

As we move through the Coronavirus pandemic, WRCS remains open.

Head Teacher Report

We have made it to the end of a very long term. Congratulations and well done everyone! This term has been extremely busy with some fantastic outcomes.

Welcome to our new students, Breanna Charles, Courtney Cottom, Connor Peebles, Amos Salvestro, Anthea Soligo and Isaac Thompson, who have all commenced this term. They are settling into our routine and community extremely well.

We have had some wonderful achievements as well. Congratulations on achieving Gold Award this term to Zac, Faith, Patrick and Jade. Your attendance and commitment to learning has really paid off.

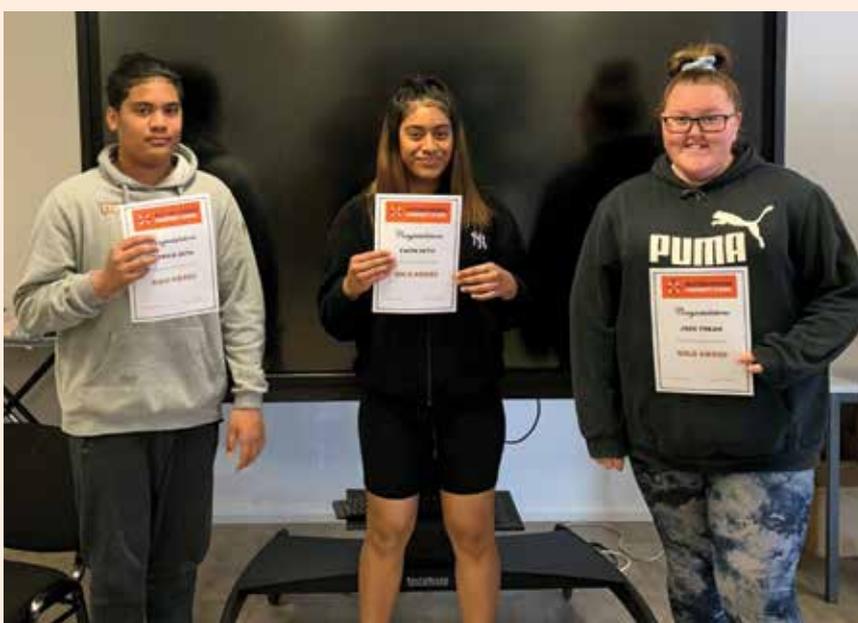
Silver Awards have been presented to Anthea, Olivia, Shakira, Courtney, Breanna, Dayja, Amos and Alieria. Congratulations to all these students as well.

We have finished the term with a Driver Safety Week, which has included some amazing speakers, activities and learning. Bravo to all those who participated, and we hope that the skills learnt will make our roads safer for everyone. More about this topic in our next newsletter.

I would like to wish everyone a safe and happy holiday.

Lyn Muntz, Head Teacher

Gold Award Recipients



Patrick, Faith and Jade

Professional Development



Aunty Heather and Lyn Muntz



Student Activities

English

Stage 5 English

This term, students have been working on a unit titled "Indigenous Perspectives" in which they have been immersed in a range of stories about Indigenous People. They have done a close study of the novel 'Deadly Unna', as well as viewed the film adaptation, 'Australian Rules'.

For their assessment task they will be creating a podcast interview with one of the characters from 'Deadly Unna'.

The students should be proud of their work this semester, where they have been able to participate in some thoughtful discussions about racism in Australia.

Stage 6 English

This term, Stage 6 have been working through a unit titled 'Achieving through English - English in Education, Work and Community', in which they develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment. They further develop comprehension strategies and improve skills that enable them to express themselves in English confidently, effectively, appropriately and with grammatical accuracy.

The students have completed a close study of the film 'Suffragette' which follows a group of women who are fighting for the right to vote. For their assessment tasks, students are researching a social change issue, and composing a letter to a historical figure who has affected change in this area.

Jasmine Dossetor, English Teacher

STEM

Year 9 and 10 students have been participating in a STEM unit developed by CSIRO as part of their I2S2 program. The unit being studied is Burn and Grow.

As part of the unit students have gained an understanding of how the First People of Australia farmed the environment. In addition, they are experimenting with the effect of fire and smoke on seed germination.

Ann Pretty, STEM Teacher



Breeanna, Alieria, Courtney, Shakira



Student Activities *Continued*

Maths

Stage 5 Mathematics Standard

Term 3 saw students initially studying Algebraic Techniques and Equations, with students developing an understanding of the various properties and calculations surrounding algebraic expressions and techniques.

During the second part of the term, students have been working on Linear Relationships with the assessment task focused on a project around the design of a water park. Students have used the cartesian plane to design the park through the plotting of ordered pairs for each attraction, and used a variety of calculations such as slope, mid-point and distance to determine the layout of the water park.

