

2025 Annual Report to the School Community

School Name: Alamanda K-9 College (5528)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 30 April 2026 at 07:32 PM by Felicity Mayes (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 30 April 2026 at 07:34 PM by Lynette Jobson (Principal)

How to read the Annual Report

What does the *About Our School* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

- School Profile
 - student enrolment information
 - the school's 'Student Family Occupation and Education' category
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - how many exiting students go on to further studies or full-time work
 - how many Year 7 students remain at the school through to Year 10
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Alamanda K-9 College is situated in Point Cook and is part of the South-Western Region of Victoria. The College sits within a growth corridor, and as a result, has had a rapidly expanding student population. 2013 was Alamanda K-9 College's inaugural year, commencing with 371 enrolled students. The College experienced significant student growth throughout the first seven years and, in 2025, had an enrolment of 3,237 students: 1,593 females and 1,643 males. The College is still maintaining cohorts of 300+ from Year Three upwards, with Prep to Year Two cohorts sitting just below 300. The Secondary area continues to see larger growth, with cohorts in Year Seven and Eight sitting at 300+. Alamanda K-9 College has a high proportion of students with English as an Additional Language. 59% of students have indicated they do not speak English at home. The school's SFOE value is low, which represented a low level of socio-educational disadvantage. The 2025 Parent Satisfaction Summary has indicated an 87.5% positive endorsement compared to the state average of 70.6%. The School Staff Survey on School Climate indicated a positive endorsement of 82.1%, in contrast to the state school average of 59.8%.

Alamanda K-9 College has 257 equivalent full-time staff. The school has developed a step-up leadership program to support the future of the College, with the current positions within the leadership Team for 2025: 15 Principals; and 23 Leading Teachers and Learning Specialists across the College. The College has 171 teachers and 72 education support staff. To support the school's purposeful community and student connectedness to school, we have continued to strengthen our House System with the appointment of 19 House Leaders across the College (P-9).

Alamanda K-9 College remains committed to providing academic excellence for all students through the implementation of a Guaranteed and Viable Curriculum. The school implements the Department of Education's 'Framework for Improving Student Outcomes' (FISO 2.0), alongside McREL's 'Classroom Instruction that Works' and 'Curiosity Works,' to ensure the whole-school adoption of research-based, high-impact teaching strategies and explicit teaching strategies.

The College's philosophy is influenced by the International Baccalaureate (IB) framework and uses an authorised Primary Years Programme (PYP) school for students from Prep to Year Six and continues to implement the IB framework through the Middle Years Programme (MYP) from Year Seven to Year Nine. Through this approach, the College aims to foster globally minded citizens, through a supportive, nurturing, and challenging learning environment with high expectations for every student's success. Alamanda K-9 College seeks to nurture curious, knowledgeable students who are lifelong learners, confident thinkers and capable problem solvers. The College is committed to developing globally minded individuals who are aware of and engaged with the wider world.

The College continues to place a strong emphasis on professional development (PD) for all staff, with a particular focus on building leadership capacity through McREL's 'Balanced Leadership' Program. This is complemented by internal PD aimed at enhancing teaching practices, including a consistent approach to teacher instruction and the implementation of the 'Explicit Teaching Model.'

The College prioritises professional learning related to research-based, high-impact teaching strategies outlined in the Victorian Teaching and Learning Model 2.0, and associated resources. These initiatives are supported by McREL and Marzano's research-based instructional strategies, such as 'Classroom Instruction That Works' and 'Curiosity Works.'

Alamanda K-9 College operates as a 1:1 device school, using iPads in the Lower Primary Years and MacBooks in the Upper Primary and Secondary levels. Technology is utilised as a tool to engage students in their learning and address their individual needs. Embracing the College motto, 'Dare to be Wise,' we focus on developing both intellectual and physical capabilities, while demonstrating our moral convictions through our actions.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Alamanda K-9 College, learning continues to be student centred. Learning is personalised and differentiated through goal setting using a Literacy and Mathematics continuum, individual conferencing, and rigorous, ongoing assessment. Students set goals at a whole class, small group, individualised and personalised goals, ensuring voice, agency and differentiation were at the forefront of the learning process.

