

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

## Head Teacher Report

All our fingers are crossed that we do not have another semester like 2020 Semester 1. It has not been an easy start to the year, but I think all students and staff have survived it well.

It has been a very big shift for staff moving to a Teams environment with our technology. It is taking some of us longer than others to learn, but I'm sure we will all get there eventually and find this method of teaching, sharing and communicating very productive. Thank you so much to all staff for their patience and persistence during this difficult time. You are all amazing!

We look forward to getting back to normal next term and we've just recently had our first team sports afternoon. We have seen many positive changes in many of our students lately. Our values of respect, responsibility and positivity are shining through.

Congratulations to our Silver Award high achievers this term - Andrew, Teleah, Zach, Alex, Faith, Jade and Patrick. And huge congratulations to those who have gone on to achieve Gold - Faith, Jade, Patrick and Zach.

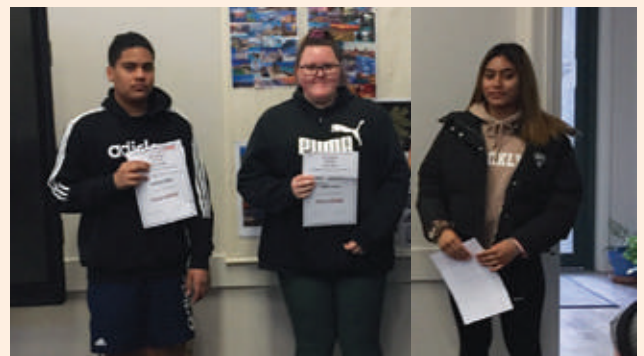
*Lyn Muntz, Head Teacher*

“

*Our values of **respect**,  
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”

### Gold Award Recipients



Patrick, Jade, Faith and Zach (not pictured).

### Silver Award Recipients



Recipients of the Silver Award in Term 1 attended Giuseppe's Restaurant in Term 2 as their reward for their outstanding behaviour. They should be very proud of this achievement.

## Student Activities

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### English

#### Stage 5 English

During the COVID-19 schooling from home, students revisited some literacy basics such as spelling, grammar, punctuation, and creative writing. Most students completed the tasks and should be congratulated for their commitment to independent learning.

Stage 5 English students have been working on a Media and Advertising unit this term, in which they have learnt how audiences and consumers are manipulated by advertisers. They have been learning new skills in analysing and critiquing advertisements and are now able to identify persuasive techniques within the media, as well as how to identify a target audience.

For their assessment task, students have designed their own advertisements based on a specific target audience. They have created some comedic and persuasive ads and should be very proud of their work in this task.

#### Stage 6 English

This term, students have been working on a unit titled 'Who Do I Think I Am?' in which they learn about a range of biographical life stories. They have engaged with a range of texts, such as podcasts, current affair programs, documentaries, short stories and poetry, and learnt how different people communicate elements of their own identity and their original storytelling.

For their assessment task, students have been given the choice to interview someone in their life to create their 'life story' or write a 'life story' based on their own life. Students have been working on composing questions that allow their interviewees space to answer questions thoughtfully and honestly. Year 11 should be proud of their work on this assessment task.

*Jasmine Dossetor, English Teacher*

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### STEM

Stage 5 students have been further developing the construction skills they learnt during Term 1. They have been given the challenge of designing an earthquake proof, five story, business building and to construct a model of their design. Their model must have a base smaller than 20cm x 20cm, must weigh less than 1.5kg and be at least 50cm high. Students were not allowed to use glue, staples, nails or pins in the construction of their model.

Students have shown much creativity in their constructions, both with the design and also with the materials they are using to build their model. Faith and Tanieka have been using marshmallows, whilst Jade and Brenda were using magnets and paddle pop sticks (see photo). They are working diligently towards completion so their models can be tested, and the winner of the model that withstands the highest rating "earthquake".

*Ann Pretty, STEM Teacher*





## Student Activities *Continued*

### Maths

#### Stage 6 Mathematics Standard

Term 2 has seen students study the topic Statistical Analysis. The initial weeks of the term involved learning from home due to COVID-19, with students completing a number of worksheets on the methods of collecting and classifying data, and the ways in which to interpret this data.

As we moved back to face-to-face study mid-way through the term, the focus moved towards measures of central tendency and the various statistical processes we can use to answer questions in our everyday life. The topic of probability finished off the term with students discussing and exploring a number of straightforward probability calculations.

