

16 MAY 2025 • TERM 2 WEEK 4

CARRANBALLAC P-9 COLLEGE

Newsletter



TERM 2 CALENDAR HIGHLIGHTS

Thursday 15 May - Friday 23 May	Teeth on Wheels Visit
Tuesday 20 May	BW Year 8 & 9 VU Health Incursion session 2
Monday 26 May	Hobson's Bay Cross Country Carnival
Tuesday 27 May	Year 7-9 STEM Showcase
Wednesday 4 June	BW & JW Foundation Farm excursion
Monday 9 June	Monarch's Birthday Public Holiday
Tuesday 10 June	Year 8 Interschool Sports
Thursday 12 June - Friday 13 June	Year 9 Outdoor Ed Beeripmo Overnight Hike
Friday 20 June	Winter Solstice Pyjama Day Primary Assembly 2:30pm in gym
Monday 23 June - Friday 27 June	BW & JW Grade 5/6 Water Safety Program
Tuesday 1 st July Wednesday 2 nd July	Student Learning Conferences 3:20pm - 5:30pm Student Learning Conferences 3:15pm - 4:30pm
Friday 4 July	Last Day Term 2, 3pm finish



(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,

Improving Communication with Families

In response to parent feedback, we are streamlining our communication through Compass to ensure families receive timely and consistent updates. From now on, Newsfeed items will be posted daily—if needed—at 8:45am and 2:45pm. These updates will include important event information and reminders to help you stay informed about what's happening at school. Please keep an eye out for these posts to stay up to date.

Mother's Day Stall and Morning Tea

Last Friday 9 May, we were delighted to welcome families to our Mother's Day Stall and Morning Tea. It was wonderful to see such strong community engagement and so many smiling faces. A heartfelt thank you to the dedicated parent helpers who made the stall possible. We hope all our mums and special people enjoyed a lovely day and felt appreciated for the incredible role they play in our lives.



Election Day Fundraiser

On Saturday, 3 May, we proudly hosted Election Day events at both campuses, complete with a sausage sizzle and a delicious selection of baked goods. A big thank you to the staff, parents, and students who volunteered their time and effort to make the day a success. Funds raised will go directly toward improving the playground areas at both campuses—thank you for your support!



Campus Foyers

In our pursuit of improving the environment at each campus we have received a donation from Bunnings of \$200 to create a greener atmosphere in the foyers. Thank you to Bianca Honeyman for securing this donation and thank you Bunnings!

Attendance

We are continuing to focus on the importance of regular school attendance and the positive impact it has on student learning and engagement. A big thank you to the Apprenticeship Employment Network for their generous \$1000 donation to support our attendance awards. We look forward to celebrating and encouraging excellent attendance with some special treats for our students!



2026 Foundation Enrolments

Foundation 2026 enrolments are now open – please pick up an enrolment pack from the office, or phone 9395 3533 to have it emailed to you.

School Savers Bonus Information

Just a reminder that those still in receipt of School Savers Bonus (SSB) Funds, that it can be used for uniforms until Monday 30 June 2025.

Any funds remaining after 30 June 2025, including online voucher amounts that have not been redeemed, will become a credit to use on school activities. However, the credit will not be available on your family account at our school until late July. To use any remaining SSB funds to cover the cost of school activities in July, please refer to the SSB online system and allocate the funds to school activities before 30 June 2025.

To learn more about the SSB online system, visit <https://www.vic.gov.au/receiving-school-saving-bonus>

The Department of Education's SSB contact centre will remain available until 30 June 2025. The contact centre can be reached by:

- completing the School Saving Bonus enquiry form at <https://www.schoolssavingbonus.vic.gov.au>
- calling 1800 338 663, between 8:30 am and 4:30 pm on weekdays.

After this date, please contact our administration team for any SSB related questions.



MOTHERS & SPECIAL PERSONS MORNING

On Friday 9th of May our students welcomed mothers and special persons into their classes to celebrate Mother's Day.

Visitors were invited to join in on special Mother's Day activities and enjoyed a morning tea in the library with their child.

A big thank you to everyone who attended and congratulations to all of the winners of the Parents & Friends Mother's Day Raffle!

We look forward to welcoming you all back for our next community event!



PRIMARY SPECIALISTS

Report

Music Team

Term 2 is well underway and it's wonderful to see all students, especially our new Foundation students, settling smoothly into school routines.

This semester, our primary students are diving into the key elements of music: beat, rhythm, tempo, dynamics, tone colour, and texture. Through engaging, hands-on activities, students are exploring these concepts using a range of instruments including untuned hand percussion, ukuleles, keyboards, and drums.

