



## Deputy Principal's Perspective

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What a crazy term it has been! We began the term very settled with the majority of students attending school every day working diligently to complete all set tasks. We welcomed Julie Wadsworth to the staff to work with students on their literacy and numeracy skills utilising the COVID 19 funding provided by the government. Week 5 saw students participate in our PBL week on Sustainable Water Use in the Riverina. We were lucky to enjoy an excursion day to Southern Cotton Gin and Whitton Malt House.

The following week everything changed suddenly with us going into lockdown. Our students were amazing at adapting to online learning. The level of engagement from students in interacting with staff and completing set work was most impressive. I would like to thank both our students and staff for all their hard work during lockdown, and our parents for being so supportive during this time.

Unfortunately, due to COVID restrictions our planned excursion to Sydney for Stage 6 this term and our planned PBL excursion for Term 4 have both had to be postponed until Term 1 2022.

Term 4 looks like it will be a busy time culminating in our first group of Year 12 students graduating.

*Ann Pretty, Deputy Principal*



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*What a **crazy** term it has been! We began the term very settled with the majority of students attending school every day **working diligently** to complete all set tasks.*





## Student Activities

### English

#### Stage 5 English

Throughout this term, students have investigated the voices and visions of Asians in Australia. Early in the term, students explored a variety of countries in Asia and completed a QR Code quiz that was a lot of fun!

As the term went on, students began to investigate different texts written by people of Asian descent regarding their experience in Australia. Students engaged strongly with *The Happiest Refugee* by Anh Do and learnt how inspiring his journey as an Asian person living in Australia has been.

All in all, it's been a great term of learning about how immigrants from Asia have contributed to Australia's multicultural society!

*Kirsty Wood and Ben Knight, Stage 5 English Teachers*



*Samples of Stage 5 Students Voices of Asia work.*



## Student Activities *Continued*

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### Year 11 English

During Term 3, Year 11 students worked diligently to begin an analysis of the film *The Pursuit of Happyness*. Students explored the use of film techniques such as camera angles, lighting, and sound to further convey meaning within the film.

Following the impromptu lockdown in Week 6, students consolidated their skills of identifying film techniques through an independent study of *The Truman Show* in which they explored the themes of commercialism, rebellion and freedom, the search for truth and the power of the media.

During our last two weeks of lockdown learning, students viewed the film *Lion* which tells the story of a five-year Indian boy who becomes separated from his family before being adopted by an Australian family. Students will compose a film review which discusses two themes of their choosing, supported by evidence from the film.

*Kirsty Wood, Year 11 English Teacher*

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### Year 12 English

Throughout this term, students have investigated what it means to be Australian. Early in the term we discussed the stereotypical versus the personal view of what Australian identity looks like.

Students created two coats of arms. One that represented their view of Australia and one that represented themselves as individuals living in Australia.

Later in the term, students began working on their assessment task where they had to compose a letter to the editor that addressed a social issue in Australia.

All in all, it's been a great term of learning about what makes Australians who they are!

*Ben Knight, Year 12 English Teacher*

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## HSIE

### Stage 5 HSIE

Geography term 3, our topic was "Human Wellbeing". At the start of the unit, we looked at the ways Covid-19 had affected many aspects of our life. And now- we are reviewing that in real life.

We compared statistics for three NSW locations from the 2016 census and graphed our results. Asking questions like where would you prefer to live? Claymore, Griffith or Mosman? Most of us were happy to stay in Griffith.

It has been very pleasing to see our students continue to be involved with their learning from home.

*Sue Tyrrell and Ben Knight, Stage 5 HISE Teachers*



## Student Activities *Continued*

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### Mathematics

#### Stage 5 Mathematics - Green

During Term 3, students studied the topics of Ratios and Rates and Algebraic Techniques. Students are to be applauded for their engagement in the learning activities, despite the sudden lockdown that was imposed upon us in Week 6. Next term, we will continue to consolidate our understanding of mathematical concepts in algebra.

#### Stage 5 Mathematics - Red

During Term 3, students briefly covered the area of Ratios and Rates, developing an understanding of the relationship between graphs and equations, and the use of varying types of proportion.

As we moved into lockdown students began the study of Algebra, working through basic algebraic techniques, before delving into the area of expansion and factorisation of monic binomials. Students are to be commended on the attitudes and effort during the four-week lockdown, particularly whilst studying an area that is sometimes confusing and difficult to grasp.

Term 4 will see a continuation of learning in this area as students work towards further consolidating their understanding in a formal assessment task.

***Kirsty Wood and Brenda McKinnon, Stage 5 Mathematics Teachers***

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#### Year 11 Mathematics

Term 3 was an up and down time for our Year 11 students with the unfortunate resuming of lockdown in Week 6. The difficulties of learning mathematics via zoom lessons and working independently were apparent. We will spend more time on some topic areas throughout Term 4 to ensure students cultivate their understanding of measurement.

Applications of measurement was the learning focus for this term with students developing competencies in solving practical problems involving mass, perimeter, area, volume and capacity. Term 4 will see students revise areas of measurement and progress to the topic area of Working with Time.

