



Deputy Principal's Perspective

Visitors to WRCS of late would witness a very busy learning environment. To date our school has welcomed, ten new students across years 9 to 12, and five new staff members. Our Year 12 numbers have doubled from last year, with six students currently enrolled in Year 12. These six students are positive role models to our younger students, all displaying our school values of Positivity, Responsibility and Respect in a mature manner.

Our school is close to capacity, and therefore we are eagerly awaiting Council approval so that we may move to our own school site.

We enjoyed having so many members of our community join us for our annual 'Meet and Greet Assembly' where we were able to hand out many awards to our students. Family and friends were also able to meet our new staff.

Michelle has joined us as our PE teacher, Brett as our Design and Technology teacher and as part of the Wellbeing team, Justine is our Covid Literacy and Numeracy teacher, Kylie has joined us as a relief teacher, and Jess is now permanent two days a week as a CSO. They also met Ivy, who has now officially taken on the role as Emotional Support Dog, and begun training with her school handler, Marc.

I would like to thank our students, staff, and families/carers for their support in WRCS meeting all COVID 19 requirements. Sending photos of RATs, ensuring students have masks to wear, and the general ongoing compliance with government regulations particularly with regards to isolation certainly made the process much smoother. Having to postpone the excursions we had planned for the start of the year was very disappointing, but we hope to be able to run them throughout the remainder of the year.

With the funding provided as part of the Covid Literacy and Numeracy Program by the government, WRCS has not only employed Justine to work with students, but we have also purchased the Quicksmart Literacy and Numeracy programs.



*We enjoyed having so many members of our **community** join us for our annual 'Meet and Greet Assembly'*





Deputy Principal's Perspective *Continued*

Several teachers and CSOs have also been trained in how to use the program with the aim that this program will be able to continue post government funding. Next term should see this program being used with our students both in and out of the classroom to ensure any gaps in learning from COVID-lockdowns are being filled.

May everyone have a safe and happy Easter, and we are looking forward to our students returning in term 2.

Ann Pretty, Deputy Principal



Jaz, Matalena, Ann and David at our 'Meet and Greet Assembly'

School Leaders

2022 School Leaders Event at Memorial Park

Students recently nominated and voted for the 2022 School Captains. Due to a close vote count and quality of the candidates, two School Captains and two Vice-Captains were elected.

WRCS Captains: Elizabeth Tafili and Emanuel Orake. **Vice Captains:** Lacey Ingram and Bryce Morgan-Murray.



School Captains and Vice Captains with Pip Walker, Senior Electorate Officer.

Harmony Week

During the week beginning 21st March, WRCS acknowledged and celebrated Harmony Week by participating in a range of activities.

On Monday 21st March, students were encouraged to wear something orange and bring in a cultural dish to contribute to our shared Harmony Day lunch. We were also treated to a traditional Samoan performance by students Matalena Setu and Elizabeth Tafili, the girls represented their culture beautifully.

Throughout the week, students began work on a mural in which the different cultures within our school will be represented by jigsaw pieces that fit together to symbolise the inclusivity of our school. Students decorated biscuits in the shape of people and participated in cultural games at a local park.



Amalia in the traditional South Korean hanbok



Biscuit decorating



Finished biscuits



Traditional Samoan performance



Students Matalena Setu (left) and Elizabeth Tafili (right)



Student Activities

English

Stage 5 English

This term, our Stage 5 students studied Shakespeare's *Romeo and Juliet* with a particular focus on the elements of conflict within the text. We began our unit with an in-depth exploration of the different types of conflict: internal and external, minor and major.

Students engaged in discussions about their experiences of conflict in a variety of situations including in the family, in relationships and at school. Prior to reading specific extracts of the play, students viewed Baz Luhrmann's 1996 film adaptation of the play with Leonardo DiCaprio and Claire Danes portraying the protagonists *Romeo and Juliet*.

