

28 MARCH 2025 • TERM 1 WEEK 9

CARRANBALLAC P-9 COLLEGE

Newsletter



TERM 1 & 2 CALENDAR HIGHLIGHTS

Monday 31 March	Secondary Athletics Carnival
Wednesday 2 April	BW & JW Year 9 Man Cave/ Big Sister Program
Friday 4 April	Last Day Term 1, 3pm finish F-2 Easter Hat Parade
Tuesday 22 April	First Day of Term 2
Thursday 24 April	ANZAC Day Ceremony in Gym
Friday 25 April	ANZAC Day Public Holiday
Monday 28 April	Year 9 Outdoor Ed You Yangs Mountain Bike excursion
Thursday 1 May	BW Year 8 & 9 VU Health Incursion session 1
Wednesday 7 & 8 May	Mother's Day Stalls
Friday 9 May	Mother's and Special Persons Morning Tea
Tuesday 20 May	BW Year 8 & 9 VU Health Incursion session 2
Tuesday 27 May	Year 7-9 STEM Showcase
Monday 9 June	Monarch's Birthday Public Holiday



(03) 9395 3533
carranballac.p9@
education.vic.gov.au

Boardwalk Campus
Cnr Dunnings Rd &
Foxwood Dr, Point Cook

Jamieson Way Campus
Cnr Jamieson Way &
La Rochelle Blvd,
Point Cook

VISION:

One College,
Infinite Possibilities,
Working Together,
Embracing the Future

MISSION:

Our College fosters
excellence in life long
learners who are
resilient, connected and
respectful

PRINCIPALS' REPORT

JUSTINE RYAN, BRETT WATSON &
JANELLE BARKER



Dear Families,

We've had a fantastic fortnight at Carranballac P-9 College, with several exciting events and achievements to celebrate!

Year 9 Students Experience the Thrill of the Grand Prix

On Thursday the 13th of March, a group of Carranballac College Year 9 students had the exciting opportunity to attend the 2025 Formula 1 Louis Vuitton Melbourne Grand Prix. This unforgettable experience, organised by Wyndham Tech School in partnership with the Melbourne Grand Prix organisers, gave students a behind-the-scenes look at the world of motorsport and innovation.

Throughout the day, students explored the Innovation Hub, where they engaged with cutting-edge technology and STEM-focused activities. They also immersed themselves in the excitement of trackside attractions before witnessing the high-speed action on the track. This hands-on learning experience was an incredible way for students to see the intersection of technology, engineering, and real-world applications in a dynamic setting.

1. Innovation Hub Activities:

- Tech Talks: Industry experts, including F1 Ambassadors, race engineers, and STEM specialists, will present talks on topics such as aerodynamics, space technology, and robotics.
- Fuelling the Future STEM Challenge: Finalists from primary and secondary schools will showcase innovative sustainability solutions in motorsport.
- Interactive Exhibitor Experiences: Hands-on activities provided by organisations such as the Australian Defence Force, RMIT, Monash University, and Fire Rescue Victoria.

2. Hands-On Experiences and Simulations:

- ADF Flight Simulator: Virtual reality experience flying an F/A-18 Classic Hornet.
- Motorsport Esports Racing Simulators: Compete in Forza Motorsport, EA SPORTS WRC, and F1 24.
- Karting Australia Display: Insights into grassroots motorsport and kart racing pathways.
- Fire Rescue Victoria: Learn about modern firefighting and see EVIE, Victoria's first electric fire truck.
- Safe Transport Victoria: VR driving experiences, transport trivia, and reaction-time challenges.
- Victoria's Big Build Simulators: Virtual drive through the West Gate Tunnel and Metro Tunnel stations.
- RMIT & Monash University Innovations: Engineering simulations, VR experiences, and Monash Motorsport's race simulator.

Diversity Week & Harmony Day Parade

Our school embraced Diversity Week with enthusiasm, culminating in a vibrant Harmony Day celebration on 21st March at each campus. Students and staff dressed in cultural attire, reinforcing our commitment to inclusiveness and respect. It was wonderful to see the community come together to celebrate our diverse backgrounds.