Students continue to develop their analytical and critical thinking skills through the Primary Years Programme (PYP) and Middle Years Programme (MYP), an inquiry-based approach to teaching and learning. In addition to this, the school continued to have an emphasis on the work of the Victorian Teaching and Learning Model 2.0, the 'Curiosity Suite' from McREL, Marzano research-based instructional and classroom delivery practices, Bloom's Taxonomy, Project Zero Thinking Routines, as well as digital pedagogies, which are an integral part of the curriculum. Consultants, coaches, and other internal and external experts supported the development of teachers and students in the areas of Literacy, Mathematics, Inquiry-based learning, as well as leadership, and instructional strategies.

In 2025, there was a strong emphasis on developing comprehension strategies within the secondary sector. The secondary literacy team worked in close collaboration with the school leadership team and Professor John Munro from Melbourne University. This work will continue in the coming years, across all year levels within the College, with a strong focus on supporting students to actively construct meaning from spoken, writing and visual information.

Student voice and agency remained at the centre of curriculum development. Students were actively involved in designing and the implementation of school programs through a negotiated curriculum model, which enabled them to share and explore their curiosities. Each year level incorporated student input when planning and developing the curriculum, aligned to Units of Inquiry, fostering an engaging, relevant and challenging curriculum. This ensured that the yearly curriculum was responsive to students' current interests, wonderings and curiosities.

The Department's Tutor Learning Initiative continued in 2025, to support our students, identifying as needing additional support.

Teacher Judgement:

The Year Prep to Six English teacher judgement results indicated that 99.2% of students are at or above age expected standard. The similar school average was 90.3%, whilst the state average was 86.3%.

The Year Seven to Nine English teacher judgement results indicated that 99% of students are at or above age expected standard. The similar school average was 87.4%, whilst the state average was 74.9%.

The Year Prep to Six Mathematics teacher judgement results indicated that 99.5% of students are at or above age expected standard. The similar school average was 87.2%, whilst the state average was 84.2%.

The Year Seven to Nine Mathematics teacher judgement results indicated that 98.5% of students are at or above age expected standard. The similar school average was 84%, whilst the state average was 70.5%.

NAPLAN:

The Year Three 2025 NAPLAN reading results showed that 86% of students achieved in the strong or exceeding proficiency levels compared to 73.7% of students in similar schools. This demonstrates a three-year average of 83.8% of Year Three Alamanda College students achieving strong or exceeding proficiency levels in NAPLAN. In Numeracy, 81.8% of students achieved a strong or exceeding proficiency level compared to 68.2% of students in similar schools, showing a three-year average of 81.7% of students in strong and exceeding bands.

Year Five NAPLAN reading results indicate that 88.4% of students sat at strong or exceeding proficiency levels compared to other schools sitting at 80.2%, demonstrating a three-year average of 87.4% of students achieving strong or exceeding in Reading NAPLAN tests. The Year Five Numeracy NAPLAN results reflected that 85.4% of students sat at strong or exceeding proficiency levels compared to 77.2% of similar schools. The three-year average of 84.8% of students in strong and exceeding bands of NAPLAN.

Year Seven NAPLAN reading data results demonstrate that Alamanda College had 82.4% of students that achieved strong and exceeding proficiency levels compared to 80.6% of students in similar schools. The three-year average shows that 80% of students have achieved strong or exceeding results in reading NAPLAN. The Year Seven Numeracy data demonstrated that 84.6% of students achieved in the strong or exceeding proficiency level compared to 83.5% of similar schools. 85.3% of students have gained a strong or exceeding result over a three-year average.

The Year Nine NAPLAN reading data demonstrated that 80.2% of students achieved in the strong and exceeding proficiency level compared to 77.3% of students in Alamanda's Network schools. The three-year average of Year Nine students in strong and exceeding sits at 79.5%. Finally, 81.1% of students achieved at the strong or exceeding proficiency level in Numeracy compared to 79.7% of students in Alamanda College's similar schools. The three-year average sits at 79.6% of students achieving strong or exceeding in Numeracy NAPLAN.