***Brenda McKinnon, Year 11 Mathematics Teacher***

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#### Year 12 Mathematics

Year 12 students began the topic area of Measurement late in Term 2, continuing through to the end of Term 3. Measurement is an important area for students to acquire a solid understanding of, with the focus on a variety of practical applications around ratios and rates, scale drawings and right-angle triangles.

During lockdown students participated successfully in zoom lessons and were provided with additional explanations of each area.

***Brenda McKinnon, Year 12 Mathematics Teacher***

## Student Activities *Continued*

### Science

#### Stage 5 Science

Throughout Term 3, Stage 5 students were studying the unit Light, Sound, Action. New equipment was purchased for students to complete this unit. Students enjoyed using the Rayboxes to explore light, and slinkies and tuning forks to explore sound. Unfortunately, the electricity part of the unit was taught during lockdown and thus only theory was able to be covered.

We were finally (after 12 months of trying) able to source some eyes to dissect, but they arrived the Friday before lockdown, so they have had to be put in the freezer for next term. The beginning of Term 4 will see students dissecting eyes and using the equipment to gain a deeper understanding of the theory learnt during lockdown.

**Ann Pretty, Stage 5 Science Teacher**

### Society and Culture

#### Stage 6 Society and Culture

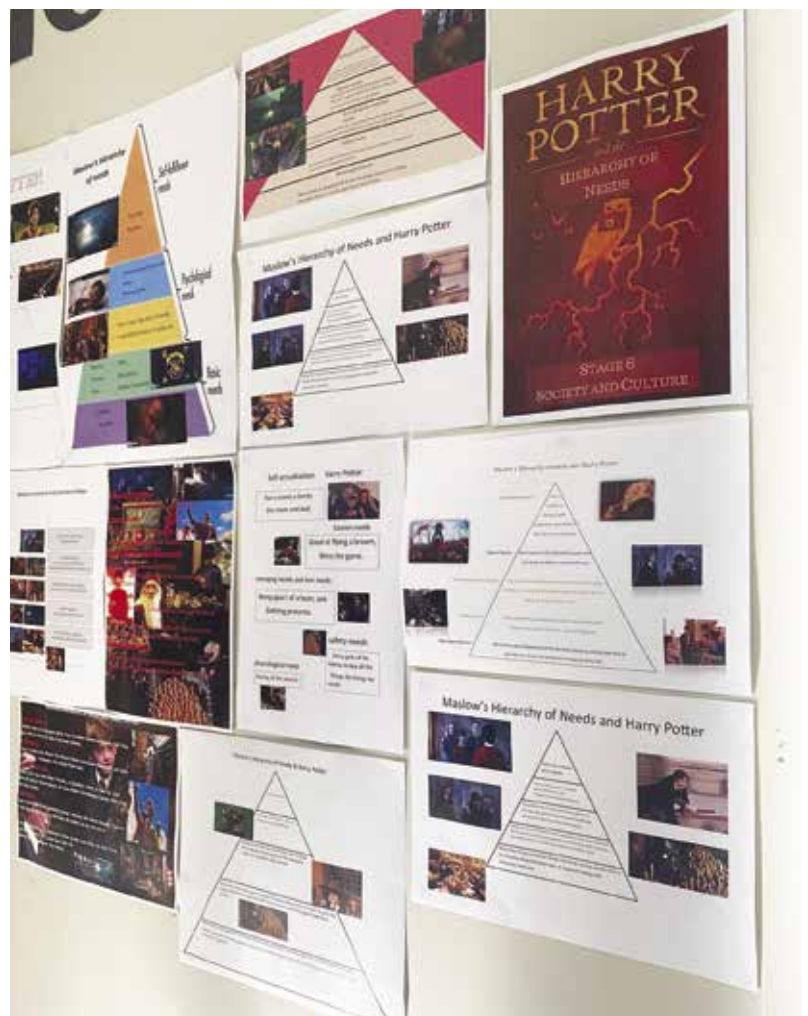
Throughout this term, students have investigated how we get our personalities and identities. Early in the term we looked at how morality develops from toddler through to adult and how every human has universal needs.

We investigated how Maslow's Hierarchy of Needs is represented in Harry Potter and the Philosopher's Stone.

Later in the term, students began completing their assessment task. This required them to view the film Stand By Me and discuss how each character's personality and identity was formed by the factors around them.

All in all, it's been a great term of learning about the world around us!

**Ben Knight,  
Stage 6 Society and Culture Teacher**



*Image: Examples of Students Maslow's Hierarchy of Needs represented in Harry Potter.*



## Student Activities *Continued*

### Work Studies

#### Stage 5 Work Studies

During term 3 we have been working on measuring how much we have earned through the Return and Earn recycling initiative. We estimate that by this time next year, we will have raised over \$200. This money will go towards purchasing a recycled plastic bench for the new school campus.

#### Stage 6 Work Studies

Students have been investigating the processes required for setting up and running a market stall at the local showground markets. Each student came up with a product to sell, created a poster to advertise it and a flyer containing product pricing and contact details.