Statement of Values & School Philosophy

At Carranballac P-9 College, we are committed to fostering a safe, inclusive, and respectful learning environment. Our core values (Respect, Inclusiveness, Resilience, Responsibility, and Integrity) guide our expectations for students, staff, and families. We encourage everyone to uphold these values to ensure a positive school culture.

To reinforce these principles, we:

As parents and carers, we will:

- model positive behaviour to our child
- communicate politely and respectfully with all members of the school community, in line with the Department's Respectful Behaviours within the School Community Policy.
- ensure our child attends school on time, every day the school is open for instruction
- take an interest in our child's school and learning
- work with the school to achieve the best outcomes for our child
- communicate constructively with the school and use expected processes and protocols when raising concerns
- support school staff to maintain a safe learning environment for all students
- follow the school's processes for communication with staff and making complaints
- treat all school leaders, staff, students, and other members of the school community with respect.

As students, we will:

- model positive behaviour to other students
- communicate politely and respectfully with all members of the school community
- comply with and model school values
- behave in a safe and responsible manner
- respect ourselves, other members of the school community and the school environment
- actively participate in school
- not disrupt the learning of others and make the most of our educational opportunities.

As community members, we will:

- model positive behaviour to the school community
- treat other members of the school community with respect
- support school staff to maintain a safe and inclusive learning environment for all students
- utilise the school's processes for communication with staff and submitting complaints.

Our [Statement of Values and School Philosophy](#) is available on the school website for families to review.

We look forward to another great fortnight ahead!



2025 School Council Election Results

After the recent School Council Election and subsequent School Council Meeting the following is the current composition of the Carranballac P-9 College Council.

Executive Officer

Justine Ryan

Parent Member Category

School Council President

Tom Sedawie

School Council Vice President

Mary McMahon

Finance Sub Committee Convenor

Marc Richardson

Parent Members

Danny Siskovski
Firas Hasan
Amy Houghton
Kerrie Anne Greenland
Ada Heenan

DE Employee Category

Brett Watson
Chriss Tracey
John Westwood
Deborah Workman

Student Members

Tiffany Ia
Lillian Lane

Community Member Category

Nerys Phillips

Introducing our School Council Office Bearers



Hello, my name is **Tom Sedawie**, and I am honoured to serve as President of the School Council in 2025. I am a proud Point Cook local, where I live with my wife, Amy, and our twin boys who are in Year 1. Professionally, I work as an Operations Manager at the Australian Bureau of Statistics. Outside of work, I enjoy staying active at the gym and teaching ballroom dancing classes. I look forward to working with the school community to continue making our school a great place for students, staff, and families alike.



My name is **Mary McMahon** and I'm honoured to be nominated as Vice President of the School Council. I currently have Damon (grade 3), Mia (grade 2) and Harper (Foundation) at Jamieson Way Campus. I have seen the school grow over the past 4 years and am looking forward to help it continue to grow and community involvement and participation for Carranballac. Growing up in a Defence family I know how important school and support is. I have lived in the Wyndham area for the past 30 years. I am currently an Auskick Co-ordinator and also on the Committee for Point Cook Centrals Sporting Club.



My name is **Marc Richardson**. I have 3 children at Boardwalk Campus, who all started in various grades in 2024. We live in Seabrook, having recently returned from living and working in the USA for 6 years. Coming back to the community here, I'm interested in understanding the school dynamic, how we can work together with the students, families, friends and caregivers, to facilitate an enjoyable environment. I joined the council, hopeful that my time overseas can assist with broadening viewpoints on current agenda items, and with helping navigate our future direction. My family and I are passionate travellers, and can be seen frequenting the hockey fields at Altona Hockey Club on weekends, where I coach junior teams and volunteer where needed.



RESILIENCE



INTEGRITY



INCLUSIVENESS



RESPECT



RESPONSIBILITY

The background of the poster is light blue and decorated with various Easter-themed illustrations. At the top, there are two white bunny ears with pink inner linings. Below them are several Easter eggs: a teal egg with white flowers, a pink egg with blue polka dots, and a yellow and white striped egg. The text is centered on the page.

FOUNDATION, YEAR 1 & YEAR 2

EASTER HAT PARADE

WHEN: FRIDAY 4TH APRIL

TIME: 9AM

**WHERE: DOUBLE
BASKETBALL COURT AT
EACH CAMPUS**

Join us for a very special Easter hat parade! Students will be sharing their hat creations made in class.