Brenda McKinnon, Stage 5 Mathematics Teacher

Stage 6 Mathematics Standard

This term Year 11 students have been studying the topic of measurement, with the first part of the term involving conversions, errors, significant figures and 3 dimensional shapes.

The second part of the term was a practical research project involving the students planning a trip outside of Australia to an event of their choice. The project involved students understanding how to read and interpret timetables, currency conversions and applying Universal Coordinated Time (UTC) to calculate arrivals in different time zones.

Brenda McKinnon, Stage 6 Mathematics Teacher

“
*...students developing an understanding of the various **properties** and **calculations** surrounding algebraic expressions and techniques.*
”

Work Studies

The Year 11 Work Studies class is currently working on the topic of “Workplace Communication”. Students are developing presentations on communicating in workplaces with different cultural contexts.

We have discovered a few interesting facts that could help us avoid making ‘big blunders’ or to not offend fellow workers.

- In some cultures, it is appropriate to NOT be on time for meetings.
- It is acceptable in some workplaces to have a nap during working hours.
- Don't point your feet or the soles of your shoes to others.

Sue Tyrrell, Work Studies Teacher



Student Activities *Continued*

Visual Design

Year 11 students have had a very productive and successful term in Visual Design. This term we have spent most of our time working on the practical aspect of the unit of work "In the Hood". We started the research and design of our hoodies in Term 2, however construction had been delayed because of the COVID-19 disruption to normal schooling. Each student has invested a lot of time into the visual design of their hoodie's and they have enjoyed seeing their designs come to realisation in recent weeks.

Students learned how to manipulate and construct their own patterns, cut their fabric, and use the sewing machine and overlocker. Some students attempted quite tricky design elements, and they have worked hard to make sure their ideas were successful. Students also have the option of adding an original logo, image or other design feature to their hoodie once the main construction steps are complete.

We are in the final stages of this project and students will complete their product in the first week of Term 4. Congratulations to all students on such a fantastic effort this term. You should all be extremely proud of the skills you have developed during this unit of work. Your finished products will look amazing.

Shannon O'Mara, Visual Design Teacher



Alex sewing



Olivia sewing



Zach sewing

PDHPE and SLR

Improving fitness has been the focus for both classes this term. Students set themselves some challenging goals and worked towards achieving them throughout the term. Walking four days each week has also become a regular part of our school routine. This enables students to have a brain break between period 1 and 2, and is also a nice opportunity to chat with students and improve everyone's fitness level.

Year 11 have been accessing the gym where they have participated in gym classes and worked with weights on the gym floor. Stage 5 students completed a pre-training assessment, then participated in circuit work, involving hand weights and cardio exercises such as running and walking. I hope this great effort will continue throughout the holidays. (Hint, hint!)

Lyn Muntz, Head Teacher



Student Activities *Continued*

Geography

Our Geography lessons this term have been focused on Sustainable Biomes across the world. We have investigated where food is produced and the rapidly growing population and how we must sustain the land and water to enable an extra 22,000 people to be fed each day. That is how quickly the population is growing.

Students have created posters to explain the impact of some forms of farming upon the environment, the people and the future sustainability of producing these products. Examples of these posters were:

- potatoes - a staple food source
- sugar - as a source of biofuel
- the resurgence of bush tucker in 5 star restaurants
- opium and tobacco slat growing - the argument for using the land to produce food instead of these crops, and
- how farmers in some areas have formed cooperatives to regain production control from multi-national corporations.

Sue Tyrrell, Geography Teacher



Cooking

This term, students have been cooking recipes from around the world. They have learnt about a range of cuisines from different countries.

They've prepared and cooked the following meals:

- Italy - Lasagne and garlic bread
- Greece - Gyro Kebabs
- England - Bangers and mash with Yorkshire Puddings
- Thailand - Pad See Ewe, Thai Beef Salad and Massaman Curry with rice
- Australia - BBQ picnics

Jasmine Dossetor and Kirsty Wood, Cooking Teachers



Amos Salvestro and Alex Fazakerley-Sayers creating Fruit Kebabs for a BBQ

Student Activities *Continued*

Science

Throughout Term 3, Year 9 and 10 students have been studying the unit Ecosystems and Change. This unit allowed students to build on knowledge they gained in Term 2. Students spent time learning practical skills to gather data about their local ecosystem. These skills were put into practice during Science Week when they went on excursion to Darlington Point and gathered data about the River Red Gum Ecosystem found along the Murrumbidgee River.

Ann Pretty, Science Teacher



Brody and Liam gathering data on excursion



Jade, Brenda, Andrew, Patrick, Faith and Teleah on excursion

Marine Studies

Year 11 students have been studying the unit Seafood Handling and Processing. As part of this unit students have been learning how to prepare and cook seafood with particular reference to how seafood is traditionally cooked by different cultures. Students have cooked Spaghetti Marinara, Sushi rolls, and a Seafood Basket. In addition, students have been working towards gaining the Use Hygienic Practices for Food Safety qualification.