**Emma Munro, Stage 5 & 6 Work Studies Teacher**

*Image (top): Stage 5 Work Studies.*

*Image (bottom): Amos Salvestro's 'World of Whips' advertising flyer.*



### PDHPE

Students commenced Term 3 with participation in group fitness classes at Griffith Regional Leisure and Aquatic Centre, completing a range of classes including spin, weights and cardio.

This program was cut short due to lockdown in Week 6 of the Term however, students were encouraged to participate in a '100 Challenge' from home, which involved a series of different workouts students could do to gain points. The goal was to earn a minimum of 100 points a week.

This was a successful way to encourage students to continue with their fitness program whilst in lockdown. Term 4 will see students return to group fitness classes as planned for Term 3.

**Brenda McKinnon, PDHPE Teacher**

### Exploring Early Childhood

#### Stage 6 Exploring Early Childhood

Stage 6 students were studying children aged 0 to 18 months. We covered topics relating to development of gross and fine motor skills, communication, brain growth, behaviour and food. Discussions were held around differing theories on the psychological development of children, particularly those proposed by Freud.

Year 11 students have had the opportunity to work towards completing their Food Handling certificate. All students were asked to complete an assessment task during lockdown on nutrition required by a toddler.

**Ann Pretty, Stage 6 Exploring Early Childhood Teacher**



## Student Activities *Continued*

### Visual Design

#### Stage 6 Visual Design

Term 3 has seen students getting very creative in Visual design.

Our topic was 'Furniture'. Due to the constraints of space and tools we have created miniature dollhouse furniture.

Everyone was set a task of building a chair and a table. All students were then given an individual designing and making task of creating five items to furnish a room, a bit like the 'The Block'.

I loved seeing students who had never sewn before taking on the challenge of making tiny cushions.

Unfortunately, lockdown interrupted our building. However, I am looking forward to seeing the uploaded photos of a woven rug, outdoor chair, a vase, and a mystery item created from a mixed bag of wood that was sent home.

Hopefully, we can display all these items when school returns.

*Sue Tyrrell, Stage 6 Visual Design Teacher*



*Stage 6 students working on their miniature furniture.*

## Student Activities *Continued*

### Positive Behaviour for Learning (PBL)

During Week 5 of Term 3, prior to Regional NSW being put into lockdown, students participated in a Project Based Learning (PBL) week. The week focused on sustainable water use in the Riverina, and how this important natural resource is utilised to its best potential.

The week included a guest speaker from Murrumbidgee Irrigation, who discussed with students the management of water in our area for irrigation.

Students participated in a variety of lessons around water use, including costs and statistics associated with irrigation, how the Snowy Hydro Scheme was developed, water sustainability, and the engineering behind our irrigation systems.

On the Wednesday students were able to experience a day trip to Southern Cotton, where they were given a guided tour of the cotton gin in full production with the ginning of cotton. This was a very informative component of our week, with students developed a broader understanding of the importance of cotton in our area.

The day included a trip to the Whitton Malt House, where students enjoyed the golf driving range and had an opportunity to enjoy a walk around the grounds, prior to sitting down for a perfectly prepared lunch of pulled pork and cheeseburgers.

Throughout the week, as students learnt about water use in the Riverina, they were also provided an opportunity to develop projects to support our overall inquiry surrounding water use. There were some great projects designed, including water wheels, models of the town of Adaminaby and the Snowy Hydro, and presentations of the Indigenous value of the rivers in the Murray Darling Basin.

Overall, it was a very successful week, with students enjoying the chance to learn more about one of our most important natural resources.

**Brenda McKinnon, PBL Teacher**



*Students enjoying trip to Southern Cotton.*





## Wellbeing Report

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This term, students have begun to work on a wellbeing program titled 'Open Parachute', which is designed by a team of Clinical Psychologists, led by Clinical Psychologist, Dr Hayley Watson. 'Open Parachute' was very generously donated to our school by The Sebastian Foundation, who donated free access to multiple schools within the Riverina, due to the recent high rate of suicides in our region.

'Open Parachute' uses real-life videos of teenagers who have made it through challenging times, combined with classroom activities and explanations from Dr Hayley to work through a range of issues that teenagers face as they develop towards adulthood. Each lesson provides students with opportunities to share their ideas and experiences with the class, or more confidentially with their teacher.

Our students have found this program challenging but rewarding, and they should be commended for the mature way that they have approached the exercises.

Unfortunately, we had to pause this program as we went into lockdown, mid-way through the term. During lockdown, students were given a range of wellbeing activities to practice ensuring that they managed some self-care activities during the difficult time of lockdown.

The 9th of September was R U OK Day, and our students completed an online wellbeing quiz and readings from the R U OK website. Students at WRCS (Western Riverina Community School) have become adept at talking about mental health with their peers and should continue to work on these skills.

Students should be proud of how they maintained contact with their teachers throughout lockdown, as it ensured that we were able to check in with students and support their learning from afar!

This term, we said goodbye to two of our senior students, Hayden, and Alex. Each of these students has gained full-time employment in the community. Alex has begun an apprenticeship and Hayden is completing farm work. We are all immensely proud of these boys and wish them well in the future.

*Jasmine Dossetor, Wellbeing Teacher*