HARMONY DAY 2025



SPORT REPORT

YEAR 3-6 ATHLETICS

CARNIVAL & YEAR 5/6 SPORT



On Monday the 24th of March, Carranballac College students in Years 3-6 participated in an exciting Athletics Carnival, showcasing their athleticism, team spirit and house colours in a variety of track and field events. From 100m sprints to shotput and high jump it was a fantastic day filled with competition and fun for students. Congratulations to all our athletes for their outstanding efforts!

In addition, our Year 5/6 students enjoyed an action-packed day of primary sport, including thrilling games of volleyball and basketball. It was a great opportunity for students to display their skills, teamwork, and sportsmanship. A big thank you to everyone involved for making these events so memorable!

We look forward to more fun and active events in the future!





Japanese Term 1



ひな祭り



In Japanese this term, students explored learning about a Japanese celebration called Hinamatsuri.

What is Hinamatsuri? It is also called Doll's Day or Girl's Day and is celebrated every year on March 3rd. It is a celebration dedicated to the daughters/girls of the family, wishing them health and happiness. Families celebrate by gifting the daughters/girls a set of hina ningyo (dolls) which is displayed in the home from late February until March 3rd. It is a public holiday in Japan, so everyone gets to celebrate!

YAY!



Students had the opportunity to make their own hina ningyo and enjoyed learning about some special traditions for celebrating Hinamatsuri.



Year 9 Kitchen Culture

BAR THYME EXCURSION



On Friday 14th of March, the Year 9 Kitchen Culture Elective students were lucky enough to attend a 5 course meal hosted by Howard Stamp at Bar Thyme in Footscray. Bar Thyme is a upscale Bistro that serves fine dining versions of bistro and Pub classics. Bar Thyme is a restaurant that prioritises sustainable food practices and locally sourced produce. Howard held a Q&A with the students and they asked Howard about about having a seasonal menu, shopping at Footscray market, what its like to go from working as a cook to becoming a Chef with his own restaurant and what young cooks should be looking to do to bolden their resume and strive high in the hospitality industry. I went to Bar Thyme last week to say hi to Howard and he was especially complimentary of the students' manners and thoughtful questions. It was a beautiful day and I'm looking forward to taking the Jamieson Way year 9 Students in Term 3!

Daniel Rock

Dining Experience Review, By Ally Brabender

Bar Thyme in Footscray offers a creative dining experience with standout moments that showcase its unique approach to food and ambiance. We ate so many new foods that made for a delicious lunch.

Apricot Spritz – 8.67/10

A refreshing start to the meal, the Apricot Spritz struck a lovely balance between sweetness and acidity. It was light, flavourful, and set a promising tone for the rest of the lunch

Sourdough with Miso Butter with Stracciatella and Capsicum Jam – 7/10

The sourdough was excellent—warm, fluffy, and baked to perfection. The miso butter offered a bold umami touch, and while the stracciatella and capsicum jam was an unexpected combination, it added an interesting texture to the dish.

Moroccan Slow-Cooked Lamb Shoulder with Vegetables and Chickpeas – 7/10

The lamb was fall-apart tender and well-cooked, with extra juices enhancing its richness. The chickpeas and vegetables complemented the dish well, making it a satisfying and hearty option.

Remi's Patch Salad – 5/10

A fresh and well-dressed salad, it brought a nice contrast to the meal. While the dressing was tangy, it added a bright, zesty note that some may enjoy.

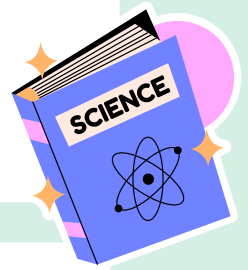
Chocolate and Mint Mousse – 8/10

The chocolate component was smooth, creamy, and indulgent. The mint brought a refreshing twist, giving the dessert a playful contrast of flavors.