All students have worked well in this topic, with the closing task being an in-class test and all students performed well. A great term considering all the adjustments made due to the impacts of COVID-19.

*Brenda McKinnon, Stage 6 Mathematics Teacher*

#### Stage 5 Mathematics Standard

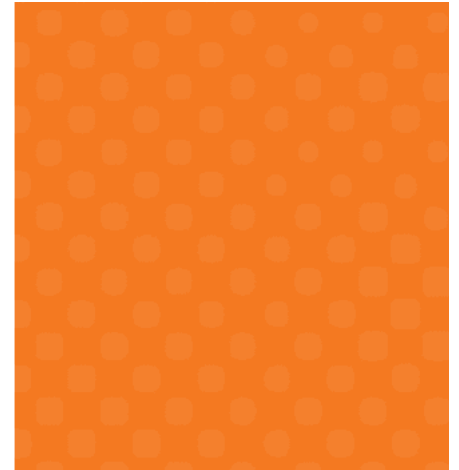
Our first topic in Stage 5 Maths this term involved looking at triangles, angles and quadrilaterals. Students also explored similar and congruent triangles. This unit of work took place during the COVID-19 lockdown and students were able to complete the activity booklet at home or at school. Students could access help with any aspect of their work by contacting teaching staff via the Teams app, over the phone or by coming into school any time.

Our second topic focused on area, including finding the area of rectangles, triangles and composite shapes. Students also explored the use of formulae to find the area of more complex shapes.

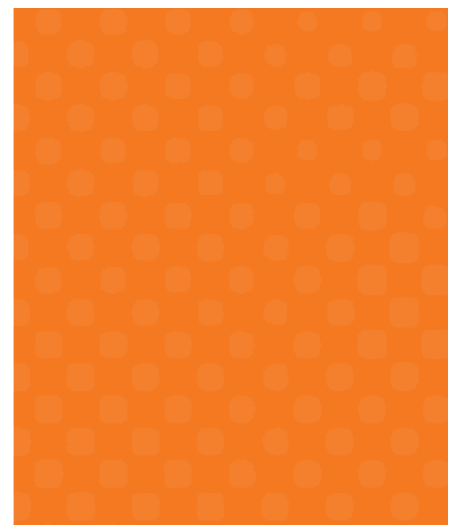
The current topic focuses on indices, and students are learning to work with numbers and algebraic terms in a variety of ways. Students have grasped this topic well and are making sound progress through the activities.

We recently reviewed our classes and made a number of minor changes. Most students now appear to have settled into their maths classes and are making sound progress. As is the case with most subjects, maths comes naturally to some students and others will find it more difficult. Practise and persistence are essential to learning in maths, and with a concerted effort, students are sure to notice improvements in their results as the year progresses. All students have been working hard towards improving their understanding of the topics we have looked at so far, and they can be proud of their achievements to date. Keep up the great effort everyone.

*Shannon O'Mara, Stage 5 Mathematics Teacher*



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## Student Activities *Continued*

### Stage 5 - PDHPE

We have been learning about healthy eating, following the Australian Dietary Guidelines and studying the Healthy Eating Pyramid. Hopefully this has been followed-up at home with students eating a well-balanced diet, including servings from all five food groups.

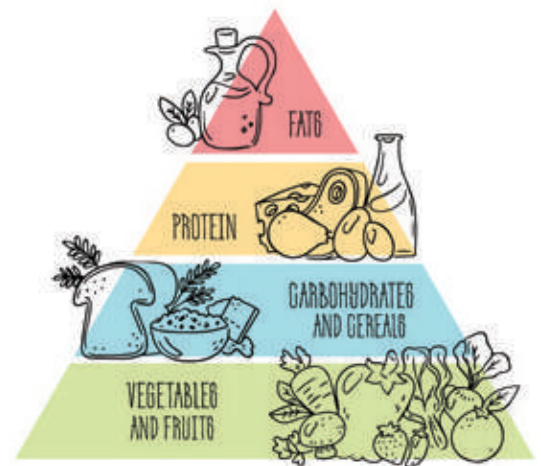
The dietary guidelines include:

**Guideline 1:** To achieve and maintain a healthy weight, be physically active and choose amounts of nutritious food and drinks to meet your energy needs. Children and adolescents should eat sufficient nutritious foods to grow and develop normally. They should be physically active every day and their growth should be checked regularly. Older people should eat nutritious foods and keep physically active to help maintain muscle strength and a healthy weight.

