

## About Our School

### School context

Carranballac P-9 College is a unique dual-campus Foundation – Year 9 College, encompassing Boardwalk and Jamieson Way. Both campuses cater for the needs of students across two stages of schooling, Primary Years (Foundation – Year 6) and Secondary Years (Years 7 – 9). In 2024, there were 967 students including 27 international students (total SRP + International students= 994 students) enrolled across the college, 6 principals, 71 teaching staff and 35 non-teaching staff. Our students come from a diverse range of backgrounds. The College also provides student well-being support which consists of an Assistant Principal, Mental Health Practitioners for primary and secondary students, and a Defence Transition Liaison Mentor. The college vision, 'One College, Infinite Possibilities, Working Together, Embracing the Future' provides the foundation for our daily work.

A culture of adult learning has been fostered successfully at the College where teachers are learners working together in professional learning communities to analyse and discuss student data and ensure curriculum is targeted to individual student needs. The college has refined its instructional model which emphasises elements of best teaching practice.

Carranballac College F-9 builds strong partnerships with the local community. The College's two campuses provide a range of facilities enabling ready access for community activities and shared usage including a joint use agreement with Scouts Victoria and various sporting clubs. The College comprises a range of flexible teaching and learning areas, including well-resourced libraries, music rooms (including a recording studio and rehearsal rooms), science labs and a Performing Arts Centre which is used for staff, student and community events. There are also extensive Food Technology kitchens, Wood Technology facilities, Art rooms (including graphic, textile and visual arts), Japanese Learning Spaces and well-being rooms. Students have access to many outdoor facilities including ovals, basketball courts, shade covered playgrounds and assembly/play areas enhanced with artificial turf. The college has a primary and secondary structure with separate timetables.

The 2021 School Strategic Plan set the direction for the next four years with goals focusing on maximising the achievement and learning growth of every student, particularly in literacy and numeracy, improving student voice and learner agency, wellbeing and engagement. The College values of Respect, Resilience, Responsibility, Integrity and Inclusiveness underpin our schoolwide positive behaviour program and are forefront in our vision, future planning and practices.

Our College is motivated towards the development of *'excellence in life-long learning with students who are resilient, connected and respectful citizens who care about their world and care for one another.'*

## Progress towards strategic goals, student outcomes and student engagement

### Learning

The focus of our work has been the FISO 2.0 dimensions of Teaching and learning, Engagement, Support and Resources, Assessment and Leadership. The 2024 Annual Implementation Plan (AIP) goals focussed on the departmental initiatives of Learning and Well-Being as well as Carranballac Strategic Plan Goals of maximising student growth in literacy and numeracy as well as improved student wellbeing and engagement.

#### Literacy

- Teacher judgements of students in years 7 to 9 indicate that 75% of students in English were at or above the expected level for their age, this is an increase of 24.8% from the previous year.
- Years 1 to 6 teacher judgements in Reading indicate 81% of students are at or above the expected level for their age, this is an increase of 5.9% from the previous year.
- Students at Carranballac College had high learning gains in NAPLAN Reading in Years 5 and 9 with an increase to 78% in Year 5 exceeding or strong and 61% in Year 9 exceeding or strong. Year 5 students who are exceeding or strong in reading are above the level of similar schools.

#### Numeracy

- Teacher judgements of students in years 7 to 9 indicate 61% in Numeracy were at or above the expected level for their age, this is an increase of 2.9% from the previous year.
- Years 1 to 6 teacher judgements in Mathematics indicate 73% of students are at or above the expected level for their age, this is an increase of 6.5% from the previous year.
- Students at Carranballac College also had strong gains in NAPLAN Numeracy in Years 5 and 9, with 69% exceeding or strong in Year 5 and 55% exceeding or strong in Year 9.

All Professional Learning Communities focused on improving the teaching and learning of literacy and numeracy across the College, in line with Annual Implementation Plan goals. Students who were identified as requiring additional support were given access to the Tutor Learning Initiative in literacy and numeracy. In order to achieve student learning outcomes teachers work in PLCs to differentiate curriculum based on student needs. Focus groups are identified and targeted intervention is provided for those students, these are fluid groupings. Professional learning is provided to all staff directly related to identified goals, we have a robust structure of monitoring, implementing, reviewing and refining the work being done in PLCs to support students. Teachers also write Individual Education Plans for students who are below level or well above level which outline co-constructed goals for students to work towards around areas identified as requiring additional support. IEPs are shared with families and reviewed regularly.

## Wellbeing

### **Wellbeing**

In 2024, the school continued to focus on strengthening student wellbeing through several targeted approaches, with a focus on improving connectedness, resilience, and support processes. Despite varying outcomes in the Attitudes to School Survey (AToSS), progress shows the school's commitment to improvement and growth in this area.