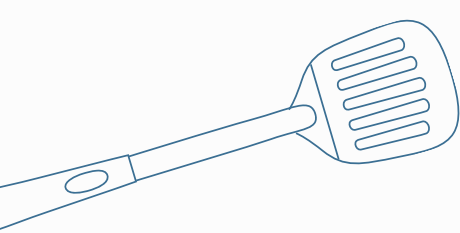
Science News



This Term in Science

In Term 1 Science, Year 7 earned their Bunsen burner licenses and practiced separation techniques. Year 8 explored the rock cycle with a fun candy simulation, while Year 9 conducted exciting chemical experiments, including elephant's toothpaste and the carbon snake.

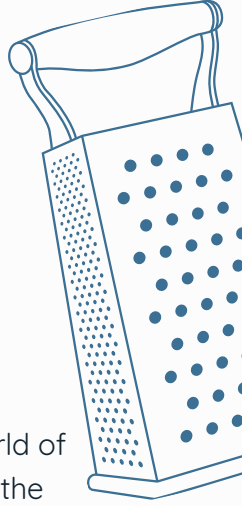




FOOD TECHNOLOGY

NEWS

EXCITING RETURN TO THE KITCHEN



Year 7 and 8 students have been on a culinary adventure this term, diving into the world of Food Technology with enthusiasm and curiosity. Despite being without a kitchen for the past 6 weeks, our students have made the most of their time, preparing for an exciting return to cooking in week 7.

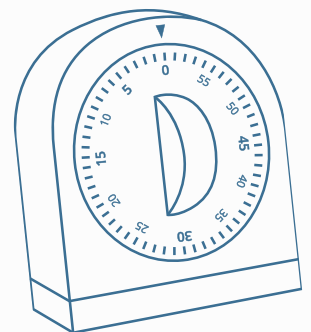
Year 7 kicked off the term learning about the five food groups and crafting healthy lunchbox options. From creating silly salad bread faces to growing alfalfa, students have been hands-on in discovering the connection between a healthy environment and food choices. They even painted their own pots to take their growing alfalfa home in!



Meanwhile, Year 8 delved into the difference between perishable and non-perishable foods, exploring sustainable practices in the food industry. Did you know Grill'd sources beef from cows fed seaweed to reduce carbon emissions? Students also engaged in fun STEM activities, like building apple towers and Pringle Ringles, all while analysing the film Cloudy with a Chance of Meatballs for insights into food innovation.



Vinh, 8A

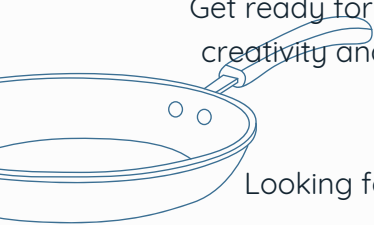


In preparation for their return to the kitchen, My Kitchen Rules students got a taste of food with a blind tasting test, learned about ethical farming practices, and analysed the film Ratatouille for insights into food culture.

As we gear up for our upcoming cooking sessions, remember to come prepared with your container, pen, correct school shoes, no nail polish or acrylic nails, and hair tied back and up.

Get ready for a sizzling journey back to the kitchen as our budding students unleash their creativity and passion for food next week. Stay tuned for more delicious updates in our culinary adventures!

Looking forward to seeing our students back in action in the heart of the kitchen!





Dear Families,

Commencing in Term 2, I will be sharing helpful information on speech and language development, along with practical tips for parents and carers to support their child's speech and language skills at home.

If you'd like to discuss your child's speech and language progress further, please feel free to book a session with me through our Speech Pathology Drop-In Clinic, which will be starting in Term 2. More details will be shared at the beginning of the term.

As a "taster" of what's to come, I'm excited to share the first topic: **"Recognising Signs That May Indicate Speech Or Language Difficulties"**

Over the next page, you will find a brief outline of signs that may indicate that your child may require additional support with their speech and/or language development. Early recognition of speech and language difficulties can make a significant difference in helping children develop strong communication skills.

Stay tuned for more updates and resources to help support your child's communication development!

Warm regards,

Kaitlin Hughes

Speech Pathologist



Recognising Signs That May Indicate Speech or Language Difficulties

Here are some signs to watch out for, across different age groups:

For Children Ages 4-5:

- **Limited Vocabulary:** By age 4, children should be using a range of words (approx. 1500-2000 words). If your child has a smaller vocabulary or struggles to express themselves, it may indicate a delay.
- **Difficulty Pronouncing Words:** Children at this age should be able to pronounce many sounds clearly (90-100% intelligible). If speech is unclear or certain sounds are consistently omitted, this could be a concern.
- **Challenges with Combining Words:** By age 4, children should start using 3-4 words to form simple sentences. If they primarily use single words or gestures, it could suggest a developmental issue.

