerability.
- The Police if your child is in immediate danger or facing online harm.
- Contact your child's school to discuss the issue.

If your child needs to talk to someone about their feelings or worries, they can contact any of these free, private, 24/7 services:

- [Kids Helpline](#) on **1800 55 1800**
- [1300 Yarn](#) on **12 92 76**
- [Lifeline](#) on **13 11 14**



About Optus Digital Thumbprint

Through our Digital Empowerment strategy and programs, Optus is enabling all Australians to achieve, thrive and belong in a digital world.

Optus Digital Thumbprint supports digital safety and wellbeing for young people and families. Find out more at www.digitalthumbprint.com.au