**Guideline 2:** Enjoy a wide variety of nutritious foods from these five groups every day:

- Plenty of vegetables, including different types and colours, and legumes/beans
- Fruit
- Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties, such as breads, cereals, rice, pasta, noodles, polenta, couscous, oats, quinoa and barley
- Lean meats and poultry, fish, eggs, tofu, nuts and seeds, and legumes/beans
- Milk, yoghurt, cheese and/or their alternatives, mostly reduced fat. (Reduced fat milks are not suitable for children under the age of 2 years.)

And remember to drink plenty of water.



**Guideline 3:** Limit intake of foods containing saturated fat, added salt, added sugars and alcohol.

- Limit intake of foods high in saturated fat such as many biscuits, cakes, pastries, pies, processed meats, commercial burgers, pizza, fried foods, potato chips, crisps and other savoury snacks. Replace high fat foods that contain predominantly saturated fats, such as butter, cream, cooking margarine, coconut and palm oil, with foods that contain predominantly polyunsaturated and monounsaturated fats such as oils, spreads, nut butters/pastes and avocado. (Low fat diets are not suitable for children under the age of 2 years.)
- Limit intake of foods and drinks containing added salt. Read labels to choose lower sodium options among similar foods. Do not add salt to foods during cooking or at the table.
- Limit intake of foods and drinks containing added sugars such as confectionary, sugar-sweetened soft drinks and cordials, fruit drinks, vitamin waters, energy and sports drinks.
- If you choose to drink alcohol, limit your intake. For women who are pregnant, planning a pregnancy or breastfeeding, not drinking alcohol is the safest option.

Following these guidelines should ensure your physical health as well as help you feel better mentally.



## Student Activities *Continued*

### Cooking

This term, students have extended their experience of cooking and we have introduced 'Fakeaway Fridays', where students learn to cook take-away style food but in a much healthier way.

Each week, we have cooked a different style of food. This term we have cooked:

- Macca's style cheeseburgers
- Meatball subs and subway cookies
- Zinger style burgers
- Cotoletta rolls
- Pizza pockets
- Honey sesame chicken, fried rice and spring rolls

Students have learnt a range of food preparation and cooking skills, as well as learning how to set up a dining table and cleaning skills. They should be very proud of their work this term.

**Jaz Dossetor, Cooking Teacher**

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### Visual Design

Visual Design during Term 2 has focused on the 'Design and Make a Hoodie' unit of work. Students explored the design process via a booklet that could be worked on at home or at school during the COVID-19 lockdown.

Students were required to complete this booklet of activities before they could commence practical construction of their hoodies. We recently selected and purchased fabric, as well as prepared the pattern pieces. Construction of the hoodies will commence as soon as possible and will continue into the first part of Term 3. Students have really enjoyed this unit of work so far and we cannot wait to see the finished products next term.

**Shannon O'Mara, Visual Design Teacher**



Yuri Mason



Teelah Forrester



Jayden McCoustra



## Student Activities *Continued*

### History

This term in History, students have looked at Migration Experiences.

Throughout history Australia has experienced waves of migrations, and the Australian community today is made up of many individuals and families from different cultural backgrounds.

The Aboriginal and Torres Strait Islander people are thought to have arrived in Australia over 50,000 years ago. After 1788 and before World War I, people who came to this country were mostly of British heritage. After World War II however, people from other European countries immigrated to Australia. When the Vietnam War ended, many refugees from Vietnam chose to make Australia their new home. The most recent waves of migrants have come from the Middle East. Australian heritage is diverse and reflects the waves of migration over the centuries.

During COVID-19 lockdown, I was very proud to see the effort made by some students to work independently. When we returned to school, many of those who had not kept up-to-date made an effort to get their work completed.

Students have enjoyed watching parts of the series "Go Back to Where You Came From" to understand where and what many refugees have been through before coming to Australia. The series has given them a better idea of why Australia is often referred to as "The Lucky Country".

We are thankful to migrants for many of our favourite food choices, including pizza, Mongolian Beef, dim sims, kebabs, naan bread and spaghetti bolognese!