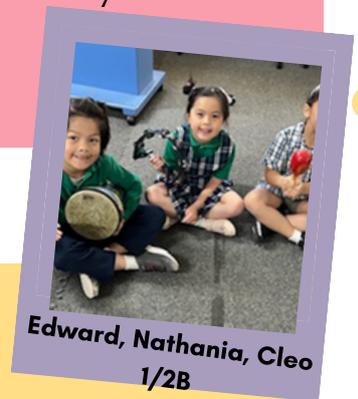
Lower primary students are developing their fine motor skills through instrument playing, dance and movement. Meanwhile, middle and upper primary students are building on their ukulele, drum and percussion skills and broadening their musical understanding by exploring rhythms and styles from a variety of cultures.

It's been a joy to see their creativity and confidence grow as they experiment with different sounds and develop their musical skills and we look forward to a term full of creativity and musical growth!

The Primary Music Team



Vasyliya 1/2B



Edward, Nathania, Cleo
1/2B

JW Art

Our Jameison Way students have been working diligently on their art projects, and our office gallery area is currently showcasing some incredible works from our talented students! Foundation students have captured the vibrant spirit of Alma Thomas with their stunning mosaics, our Grade 1/2s brought to life Hundertwasser-inspired gardens, complete with beautiful concentric circle trees. Our Grade 3/4s have created striking Paul Klee-inspired portraits, demonstrating impressive creativity and skill. Meanwhile, the Grade 5/6s have amazed us with their captivating Dragon Eye paintings, full of detail and imagination. It's clear our students are embracing their artistic expression and showing remarkable growth in their artistic journeys!

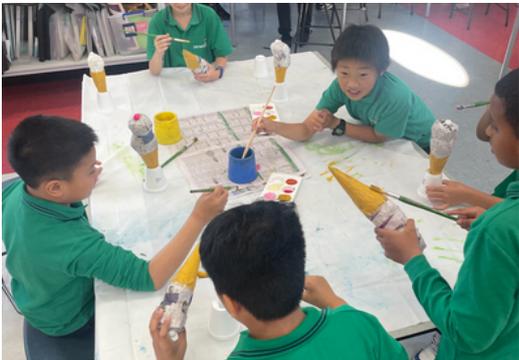


PRIMARY ART NEWS

TERM 1

Throughout Term 1, students from Foundation to Year 6 immersed themselves in the world of visual arts by exploring the seven elements of art: line, shape, colour, texture, value, space, and form. These fundamental building blocks of art served as a foundation for students to understand how artists communicate meaning through visual conventions.

The learning journey was both fun and insightful, with students proudly applying their new knowledge to bring their creative visions to life.



The 5/6's explored the art element form to create these 3D Ice Creams.



5/6 - ICE CREAMS

GRADES 1-6 COLOURED PORTRAITS



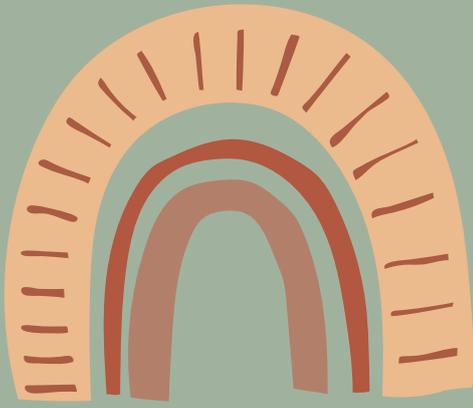


FOUNDATION: SHAPE ROBOTS

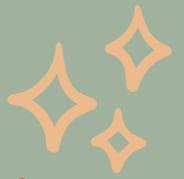
1/2: LINE DRAWINGS



3/4: TEXTURE BIRDS



Year 8 Courage to Care Incursion



BEN 8B

The Courage to Care incursion was about bullying and discrimination and what you should do when someone gets bullied. For example, if you go to the victim after the incident and say that you didn't like what the bully did, it helps the victim.

A highlight was when one of the people named Ros read us a story about her mum in WWII and how people saved her life. It was a very sad yet interesting story and it made me think about how I could help anyone.

I took away from this incursion that even saying to a bullied victim "I didn't like what they said to you, I'm sorry" will help that person recover so much quicker from the incident. Even though it won't recover them fully, it will really help.