This is the first year that comparison and relative growth data is available for NAPLAN results. Relative growth is determined by comparing a student's current year result to their prior NAPLAN results.

Relative growth data for Reading from Year Three to Five shows that 79.8% of students achieved high or medium relative growth, compared to similar schools' data of 78.9%. In Numeracy, 86.6% of students achieved high or medium growth from Year Three to Five, compared to similar schools showing 80.5% relative growth.

Relative growth data for Reading from Year Five to Seven shows that 84.5% of students achieved high or medium relative growth, compared to similar schools' data of 79.3%. In Numeracy, 86.3% of students achieved high or medium growth from Year Five to Seven, compared to similar schools showing 79.6% relative growth.

Relative growth data for Reading from Year Seven to Nine shows that 88.4% of students achieved high or medium relative growth, compared to similar schools' data of 80%. In Numeracy, 88% of students achieved high or medium growth from Year Seven to Nine, compared to similar schools showing 78.6% relative growth.

In 2025, the school priorities, as indicated in the 2025 Annual Implementation Plan focused on:

1. Maximise learning outcomes for all students

The College's processes, including goal setting, ensured that high expectations, teacher collaboration and consistency were promoted across the school. The capability of leaders and teachers to monitor and

evaluate the effectiveness of the high-quality instructional practices was a focus, with a shared understanding of assessment and data literacy being developed. This focus ensured that goal-setting is a visible and integral part of the College experience, enabling students to monitor and reflect on their progress. Voice and agency allowed students to explore their questions and wonderings through personalised statements of inquiry and exhibitions.

In the 2025 Attitudes to School survey saw student sense of confidence at 90% in Years Four to Six and 83% in Year Seven to Nine. Notably, our Attitudes to School Survey showed that 92% of Year Four-Six students and 85% of Year Seven-Nine students positively endorsed their differentiated learning challenge, which sits well above the state average of 85% in Year Four-Six and 58% in Year Seven-Nine. Furthermore, 87% of Year Four-Six students felt a strong sense of Student Voice and Agency, while the endorsement was 81% in the Year Seven-Nine mini-school. In terms of Stimulated Learning, 91% of Year Four-Six students responded positively, along with 85% in Years Seven-Nine. Additionally, 98% of Year Four-Six students believed that their teacher set high expectations for success, with 92% of students in the Seven-Nine mini-school echoing this sentiment.

Teachers also reviewed preliminary Attitudes to School survey data to make necessary adjustments in their classrooms, ensuring that the needs of individual students, cohorts, and the school, on a whole, were met.

Teachers regularly collaborated during Professional Learning Communities to moderate against the Victorian Curriculum and analyse a range of data—such as NAPLAN, Attitudes to School data, and PULSE feedback—to inform their teaching practices.

They also focused on developing their data literacy by reviewing their classes' Zone of Proximal Development (ZPD) data, ensuring that our Units of Inquiry met the diverse learning needs of all students. A whole-school literacy and numeracy strategy deepened teachers' understanding of NAPLAN results, helping to better address student needs. Teachers worked collaboratively to evaluate the effectiveness of their curriculum units, incorporating student feedback and reflections to ensure their teaching was relevant, engaging, and challenging.

Our staff survey data reflects some success in meeting our 12-month targets for Academic Emphasis, Collective Efficacy, Instructional Leadership, and Teacher Collaboration. Notably, 80% of staff positively endorsed Academic Emphasis across the College, Collective Efficacy (82%) and Instructional Leadership (84%) were both maintained from 2024 SSS data.

2. Improve the wellbeing of all students.

As well-being and learning are at the centre of the Victorian Teaching and Learning Model 2.0, the College continued to emphasise the importance of fostering student voice, agency and leadership in all areas. Due to the ever-changing climate that our students are engaging in, there is a need for students to continually be upskilled in their social and emotional capabilities.

