



Principal's Perspective

It is with pleasure I provide the Western Riverina Community Schools (WRCS), end-of-year message for 2022. The end of the 2022 educational year represents the successful completion of five years of WRCS. Where does the time go? WRCS emerged from very small beginnings, evolving as a permanent alternate secondary school option for this community. From an organisational perspective, I reflect on and celebrate the enormous and positive change in the lives of many young people who have moved through WRCS since 2018.

There is always cause for celebration, this year we see our second cohort of Year 12 students complete their secondary schooling. I extend congratulations to these students and their families. These students have remained engaged in their studies and have developed the underpinning knowledge and positive attitudes to progress to successful post-school lives. These students post school trajectories extend to gaining apprenticeships in highly sought programs, continuing their education through further education and training and or gaining employment in their chosen field.

We also celebrate and congratulate the WRCS Year 10 class of 2022. All Year 10 students receive their Record of School Achievement (RoSA). The achievement of a RoSA is a significant point in an individual's school education which removes barriers thereby enabling new pathways to education and training.

While we celebrate student achievement, the above achievements are not possible without the change agents in the school, and these are the teachers. Teachers are the developers of engaging curricula that immerse students in learning to achieve intended learning outcomes. In this sense, I thank WRCS teachers and support staff for their approach to student centricity and for creating positive change in young people's lives.

For those of you who are moving on to the next phase in your lives, we will miss you, please don't be strangers. The porch light is always on, and you will be welcome. For those returning in 2023, I look forward to seeing you all next year.

I wish you all the very best for the festive season and trust you all stay safe and well during the holiday season.

**Best wishes,
David Martin**



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cause for
celebration,
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Student Activities

English

Stage 5 English

This term, Stage Five English students have been investigating the different techniques used by the media to advertise products. Students viewed a wide range of advertisements in print, digital and video format and identified the range of techniques being used and their impacts on potential consumers.

We placed a particular emphasis on the use of gender marking in advertising, where the same products are marketed to each gender. We spoke about the concept of stereotyping and had some insightful discussions in which we challenged these stereotypes.

For their assessment tasks, students selected a product which, stereotypically speaking, is used by either a male or a female. The students' challenge was to create an advertisement which would promote that product to the opposing gender. Students were extremely creative in this task, and the majority were able to apply the techniques covered within the unit to a high standard.

Kirsty Wood,
Stage 5 English Teacher



Stage 5 English Nevaeh - Advertisement

Year 12 English Studies

Throughout Term 4 Year 12 English Studies students completed a study of the unit Telling Us All About It: English and the Media. We investigated how news is reported and the code of ethics that journalists must adhere to. We considered the manipulation techniques used by the media and things people need to be wary of when consuming news. For their assessment task, students were asked to select a news story of interest and find evidence of this story being presented by two different news forums. Students then had to identify three key differences in the ways the two stories were presented, the techniques that had been used and how this impacted the reader.



Student Activities *Continued*

Amos, Elizabeth and Alieria have been completing their journey through the English Studies course with myself, since the beginning of Year 11 in 2021. They made it through a COVID-19 lockdown and not once did their efforts in this subject falter. With only three remaining of the 2021 Year 11 cohort, we were lucky enough to be joined by the lovely Rose as they began their Year 12 studies in Term One this year.

Working with such a wonderful group of students and seeing them grow into the mature young adults they are today, is certainly a highlight of my time at WRCS.

Amos, Elizabeth, Alieria and Rose, I wish you all the very best for the future. I will miss our laughs and our failed attempts to beat the Year 11s high score at Family Feud!

Kirsty Wood, Year 12 English Teacher

Stage 5 English Studies - Year 11

In Term Four, Year 11 students have been studying the unit: English the Workforce. Students considered the ways in which the English language is used in the workplace and how we can ensure we are communicating effectively. Students explored the rights and responsibilities of the employees and applied these to a range of workplace scenarios.

For their assessment task, students were asked to compose an imaginative piece about a first day at work. For the second part of their assessment task, students created or refined their resumes, which will now become working documents. Students will continue to update these resumes throughout the following year. It is hoped that the content of this unit will better prepare students to enter the workforce following their studies at WRCS.