For their assessment task, students were asked to compose a monologue for a character of their choice, conveying their inner thoughts and feelings during a chosen conflict. Upon completion of their assessment task, students were afforded the opportunity to select a variety of tasks to further demonstrate their understanding of *Romeo and Juliet*. These tasks included:

- Re-casting the main characters for the film and explaining their reasoning
- Creating mock social media profiles for the main characters
- Creating a piece of art
- Writing a poem
- Creating a 15 question Kahoot

Kirsty Wood, Stage 5 English Teacher

Year 11 English

In their first term of Year 11 English Studies, students have studied *The Curious Incident of the Dog in the Night-time* by Mark Haddon. Students were afforded the opportunity to view the world through the eyes of Christopher Boone, a 15-year-old boy with Asperger's Syndrome, as he seeks to solve the mystery of who killed Wellington, his neighbour's pet poodle. During our study of the text, we explored the themes, characters, structural features, and narrative voice, answering an extensive range of response questions. Through modeled, guided, and independent practice, students strengthened their ability to plan a response, locating relevant ideas and features from the text and quotes to support their answers. For their assessment task, students were provided with an assortment of questions on the themes of:

- Raising a child with a disability
- Truthful communication and trust in relationships
- Isolation and loneliness
- Complex human emotions and behaviours
- Logic
- Mysteries and puzzles





Student Activities *Continued*

Students were then invited to select their own assessment question before planning and composing an extended response. Upon completion of their response, students were then asked to reflect on their independent processes, identifying their strengths and weaknesses before finally providing details on how they will target these weaknesses in future tasks.

The level of positivity, enthusiasm, and maturity with which our new Year 11 students approached this unit made it an absolute pleasure to teach. Well done on an incredible term Year 11!

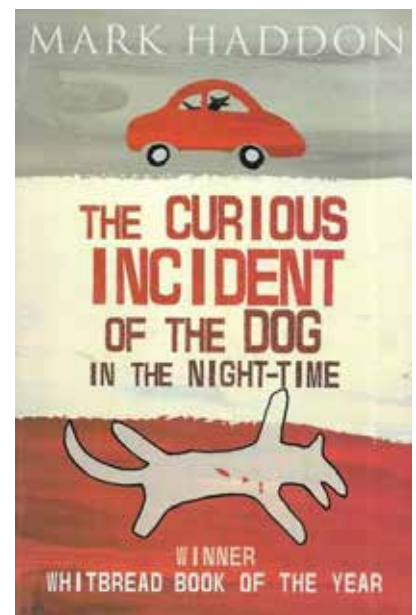
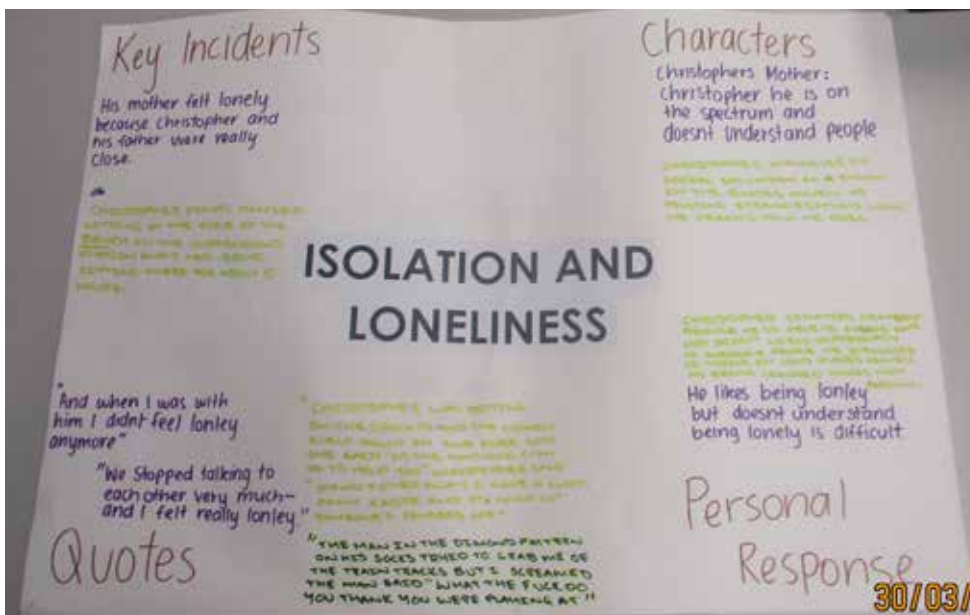
Read what some of our Year 11 students had to say about the unit:

*"I really enjoyed studying *The Curious Incident of the Dog in the Night-time* because it was something different. It was different because the main character was on the spectrum. I wish there was a second book!" - **Breeanna Charles***

*"The book *The Curious Incident of the Dog in the Night-time* is a great book. It shows you what children with disability go through. I recommend you read it!" - **Jake Harrison***

*"I enjoyed English Studies term. It meant a lot to me that the novel was related to children on the spectrum." - **Shakira Carberry***

Kirsty Wood, Year 11 English Teacher



Stage 5 English student work samples



Student Activities *Continued*

Year 12 English

This term, our Year 12 students have explored English and the Web in our unit Digital Worlds. This unit encouraged students to consider the impact of digital technologies on our lives through exploration of the digital footprint, our online identities and use of social media.

Students viewed *The Social Network*, considering the portrayal of Facebook founder Mark Zuckerberg and the contradictory responses elicited by the film in one component of their E-Portfolio assessment task.

We explored the use of online avatars to represent our personal and professional identities and discussed the do's and don'ts of avatar creation before building our own. Throughout the unit, we engaged with a variety of written texts regarding digital technology, including articles, blog posts and interviews.

To complete the unit, we conducted an in-depth study of *The Matrix*, with a particular focus on the production features and motifs to investigate the co-dependency between humans and machines, our perceptions of reality, and the cyber-world. For the final component of the E-Portfolio assessment, students were tasked with composing a narrative which involved moving between the real world and the digital world.

Kirsty Wood, Year 12 English Teacher

Mathematics

Stage 5 Mathematics

This term students have focused on Financial Maths.

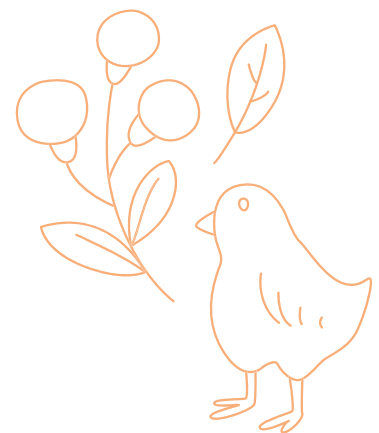
We know that

- It is really important to understand the responsibilities of having a credit card
- It is really difficult to afford rent when you are an apprentice
- There are many costs involved in moving out of home
- It is important to have someone help you read the lease

We know that $I = p \times r \times t$

and that $A = (1+r/100)^n$

Sue Tyrrell and Brenda McKinnon, Stage 5 Mathematics Teachers



Student Activities *Continued*

Science

Stage 5 Science

Stage 5 Science students have been honing their scientific methodology skills. Students have been designing fair tests, carrying them out, and analysing their results. These investigations have included the effect of salt solution on gummy bears, strongest brand of paper towel and rusting.

Students have used the skills they have developed in class to complete their personal Student Research Project. These have included studies around mould, the hydrophilic nature of pepper, flipping bottles and bubble gum to name a few.

Questacon ran a virtual online experience called One Small Step that Stage 5 were able to engage with. Students carried out experiments with the presenters looking at our bones change in density when in outer space compared to on Earth.

Ann Pretty, Stage 5 Science Teacher



The hydrophilic nature of pepper



Mould growth

History

Stage 5 History

This term we have studied the events that affected Australia during World War II. We have looked specifically at the war in the Pacific.

Students looked at how Australia was under threat from a Japanese invasion and how this war was fought much closer to home than WWI. Students analysed posters of the roles women took on when men had joined up to fight and the changing roles for women in society.

They have created individual research tasks on a range of topics including the Bombing of Darwin, the Cowra breakout, the Kokoda campaign, and the treatment of prisoners of war in Changi prison to present to the class.

Sue Tyrrell, History Teacher



Student Activities *Continued*

Literacy and Numeracy

This term, the school has signed up for the QuickSmart program, and the teachers and CSOs have been busy being trained in how to use it. QuickSmart focuses on Literacy and Numeracy, ensuring students have the foundational skills they need in everyday life.

Students will be withdrawn from different classes three times a week for 30-minute lessons. During that time, they will practice a particular skill as many times as they need to get it right and to get it right quickly (hence: Quick and Smart). Students learn to automate their knowledge and skills with targeted repetition, freeing up space in their working memory for more detailed information. In the last week of this term, we have begun testing students to determine which skills they may need and who will be the lucky ones to start on the QuickSmart program next term.