Throughout the year, students in Years Four-Nine consistently used PULSE to assess their emotional awareness and share gratitude with a student or staff member. Through individualised goal setting and a negotiated curriculum, students engaged deeply in their learning, as reflected in our Attitudes to School data, where 87% of students reported a positive sense of connectedness. Students also participated in the Rights, Resilience, Responsibilities, and Respectful Relationships (RRRR) curriculum as part of their Programme of Inquiry, Homeroom and Health lessons.

Notably, 94% of students in Years Four-Six reported a strong sense of inclusion, highlighting their feelings of belonging, voice, and agency, as well as the personalisation of their learning needs. As the year progressed, students revisited and refined their class Essential Agreements to further enhance classroom culture and address evolving social and emotional needs. Students also had the opportunity to participate in extracurricular programs tailored to their interests, including social art, sports training, social groups,

leadership initiatives, and House Recreation. Students co-created Individualised Education Plans (IEPs) to set goals that supported both their learning and well-being outcomes.

Teachers foster positive classroom environments through Essential Agreements and, in primary, through Units of Inquiry such as "Who We Are" and "How We Express Ourselves." Wellbeing strategies, including meditation, PULSE check-ins, restorative conversations, and community circles, are regularly implemented in classrooms.

Teachers actively use the personal and social capabilities framework to tailor their programs to meet students' needs. Additionally, teachers engage in the House program, contributing to a strong house spirit, supporting events, and encouraging student participation, which fosters a sense of belonging and enjoyment.

Wellbeing

The wellbeing of students and the community is intrinsically linked to all student learning outcomes, with the student being at the centre of all decision making.

Alamanda K-9 College is deeply committed to student wellbeing, health, and safety, dedicating substantial resources to these areas. The school environment is both stimulating and engaging, with learning centred around the students. Alamanda College maintains a safe and orderly atmosphere, where students have a positive attitude towards school. Staff serve as positive role models in their relationships, actions, and behaviour. Strong connections exist between staff and students at all levels, and parents hold high expectations and aspirations for their children's success.

Alamanda K-9 College follows the rigorous framework of the International Baccalaureate Primary Years Programme (PYP) and Middle Years Programme (MYP). This approach is inclusive, catering to students of all interests and academic abilities, empowering them to take charge of their learning alongside their teachers. The framework fosters the growth of well-rounded individuals who approach challenges with optimism and confidence. Students set personal learning goals, enabling them to build self-assurance in their abilities, particularly in areas of personal interest, which in turn boosts their motivation. Through whole-class, group, individual, and personalised goal-setting, student wellbeing remains central to our approach. Alamanda College staff ensure all planning and lessons are focused on being student-centred and driven.

The school's expectations are guided by the Learner Profile Attitudes and Attributes, which form the foundation of Essential Agreements and help define expectations across all areas of learning and play. All students participate in creating a classroom Essential Agreement, ensuring an authentic opportunity for student voice and agency. The school introduced the guaranteed and viable curriculum during the community event, 'PYP/MYP Curriculum Launch Evening.' This event allowed community members to witness student learning in action and published copies of the class Essential Agreements.

Alamanda College continued to engage with families through 'Getting to Know You Interviews' at the start of the school year and 'Student Led' conferences at the end of each semester, ensuring inclusivity for all families. The College has implemented a whole-school approach with a shared language for restorative conversations and practices. Our Primary School follows an inclusive framework, where classrooms are designed to support both social and academic inclusion. All staff have received support from leaders, including Leading Teachers specialising in Disability Inclusion, to ensure they are meeting the needs of all students.

Student Support Group (SSG) sessions were available as needed, providing a platform for collaboration in developing Individual Education Plans (IEPs). These sessions were facilitated by Assistant Principals, Wellbeing Coordinators, and Year Level Leaders.

All Primary and Secondary staff are trained in the Child Safe Standards and Respectful Relationships, with a strong emphasis on fostering mutual respect and understanding between students and teachers. In 2025, the PULSE program, a student wellbeing and engagement monitoring tool, continued to be used. Through this application, students from Year Four to Year Nine answered a variety of questions weekly or whenever needed, providing them with an opportunity to reach out to their educators. Both classroom teachers and leadership staff monitored student responses and took appropriate action as needed.