For Children Ages 6-7:

- **Struggles with Following Directions:** Difficulty understanding and following simple instructions, like “put your shoes on” or “give me the book,” might signal a language processing difficulty.
- **Pronunciation Challenges:** At this age, children should be able to pronounce most sounds clearly. If speech is still hard to understand, it could be a sign of speech articulation problems.
- **Limited Use of Complex Sentences:** Children should begin using more complex sentences. If they mostly speak in simple or incomplete sentences, it may suggest a language delay.

For Children Ages 8-9:

- **Difficulty with Reading and Writing:** Struggling to read fluently, understand what they read, or write clearly can be a sign of underlying language difficulties.
- **Difficulty with Abstract Language:** At this age, children should start understanding abstract language (e.g., idioms, jokes). Trouble with these concepts might point to language difficulties.
- **Challenges Expressing Thoughts:** If a child frequently struggles to express their thoughts clearly or organise their ideas during conversation, it could indicate expressive language issues.



For Children Ages 10-12:

- **Trouble with Social Communication:** Difficulty taking turns in conversation, understanding humour, or reading social cues (e.g., tone of voice, body language) could indicate problems with pragmatic language skills.
- **Struggles with Academic Language:** Difficulty understanding or using language related to academic tasks, such as explaining a process or answering complex questions, could be a sign of language delays.

For Teenagers Ages 13-15:

- **Challenges with Figurative Language:** Teenagers should understand metaphors, idioms, and abstract language. Struggling with these could point to underlying language issues.
- **Difficulties with Organising Thoughts and Ideas:** Teens may struggle to express themselves clearly in conversations or written work, indicating possible issues with expressive language.
- **Trouble Navigating Social Situations:** Difficulty engaging in appropriate social interactions, understanding subtle cues, or maintaining conversations may signal challenges with social language skills.

General Red Flags Across All Ages:

- **Speech Delay:** If a child is significantly behind in speech milestones, it's important to seek advice.
- **Inconsistent Progress:** If a child shows some progress but then seems to plateau or regress, this could signal an underlying issue.
- **Frustration or Withdrawal:** Children with speech or language difficulties may become frustrated when trying to communicate, leading to behavioural issues or withdrawal from social interactions.

What to Do Next

If you notice any of these signs in your child, it's helpful to consult with a Speech Pathologist. Please feel free to book in with me through our College Speech Pathology Drop-In Clinic once it commences in Term 2. Early intervention can help address issues before they impact a child's learning and social development.

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- Students can enrol for group, paired or private lessons
- 30 minute lessons every week during the school term
- Keyboards and guitars supplied for lessons (other instruments to be supplied by the student)
- Students progress reports are provided in term 2 and term 4
- Students concerts/performances run in term 4
- ** Music Fees are advertised on our website*

- Group Lessons
- Paired Lessons
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- *Special needs students enroll exclusively on Private Lessons*
- New students required to purchase a music book on enrolment/ delivered in class
- Instrument hire or purchase available via our website
- Music Fees are charged every 3 months (once per term) via direct debit on VISA, MasterCard or Debit Card.

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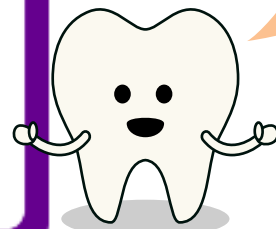
EXCITING NEWS



**Teeth on Wheels
will be visiting our
School!**



**Don't miss
out, Sign
up today!**



SCAN THE QR CODE TO COMPLETE YOUR FORM



2025 WINTER DOMESTIC BASKETBALL TRYOUT

U8/10: 12PM-1PM

U12: 1PM-2PM

U14: 2PM-3PM

U16: 3PM-4PM

U18: 4PM-5PM

**WHEN: SUNDAY 23RD
MARCH**

**WHERE: EAGLE STADIUM
(COURT 2)**

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bensohurstregister@gmail.com

0399824562

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TALENTS!**



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