HAYDEN 8B

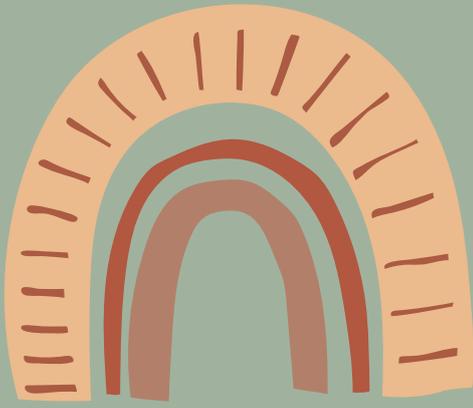
Recently Year 8 experienced the Courage to Care incursion. This incursion was made to help children understand what bullying is and how it can affect others. Throughout this activity we did many little games and watched a couple of videos. I personally enjoyed when one of the volunteers named Ros told us about how her mum was a Polish citizen in WW2. Ros also told us that her mum had many upstanders in her story that stopped her from being taken away by the Nazis. After the experience I took away that you should always be kind even if others are being mean to you. I will also try to be more helpful to people that are being bullied or to people who feel alone.



MOANA 8C

On Wednesday (23/4), the whole grade of year 8 had an incursion with people from the Courage To Care group. The main topic of this was "When someone gets bullied, don't be a bystander, be an upstander." We learnt what bystander and upstander are, and what is the difference between them. We also looked at videos about what did the Nazis do to Jewish people during World War 2. I was very shocked after watched the videos, millions of Jewish people died in the Holocaust and got sent to the concentration camps. There is one video about a Jewish family during World War 2, they tried to escape from the search of the Nazi army, lot of people choice to ignore them when they need help, but there were two family that helped them a lot, they hid the Jewish family in their house. I think these two families were really brave, because during that period, if the Nazis found out you were helping Jewish people in any sort of ways, your whole family could get executed by shooting, even babies.

Before this excursion, if I see someone getting bullied, I probably will never be the first one to stand up for the victim, because I'm scared that they will do something to me if I help the victim. But now I understand that if everyone just thinks "I don't want to be the first one to stand up, is fine, he/she will do it" then this problem is never going to get fixed. So, I will try not to be a bystander and be an upstander.



Year 8 Courage to Care Incursion



NETHUKI 8C

On Monday 28th of April the Year 8's had a special program called 'Courage to Care' that helps students understand the cause and effects of bullying. They encourage us to become upstanders if we ever encounter any form of bullying. They explained to us what a victim, bystander, upstander and offender are and helped us better understand what to do if someone is being bullied. You can be bullied for many things, your race, religious beliefs, sexual identity and more but it's always the right thing to help someone if they're being bullied. Our class also watched videos about true stories of those who survived the Holocaust and how some brave people risked their lives to save others. There were many families who hid Jewish people knowing well the consequences.

It was interesting to see what people had to go through when the Holocaust spread through to Belgium, Poland, Hungary, Romania, Lithuania, Turkey and many more countries. We watched a personal story about Peter Gaspar who survived the Holocaust at a young age. This helped us understand how bullying can affect all people and how in situations where there's bullying, we must become an upstander not a bystander and even though it's hard to do so you could really change someone else's life.



VU Health Incursion



ETHAN 8B

On the 1/5/25 we had the Victoria University Health Incursion where we talked about what mental health looks, feels and sounds like. To do this we played games and made posters. Some of these signs would be someone not their usual selves, under performing in activities and less talkative / moving away from friend groups. To help combat this the least we can do is talk to them or offer them support.

My highlight was when we played a game of reverse netball. We had to work together to get the dodge ball to the person in the goals.

After this incursion I will try to look out for signs of bad mental health in people I know.

SECONDARY MATHS

AT CARRANBALLAC



CLASSROOM HIGHLIGHTS

This term our students are consolidating and extending core concepts learned in term 1.

Level 7

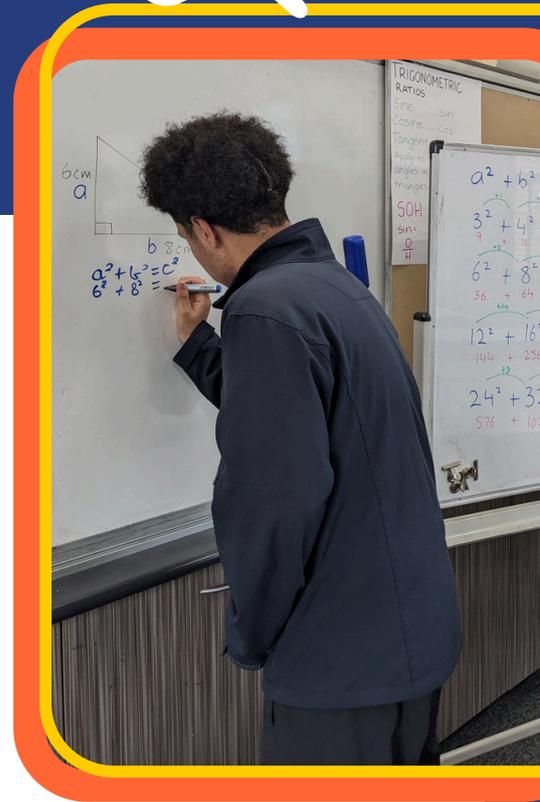
Fraction & Decimals - Extending understanding of parts of a whole to multiplying and dividing amounts represented in fraction and decimal notation, and converting between the two.