Our Middle School is structured into homerooms, providing students with the opportunity to connect with their homeroom teacher each morning. This is a key aspect of our school, as students engage in a pastoral care program, discuss the news, and address any current events or concerns. The pastoral care program covers topics such as student organisation, Attitudes to Learning, the Learner Profile attributes, Essential Agreements, student wellbeing, and relevant issues affecting youth today, including managing stress, social media, and anxiety.

Alamanda College has year level leaders, education support staff, and Assistant Principals at each year level to ensure that students are safe, supported, and encouraged throughout their educational journey. At the Secondary level, students also complete a Respectful Relationships unit, which addresses topics such as online issues, resilience, consent, relationships, power, and violence. In the Primary Years, Respectful Relationships are integrated into classroom activities and Units of Inquiry, creating clear and meaningful connections for students. Both Primary and Secondary timetables include weekly assemblies, allowing students to connect with their peers and educators as a community. These assemblies play a key role in recognising students' efforts and achievements, while also offering students opportunities to showcase their leadership, voice, and agency.

Alamanda College employs a Mental Health Practitioner for our Year Seven - Nine students, who plays an active role in our whole-school approach to mental health promotion and prevention. The Mental Health Practitioner provides direct counselling support to students, communicates with parents, and collaborates with other professionals to ensure the best possible support for our students. The college also works closely with speech therapists and occupational therapists engaged by families to support their children. Additionally, Student Support Services, Visiting Teacher Services, our Koorie Education Support Coordinator, and Alamanda College collaborate to offer a range of facilitated groups and professional learning opportunities. These initiatives aim to support children's social, emotional, and cultural wellbeing, including programs such as the Year Six to Seven transition, social skills groups, personal safety and resilience, and coping skills.

In 2025, Alamanda College continued to participate in Departmental initiative, Mental Health in Primary Schools. Representatives from each Primary mini-school, known as Mental Health and Wellbeing Leaders (MHWLs), completed Units of Work focused on children's mental health and participated in monthly sessions with the Mental Health team from Melbourne University. This initiative provided additional opportunities to identify students facing mental health and wellbeing challenges, enabling referrals for treatment, care, and support.

To build school pride and connectedness to the school community, Alamanda College continues to run a House system, which has continued to build momentum as the years progress. We have both staff and student house leaders, who are responsible for organising a range of House events throughout the year as well as building House pride. House updates are a regular part of assemblies and create a real atmosphere and build up for community house events.

Alamanda College identified the maintained positive outcomes in the Student Attitudes to School Survey data in 2025. In the domain of Sense of Connectedness 91% of Year Four to Six students positively endorsed the college. This compares to similar schools' positive endorsement of 80%. Secondary students from Year Seven to Nine had an 82% positively endorsed a sense of connectedness, comparing to similar schools at 57%.

The school endorsement for management of bullying in Years Four to Six, indicated an 87% positive endorsement. Year Seven to Nine indicated a positive endorsement of 81%, compared to similar schools who indicated a positive endorsement of management of bullying at 75.7% in Year Four to Six and, 55% in Year Seven to Nine. This data reflects that our students felt supported and connected at school in 2025.

Alamanda College is a Child Safe school, where priorities have been met to ensure that we are compliant with all eleven safety standards outlined by the Department of Education. Staff received professional development in the latest updates of the Child Safe standards in 2025 including mandatory reporting.

Engagement

At Alamanda College, educators are committed to delivering a curriculum that nurtures student curiosity, engagement and interests, as demonstrated through the use of the Negotiated Curriculum model. This approach is reflected throughout the yearly Guaranteed and Viable Curriculum, unit planners and teacher planners, ensuring that student voice is central to all learning experiences. Using student voice as a platform for curriculum development enabled a range of rich learning opportunities to take place across all areas of the curriculum, allowing students to partake in a variety of programs and initiatives that amplify their interests and skills.

This was reflected in the Attitudes to School Survey within the area of Student Voice and Agency, where 84% of students believed they have ownership over their learning. Through a collaborative inquiry process, teachers supported students to make connections between their personal interests and topics of study, enabling them to take action in a manner that fosters their curiosity about the world.