*Sue Tyrrell, History Teacher*

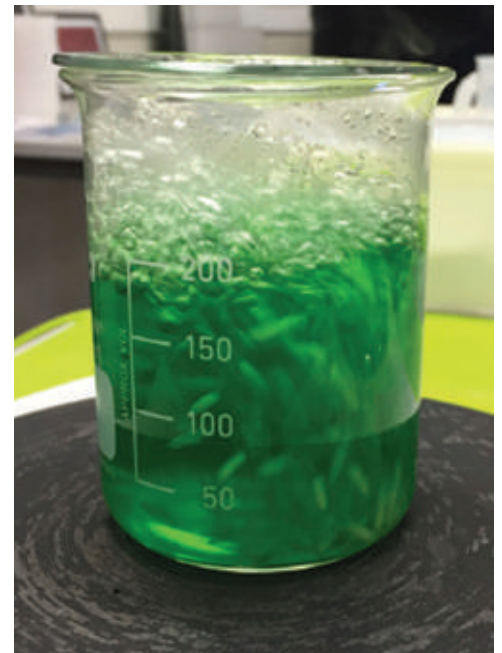
### Science

Term 2 has seen Stage 5 students studying Global Systems. Students have learnt about the structure of the Earth and its dynamic nature, particularly in relation to tectonic plates, volcanoes and earthquakes.

They were able to use the newly purchased science equipment to carry out experiments to model processes such as convection currents (see picture). In addition, they have learnt about the hydrosphere, lithosphere, atmosphere and biosphere and the importance of keeping these systems in balance.

Next term, students will build on this knowledge through studying ecosystems in more depth.

*Ann Pretty, Science Teacher*



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migration over the centuries.*



## Student Activities *Continued*

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### Stage 6 - Sport, Leisure and Recreation

Congratulations to Alex, Olivia, Jordan, Taya and Zach on all their hard work studying First Aid.

They have all successfully passed their practical and written assessment and achieved their First Aid Certificate. This will look great on their resume! Congratulations everyone.

*Lyn Muntz, Sport, Leisure and Recreation Teacher*

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### Marine Studies

During Term 2, Year 11 students have been learning about marine life. They began their studies by learning about marine mammals, which culminated in them developing a PowerPoint presentation about a marine mammal of their choice. Their choices included dugongs, whales and leopard seals among others.

More recently, they have been learning about organisms found in the sea that can be deadly to humans and the first aid needed to manage a sting or bite from such an organism.

Year 11 will finish their study of marine life by looking at how various marine creatures live together in the sea.

*Ann Pretty, Marine Studies Teacher*

### Stage 6 - Work Studies

The area of focus for this term in Work Studies was employer expectations. This included their expectations for employees and the desired skills, attributes and qualification for specific roles within the workforce.

Students have investigated their career goals and the industries in which they wish to work. The assessment task for this unit combined aspects of this topic, plus some others that were not covered towards the end of last term due to COVID-19 bringing an abrupt end to face-to-face study.

Students spent a number of lessons designing a website that presented a portfolio of information on career goals, plans and pathways.

*Brenda McKinnon, Work Studies Teacher*



## Wellbeing Report

Given the current climate, caring for student wellbeing and ensuring students have the skills to maintain their wellbeing have been a priority this term. A number of new students have also been completing transition to our school, and it has been lovely to see that current students are acting in leadership capacities to support these new students.

Students continue to complete an hour per week of wellbeing lessons, including psycho-education and goal setting. Students have now reviewed and revised their goals from the beginning of the year, and, whilst reflecting on the set of goals they initially set, have recognised important achievements such as:

- Getting their Learner driver permit;
- Participating in social group activities;
- Implementing effective routines around sleep;
- Developing strategies to reduce unhelpful thought patterns;
- Eating healthily;
- Getting regular exercise;
- Beginning a part-time job.

In an effort to work on fitness and mental health, we have started a daily walk as part of our timetable. Students rotate through four walking tracks and have the option of competing in a weekly time trial. We have had guest appearances for our longer weekly walks, featuring Lucy the Labrador, Bobby and Pickles the Dachshunds, and Madge and Russell the Terriers, and have been out to locations such as Jack's Creek at Copparra National Park and Ted Scobie Oval.

We have also been participating this term in the Push for Better Push-up Challenge, an initiative by Headspace to raise awareness of the high number of suicides in Australia. Students have participated by completing a minimum of ten push ups, sit ups, squats or dips per day to work towards a combined total of 3046, the number of suicides in Australia in 2018.

**Lauren Forner, Wellbeing Teacher**