Ann Pretty, Marine Studies Teacher



Haylie making Spaghetti Marinara



Wellbeing Report

This term in Wellbeing, we have incorporated quite a few elements of social and emotional learning around communication, especially assertiveness.

Students have continued to work towards their independent goals and we have recently conducted reviews around these goals. Some students have achieved the goals they set for the year, including achieving Silver and Gold awards, being on target with completing all assessment tasks, improved attendance, writing resumes and submitting job applications, and improvement in aspects of their management of anxiety, health and sleep. It is exciting to see students making such positive progress. An updated goal sheet will be sent home over the coming weeks. It would be appreciated if parents and guardians could sign and return this sheet. Questions and suggestions are welcome, please call or text on the school mobile.

We have also integrated several Wellbeing initiatives into our daily activities, including Random Acts of Kindness, which saw many compliments, doors being held open, efforts to cheer up others and sharing of resources with one another. R U OK Day on 10 September was a timely reminder of how to care for our friends and peers; we revisited how to approach someone who may be struggling and how to support them through difficult conversations.

On page 8, you can find a conversation guide to having these challenging conversations to help those who may be struggling in our school community and beyond. Students have also been participating in Step-tember, tallying their daily steps to reach targets to raise awareness and funds for Cerebral Palsy.

Earlier in the term, we had had Isabella from Headspace in for a discussion with students about the services they offer, including support for young people experiencing grief, anxiety and stress, in addition to psychological support for those experiencing complex mental health issues. Parents and guardians can contact me on the school mobile if they wish to make a referral for these services; we are also able to facilitate appointments during school hours with Headspace and other agencies that support our students, so please contact me to discuss these requests.

Our final week this term will see us focus on all aspects of Road Safety in a project based learning unit spanning across all year groups. Students will engage with a variety of guest speakers and knowledgeable community members, as well as practical activities and local excursions, to learn about local driving hazards, the role of protective equipment, procedures relating to L and P driving permits, strategies to minimise risk, practical skills involved in being a good driver and also ways to be a safe passenger and pedestrian. Once they have completed this program, eligible students will be able to access supervised driving sessions next term to ensure they are learning best practice driving skills as they move towards driving independently.

Lauren Forner, Wellbeing Teacher





There's more to say after R U OK?

Ask then listen, encourage action and check in



1. Ask R U OK?

Or say something like:

- "I've noticed a few changes in what you've been saying/doing. How are things for you at the moment?"
- "I know there's been some big life changes for you recently. How are you going with that?"
- "You don't seem yourself lately - want to talk about it?"
- "Just checking in to see how you're going?"
- "With everything that's going on, you've been on my mind lately, how are you?"
- "You've got a lot going on right now. How are you doing?"

"Just checking in to see how you're going?"

"You've got a lot going on right now. How are you doing?"



2. Listen

You could say:

- "What's been happening?"
- "Have you been feeling this way for a while?"
- "I'm here to listen if you want to talk more."
- "I'm not going to pretend I know what it's like for you, but I'm here to listen to why you feel the way you do."
- "It sounds like that would be really tough. How are you going with managing it?"
- "Do you feel like chatting a bit longer? I'm ready to listen."
- "So, what was that like?"
- "That's tough. Keep talking, I'm listening."
- "What you're going through isn't easy, it's good we can talk about it."
- "Thank you for sharing this with me. That can't have been easy for you."
- "Take your time, I'm here for you."
- "If there's something you're unsure about sharing with me right now, I just want you to know I'm here when you're ready?"

"Take your time, I'm here for you."

"What you're going through isn't easy, it's good we can talk about it."

RUOK? DAY



3. Encourage action

You could say:

- "What do you think is a first step that would help you through this?"
- "What can I do right now to support you?"
- "Have you spoken to your doctor or another health professional about this? It might be a matter of finding the right fit with someone."
- "Have you had much support around you?"
- "What's something you enjoy doing? Making time for that can really help."
- "Do you think it would help for you to talk to someone else about some of these things, maybe a health professional?"
- "Is there anything you've tried in the past when you've felt like this, that's made you feel better?"
- "I know when I went through something similar, talking to a professional really helped me out. Would you like me to help you book an appointment?"

"What can I do right now to support you?"

"Have you had much support around you?"

"Is there anything you've tried in the past when you've felt like this, that's made you feel better?"



4. Check in

You could say:

- "I would like to keep checking in with you, is that OK?"
- "Hey, how have you been since we last chatted?"
- "Just wanted to check in and see how you're doing?"
- "Have things improved or changed since we last spoke?"
- "What's been working for you since we last chatted?"
- "Is the support we discussed working for you?"
- "Do you need more support?"

"Hey, how have you been since we last chatted?"

"Is the support we discussed working for you?"

Learn what to say after R U OK? at ruok.org.au

RUOK? DAY