This is highlighted in the Attitudes to School Survey data where, 87% of students shared being motivated and interested in concepts taught at school, stating they felt stimulated by effective teaching and learning practices that promote cognitive engagement. Further data indicates that 96.7% of exited Alamanda College students continue on to further studies and/or full time employment.

Student absence data indicated that Alamanda College Year Prep to Six students have an average of 20 days absent per year. In comparison to similar schools had an average of 21.1 days per annum. Year Seven to Nine students had an average of 25.5 days off per year, compared to similar schools average of 23.4 days per annum. Attendance rates for primary year levels sat at 89-90.5%. Year Seven attendance was at 90.1%, Year Eight at 85.9% and Year Nine at 84%.

Teachers foster positive classroom environments through Essential Agreements and, in primary, through Units of Inquiry such as "Who We Are" and "How We Express Ourselves." In our Staff Opinion Survey, 89% of all staff reported that the school has a positive, collective focus on student learning. The 2025 Parent Opinion Survey indicated that 86% of parents believed that educators uphold high expectations of their child's success in learning. A further 83% believe that teachers demonstrate a positive and enthusiastic disposition toward creating a stimulating learning environment for students, with a further 87% of parents acknowledging student connectedness within the College. Furthermore, 78% of parents believe that the College has demonstrated a strong commitment to further improve the quality of education provided to students, as well as creating an environment conducive to rich learning experiences. Parent engagement within the College is very strong, with 79% parents feeling their beliefs and values were respected and upheld within the College. In addition, 86% of parents felt they were able to access information using the school's communication channels.

The Student Attitudes to School Survey is indicative of the teaching and learning data in Primary year levels Four, Five and Six alongside that of Secondary year levels Seven, Eight and Nine, which has revealed student engagement to continually sit at high levels throughout 2025. Data across years Four - Nine is

showcased within the 80th and 90th percentile for Social Engagement, with a focus on students' sense of inclusion and connectedness. 94% of all students feel a sense of inclusion, due to educators actively enabling student participation, helping students build friendships and by acknowledging students' individuality. 87% of students feel a sense of connectedness to their teachers, peers the greater school environment. Furthermore, 91% of students felt they had an advocate at school to enable safety and inclusion, with 94% feeling their teachers held high expectations for success, demonstrated through encouragement and positive reinforcement.

Through our goal-setting initiatives, conferences, and Units of Inquiry, students have consistently received targeted support to foster their academic and personal growth. In the Attitudes to School Survey, 90% of students in Years Four – Nine expressed positive feedback regarding self-regulation and goal-setting, while 94% endorsed high expectations for success. These results reflect our commitment to continuously challenge students and offer diverse opportunities to expand their thinking. Students have engaged in mentor texts, thinking routines, exhibitions, and portfolios, which have encouraged deeper reflection and growth. Additionally, peer coaching and mentoring have played a central role in the learning process, with secondary students supporting primary students in developing literacy and numeracy skills. A notable 94% of students reported a sense of inclusion, highlighting that the majority feel a strong sense of belonging and acceptance, regardless of their individual needs. Students also participate in a variety of programs designed to support both their academic and personal development. These include programs such as F1, sports training, social art, social circles, and elective options such as, eSports DJing and Podcasting, ensuring that learning remains both challenging and relevant.

Other highlights from the school year

2025 saw the opening of Alamanda College's third permanent structure, the aptly named Artisan House. Once this building was officially opened, work begun on the next stage of building. The new building resulted in the removal of several portables, as well as the relocation of the canteen and Year One - Two playground.

The opening of Artisan House, further allowed for student voice, agency and engagement, with opportunities for students to participate in programs, such as eSports, Wood Technology, Arts and Design, as well as the opening of a second barista program and state of the art science laboratories.

2025 saw a return of Alamanda College's China Tour. 20 Year Eight students embarked on a once in a lifetime trip to Shanghai and Nanjing for an immersive cultural experience. This included a stay at Nanjing International School, where students enjoyed participating in the daily life of a Chinese student. Highlights included learning about traditional painting and dance, homestays and visiting cultural sites.