Justine Bremmans, Literacy and Numeracy Teacher

PDHPE

Stage 5 have been learning about the dangers of texting and driving. For their assessment task they created their own Texting and Driving Campaign.

Students also participated in bowling for the practical lessons which has been enjoyed by all. WRCS have some talented bowlers and it has been pleasing to see the student's confidence and skills improve each week. It was interesting to see the creative ways students with long acrylic nails came up with, to bowl the ball without breaking a nail!

Michelle Townsend, PDHPE Teacher

Exploring Early Childhood

Year 11 Exploring Early Childhood

This term the students learnt about Pregnancy and Birth. As part of this unit, Jess and Renai from the Aboriginal Maternal Infant Health Services, worked with students on different topics related to pregnancy and talked about what services and support they offer to families in the Griffith community.

In week 11, Jess and Renai focused on the effects on smoking during pregnancy. Students had the opportunity to use the Smokerlyzer machine which detects the amount of Carbon Monoxide (CO) in the blood. Students learnt that people who smoke can build up high levels of CO in the blood, which can lead to heart disease, circulation problems and high blood pressure.

Year 12 Exploring Early Childhood

The focus for term 1 has been on children's health. Students have learnt about healthy food choices, dental hygiene, malnutrition, childhood obesity, and the effects of too much sugar in children's diets. Students were surprised to learn how much sugar were in some products that they thought were healthy choices for children.

Michelle Litchfield, Exploring Early Childhood Teacher



Student Activities *Continued*

Design and Technology

Stage 6 Design and Technology

Year 11 and 12 Design and Technology students have been introduced to the world of design where students have identified that everything in life is designed for a specific purpose or need. A study of the 'Designs that Changed the World' was undertaken to show that people have been creating things for thousands of years to improve their lives.

Students then completed a case study of a famous designer of their choice researching information such as:

- Designs they are famous for creating
- Why they became designers
- The functional and aesthetic characteristics of the design
- The technologies used in the production and marketing of their designs
- The impact of their designs on society

Students have also undertaken several Design Challenges where a design brief is set, and students need to solve the problem within the specified parameters. One of the challenges involved designing and building a structure using seven pieces of paper and sticky tape to hold books at least 250mm above the desk. Some of the designs managed to hold 10kg of books, which was very impressive.

Brett Ireland, Design and Technology Teacher



Year 11 Designer Assignment



Year 12 Designer Assignment



Students solving design challenges



Student Activities *Continued*

Society and Culture

Year 11 Society and Culture

This term, Year 11 students began to study the unit The Social and Cultural World. They were introduced to fundamental concepts: society, culture, environment, persons, and time, and the additional concepts: gender, power, authority, globalisation, technologies, and identity.

To further consolidate their understanding of these concepts, students viewed the film Avatar. They considered family, religion, economy, class, and gender in the Na'vi society before exploring the cultural features, environment, technology, and identity.

To complete the term, we looked at a variety of research methods and considered the ethically issues that may arise.

Kirsty Wood, Year 11 Society and Culture Teacher

Year 12 Society and Culture

This term students have completed a unit on Popular Culture. Students have had many insightful discussions on the impact mass media have on influencing popular culture trends. Students examined the effects these trends have on teenagers and weighed up all the pros and cons. In addition to the Popular Culture Unit, students have begun working on their major year 12 work; their Personal Interest Project (PIP). Students have chosen a topic of interest and have begun brainstorming and planning. Many creative ideas are flowing, and it is going to be exciting to see their major works evolve over the next couple of terms.

Michelle Townsend, Year 12 Society and Culture Teacher

SLR

Stage 6 - SLR

SLR students have enjoyed weekly workouts at Livfit gym this term. They have participated in group classes including spin, body pump and weightlifting. All students excelled, they participated with enthusiasm and challenged themselves each week.