#### **Highlights:**

- **Managing Bullying:** AToSS data showed a 3% increase in positive endorsement (42%) for managing bullying, reflecting the impact of anti-bullying efforts. However, focus groups with students indicated that there is a need for better victim support.
- **Sense of Connectedness:** Overall connectedness slightly declined to 42.5% (down 1.6%), with a clear gap between primary (61%) and secondary (27%) students. This emphasises the need for targeted secondary strategies moving forward.
- **Positive Behaviour Growth:** Chronicle data showed an increase in positive behaviours and a 15% reduction in negative behaviours compared to 2023, especially in secondary students, aligning with strengthened Social and Emotional Learning (SEL) programs and consistent implementation of School Wide Positive Behaviour Support.
- **Parent Engagement:** The Parent Opinion Survey reflected a 4% improvement in Teacher Communication (69%). This was assisted by parent access to amber chronicle data. This allowed for the opportunity to discuss concerns and put in place interventions.

Social Emotional Learning programs supported student ability to self-regulate, with individual plans developed to meet the needs of individual students.

Teachers received professional development on mental health, internal referral processes, and AToSS data analysis. The Wellbeing team developed referral pathways, collaborated with external professionals, and focused on how to optimise classroom environments to better support wellbeing.

## Engagement

In 2024, improving student attendance remained a key focus for the College, with significant human and financial resources dedicated to this effort. A range of educational initiatives were implemented, including regular one-on-one communication and newsletter articles that provided families with insights into the impact of absences on student learning and well-being.

Attendance data over the year indicated that student absences were higher compared to similar schools and the state average. However, there was an increase (or more students absent for more days) in the average number of absence days in Foundation to Year 6, by 2 percentage points, and in Years 7 to 9, by 2 percentage points. However, unexplained absences did decrease by nearly 2 percentage points. These figures remain a concern and require ongoing monitoring.

Throughout this period, the College maintained a strong focus on addressing 'unexplained absences' and 'late arrivals.' Families were contacted regularly via phone calls, emails, and letters—often on a near-daily basis. The roles and responsibilities of Attendance Officers were

expanded, and all teachers were given the additional responsibility of liaising with families to follow up on absences. The Attendance Team continued to embed the Tiered Response to Attendance framework, updated roll-marking criteria, prioritized addressing unapproved absences, and worked closely with families of students with chronic absenteeism, which included a significant proportion of the data.

To encourage attendance, student-driven extrinsic rewards were introduced, including initiatives such as 'Lunch with the Principals' and other rewards selected by students. Additionally, regular communication and celebrations were held to recognize classes that reached key milestones, achieved the highest average attendance, or maintained a 98% attendance rate throughout the year.

## Other highlights from the school year

Last year, students at our school participated in a range of enriching celebrations and excursions that enhanced their learning experiences. Year 5 and 6 students attended an urban camp in Melbourne City, where they explored the vibrant urban environment and its cultural offerings. Year 3 and 4 students went on camps to Anglesea and Warburton, enjoying beach experiences and immersing themselves in the bush, which helped them develop teamwork and outdoor skills. The school's electives program further enriched student experiences with numerous community-based excursions, including visits to the MCG, a treetops adventure in Lorne, overnight camping trips, and a restaurant experience in the city, allowing students to explore diverse environments and activities. Musical performances were also held across both campuses, giving each primary class the opportunity to showcase their talents and creativity. Whole school events were also a highlight, fostering community spirit and connection. These included the Mother's Day morning tea, grandparents and special friends' visits, the Father's Day BBQ and multiple picnics, and our regular indigenous morning teas all of which provided opportunities for students to celebrate and engage with their families and the wider school community.

## Financial performance

At the end of the school year the college's finances were in surplus in both the credit and cash budgets.

In order to strategically resource targets in the Annual Implementation Plan (AIP) and to further support staff in their work to improve student learning outcomes the following major programs were budgeted for:

- Books totalling \$37,106 to support literacy programs and promote reading within the college
- Equipment and resources totalling \$16,611 to support the numeracy program
- Classroom & Library furniture to the value of \$58,535, as part of a 3-year plan to replace tired furniture
- Equity funding provided consultants to build teachers' capacity to teach literacy \$108,150
- Major building and grounds works were undertaken
- Painting and recarpeting of buildings \$25,380
- Maintenance, minor repairs and annual inspections of the buildings and facilities \$124,120
- Installation of new & replacement air conditioners \$22,881 (partially supported by funds raised by the Parents and Friends)

- Repairs and replacement of synthetic turf \$10,515
- New and replacement sporting equipment \$15,565

#### Wellbeing

- Mental Health Funding supporting students through delivery of the Resilience Project, Man Cave and Big Sister programs \$38 846
- Disability Including Funding provided resources and requisites for students in need \$17,697

**For more detailed information regarding our school please visit our website at  
<https://carranballac.vic.edu.au/>**