In 2025, our Specialist and Elective program continued to connect our learning, engagement and wellbeing programs, in order to maintain maximum engagement, connection to school and to provide our Alamanda students with opportunities to pursue their passions and interests. In addition to our exceptional specialist and elective program, Alamanda College also offered extensive extracurricular opportunities.

In Prep - Six, within Health and Physical Education, an overview of the opportunities available; Learn to Sail program, team sailing and racing. Breakfast club for swimmers, summer sports training (afterschool), cross country training (before school), winter sports training (after school), athletics training (both before and after school) onsite and offsite, Futsal competitions, tree planting, Year Five/Six sport, and our Learn to Swim program.

In Prep - Six, within The Arts, an overview of these opportunities included; Art Ambassadors, LIT festival, social art, Robotics competitions, Mini Golf Course Totem Pole design, Year Five/Six House Band, Year

Five/Six choir, Constellations Strings Ensemble, Musica Di Fiori Woodwind Ensemble, and the school production Mary Poppins Jr.

Across the College, our House competitions engaged students in a range of skills and talents, building community and included events such as Alamanda's Got Talent, MND The Big Freeze, Tunnel Ball/Downball Competition, Food Bank drive; where the school raised 7000kg of food, Jump Rope for Heart, Battle of the Bands, themed dress-up days, House Athletics and Swimming and many more. Student and house leaders facilitated participation in the Relay for Life community event. This event was an Alamanda Community event with staff and students present; it was run in the Wyndham council community.

Other primary highlights included; Year Six Exhibition, Victorian High Ability Program (VHAP), local excursions and camps, Math Olympiad and World Math Day celebrations, Stay and Play evenings, Book Day, 100 Days of School celebrations and local community relationships with the RAAF Base.

In Years Seven to Nine, within Health and Physical Education, an overview of these opportunities included; athletics training (both before and after school), cross country training both before and after school), Futsal, table tennis and badminton competitions and termly rotating interschool sports training (every morning before school). In addition to this, the House Recreation program every Thursday gave students the opportunity to participate in a variety of activities, which included; martial arts, bowling, golf, stand-up paddle boarding, sailing, power-boat handling, kayaking, canoeing, walking, catch and cook (fishing), ice-skating, dungeons and dragons club, chess club and weaving. A before school gym club and weights training program was also established to connect with disengaged boys.

In Seven - Nine, within The Arts, an overview of these opportunities included; the school production Mary Poppins Jnr, which was inclusive of stage and lighting, to costume design to acting, singing and dancing, social art, House Band (four bands in total), dance troupe, Constellation Strings Ensemble, Musica de Fiori Ensemble, Vivace Voices Choir, Presto Voices Choir and Allegro Voices Choir.

In Seven - Nine, a dynamic range of camps and tours were offered to our students. These included, Year Seven camp to Kangarooie, Year Eight surf camp in Anglesea, a Year Nine journey based camp, the Great Barrier Reef tour, ski camp, the Uluru tour and a mountain bike camp.

In Seven - Nine, extracurricular leadership and interest based opportunities were offered, which, among other things, included; the Year Nine Arts, Design and Technology Exhibition, the Sweet Treats baking program, the Cafe Dare barista training course, A.C.E.S (Alamanda College Environmental Services including Cool Clean Team), the Photocopier Team, Garden Maintenance Team, the Social Club, the sailing and race team, F1 in Schools team, Victoria University's 'Try a Trade' Day, the Women in Trade expo, Around the Bay race participation, including training and secondary to primary educational mentoring programs.

Financial performance

Alamanda K-9 College continues to improve facilities and resources to meet the needs of our students who are currently enrolled. Our financial performance and financial position at the end of 2025 is summarised in the Operating Statement Summary, which outlines the schools operating revenue, surplus and equity funding. The College intends to utilise the surplus to enhance facilities, expand resources and contribute to the new buildings. The remainder of the surplus will be kept in reserve for replacement teacher costs, as the financial impact of staff shortages is an ongoing issue.

All funds received from the Department of Education have been earmarked for future use, ensuring alignment with both Departmental Policies and School Council.