Michelle Townsend and Brenda McKinnon, SLR Teachers



*Many **creative ideas** are flowing, and it is going to be exciting to see their major works **evolve** over the next couple of terms.*





Student Activities *Continued*

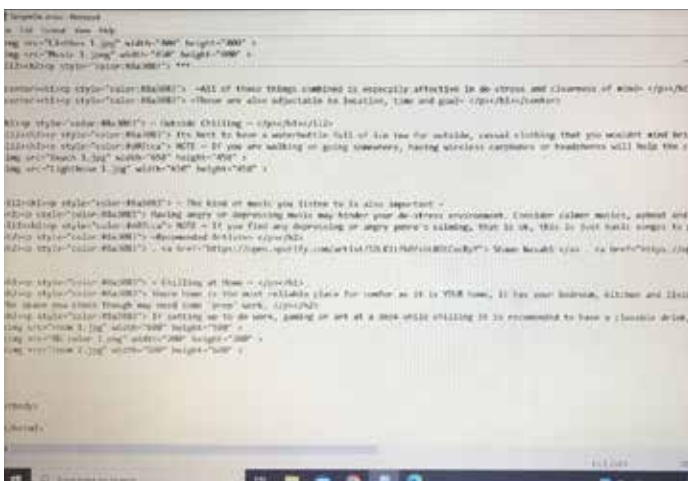
Coding - Web Pages

Year 9 and 10 students have been introduced to HTML coding this term, which is the computer language used to construct web pages. This challenging activity requires lots of problem-solving, brainstorming and resilience to create a webpage from scratch.

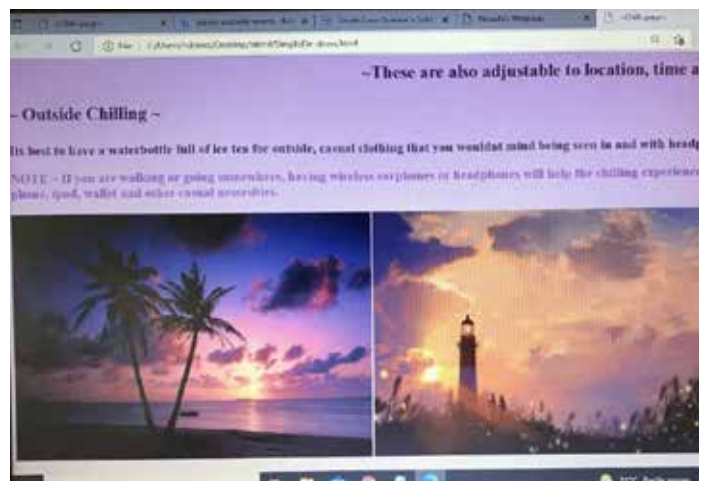
Students have so far been able to insert text, pictures, hyperlinks, headings, colour backgrounds, bullet lists and page breaks. They have also created multiple web pages including inserting hyperlinks to navigate between the pages.

The images below show the HTML code written in Notepad and how it looks like as a web page.

Brett Ireland, Friday Program Teacher



Coding - html code



Coding - html website

Friday Program

Stage 5 - Friday Program

This term students had the opportunity to cook some yummy recipes, including hamburgers and chocolate crackles.

Hamburger week was hectic to say the least! Students had 1 hour to prepare hamburgers, including patties made from scratch, for the whole school. Everyone survived and they tasted amazing!

Students have also been busy making Easter gift baskets which include bright and colourful biscuits decorated by the students.

Kirsty Wood, Friday Program Teacher

Wellbeing Report

Our students have settled in well this term, and those that have continued from last year have been quick to welcome our new enrolments this year. In the beginning of March, students were rewarded for their excellent behaviour with an excursion to the Griffith Regional Theatre to see a performance of 'Amphibian', which told the story of two teenagers discussing their experiences as they grew up. The Theatre staff were very impressed with our students' behaviour during the performance. Our students were also offered the opportunity to attend 'The Flying Fruit Fly Circus', 5 students took up the opportunity and were blown away by the skills displayed on the stage.

During Wellbeing lessons, students have again engaged with the Open Parachute program, which aims to teach students a range of skills to utilise as they progress towards adulthood. It has been great to see students approach their learning activities and discussions with maturity and openness.

Next term, students will begin to develop their mindfulness and interpersonal skills using the Dialectical Behaviour Therapy Framework. I look forward to seeing the students further build their confidence in Wellbeing.

Jasmine Dossetor, Wellbeing Teacher