Level 8

Percentages - Strengthening proportional reasoning and applying to explore increases, decreases, profit and loss.

Level 9

Pythagoras Theorem - Building on learning about properties of triangles by applying the theorem to find unknown side lengths and solve problems.



MATHS HOMEWORK

Secondary students have weekly maths homework set on Mathspace. Homework is generally set on Mondays and due by Sunday evening. It is a critical step in strengthening and consolidating the learning taking place at school

MATHS AT HOME

Any and every opportunity to use and build maths skills at home helps. Some ways teenagers can build maths skills outside of school include:

- Helping budget for the weekly shop
- Strategy games such as chess
- Planning travel times and distances
- Compare phone/internet/streaming service plans for best value

QUESTION CORNER

Have a go at solving what the missing value must be to make each of these equations true. When you think you have the solution, substitute it in and see if it works...

Lena is thinking of a number. She triples it, then subtracts 4, and gets 17. What number was she thinking of?

A rectangle has a length that is 3 cm more than twice its width. The perimeter of the rectangle is 42 cm. What are the rectangle's dimensions?

Zara spends 40% of her money on a new suitcase. She then spends 25% of what's left on a pair of sneakers. After these purchases, she has \$54 remaining. How much money did she start with?



SPEAK YOUR MIND CLEARLY: SUPPORTING YOUR CHILD'S ARTICULATION AND EXPRESSION

This week, we're focusing on two key parts of clear communication: articulation (how clearly speech sounds are made) and expression (how well your child shares thoughts and feelings). Though different, they work together — helping your child speak clearly, express themselves with confidence, and connect with others at home, school, and beyond.

Tips for Supporting Clear Articulation and Expression:

1. Be a Clear Role Model:

- Children learn by listening. Use correct pronunciation and grammar in your own speech. Speak clearly and at a natural pace. Model varied vocabulary and sentence structures as your child grows. Engage in regular conversations.

➡ Say: "Please get your backpack from the hallway" instead of "Go get it."

2. Listen Attentively Without Constant Correction:

- Focus on understanding your child's message. Give them your undivided attention. Resist interrupting for minor errors. Ask clarifying questions to encourage rephrasing. Praise their effort and what they're trying to say.

➡ Try: "That's a great idea!" instead of "Say it again — your 's' was off."

3. Model Correct Forms Naturally:

- Rephrase your child's sentences naturally without direct criticism. Keep it brief and focused on the content.

➡ *Child says:* "Him goeed to the store."

➡ *You say:* "Yes, he went to the store."

4. Encourage Complete Sentences:

- Ages 4-6: Model complete sentences and prompt beyond single words.
- Ages 7 +: Encourage more complex sentences with conjunctions and descriptive words. Ask open-ended questions and expand on their responses.

➡ Use prompts: "Tell me more," or "What happened next?"

5. Help Older Kids Organise Their Thoughts

As children get older, they may speak clearly but still struggle to explain things in a way that makes sense. You can support them by gently guiding how they **think through and express their ideas**:

- **Plan first:** Ask questions like “What do you want to say first?” or “What’s the main idea?”
- **Use simple structure:** Help them break things down into easy parts — like beginning, middle, and end — or problem and solution.
- **Encourage specificity:** If they say, “This is dumb,” try asking, “What’s frustrating about it?”
This helps them move from vague feelings to clear communication.

Why it matters: Children often know what they want to say — they just need support turning those thoughts into words that others can follow.

6. Support for Articulation

- **Make it Playful:** Use games and age-appropriate tongue twisters where they have to say the particular sound
- **Practice sounds in meaningful ways:** Use key sounds during play, pretend scenarios, or storytelling.
- **Visuals:** Many children benefit from **seeing** how a sound is made. **Show** where the tongue, lips, or teeth should go. Use mirrors so your child can watch their own mouth movements. Draw or print simple pictures as reminders for specific sounds (e.g., a “fish” for the /f/ sound).

➔ *Example:* For the /f/ sound, show them how your top teeth gently touch your bottom lip and blow out air like a quiet “fan.”

Children thrive when communication feels safe and purposeful. With a calm, attentive approach and natural modelling, you can help your child build both clarity of speech and confidence in expression — one conversation at a time.

If you have any questions about the above tips or would like to discuss your child and their speech and language development, feel free to contact me through your child’s campus reception on **9395 3533**.

Kaitlin Hughes

Speech Pathologist

Carranballac College