**Kirsty Wood,
Year 11 English Teacher**

Connor's First Day At Work

I woke up today to get ready for school and mum told me to get the mail. I went to grab the mail and noticed one of the envelopes had my name on it. I took it back inside curious of what it could be. I opened it and it was a letter from a big painting company wanting my painting skills. They had their phone number on the letter so, without hesitation, I grabbed my phone and dialled it.

The bloke who answered sounded mad at me just for calling, but either way I was getting this job. We scheduled to meet at a place where a house had just finished being built and needed to be painted. He said he would be there, and a guy named Bill.

The next day I got ready to go and when I got there, there were two men, they called me over and said, "are you Connor?" That's me. I was so nervous I kept stuttering and mumbling. One of the men came up to me and shook my hand, he smelled like cigarettes and paint. "Nice to meet you. I'm Bill and that's the boss, Tony".

Tony didn't seem too interested in introductions and just wanted to get the house done. "Come on then, we don't got all day!" Tony yelled from a distance. Bill led me to the house it was nothing big, it was something small to see how I would go. I grabbed my gear and started to get ready to paint. Tony told me most of the house is already done and that I only had to do the front. He then said that he was going inside to check if paint has dried. He left Bill supervising me. Bill is funny and outgoing he is a lot more chill than Tony. Anyway, I was painting, and Bill started saying I was using wrong paint and that I needed to change the paint. I was annoyed because I was almost done, and Tony told me this was the right paint but I didn't question it and started again with new paint. The whole time I was painting, Bill was looking at me with a big grin and kept saying I was doing a good job. After I finished, he yelled out to Tony to come out and have a look. When he came out, I have never seen anybody as angry as he was. He was screaming, "YOU USED THE WRONG PAINT!" Bill was laughing so hard, I thought he was going to pass out. At the end of all chaos, Tony started laughing as well and said, "I like this one. Let's keep him around".

Bill looked at me and gave me a wink he said, "come on, I'll give you a lift home". I got home and went into my room I was so confused on how I kept the job. Nothing beats the first day!



Student Activities *Continued*

Mathematics

Stage 5 Mathematics - Green Group

During Term Four, Stage 5 Mathematics students have been studying Area, Surface Area and Volume. Through completion of a range of practical problems, they have been able to consolidate their understanding of area, surface area and volume, and the real-life applications of these concepts. Students worked closely with teacher in-training, Nancy, and myself, to calculate the area of rectangles, composite shapes, circles and triangles. We then applied different formulas to calculate the surface area of prisms, before finally calculating the volumes of prisms, triangular prisms and cylinders. Students are to be commended for their efforts during this unit, which was quite challenging at times!

Kirsty Wood, Stage 5 Mathematics Teacher - Green Group

Mathematics

Stage 5 Mathematics - Red Group

Our Maths this term has been focused on the Measurement and Geometry topics of Volume and Surface Area, and the properties of Geometric Figures. There have been many formulas and processes to negotiate but we have managed to remember most formulas on most of the days! We looked at a range of real-life situations which has helped us to see the practical applications of Maths.

Sue Tyrell, Stage 5 Mathematics Teacher - Red Group

Life Skills Mathematics

This term, students have been learning about financial Math's, particularly around calculating money when buying objects. The class have used the government developed 'Money Smart' online module to get them thinking and reflecting on their own money habits, and to develop some short-term financial goals.

They have also been working on several individual projects, based on their own interests. Several students planned an overseas holiday, and then compared their findings to company run tours. This let them get a sense of the most cost-effective options. The other students researched the costs involved in moving into their own apartment and in buying a car, which allowed them to begin thinking about their future decisions. They were all very excited to start thinking about life in the near future. Good luck!

Justine Brummans, Life Skills Mathematics Teacher





Student Activities *Continued*

SLR

Stage 6

Students completed a unit on Healthy Bodies through Nutrition and Exercise this term in SLR. Andy from F45 Training ran several workshops, assisting students develop their own personal diet and fitness plans. We also did some challenging workouts at the F45 Gym and participated in several 'carpark workouts'. All students improved their Ten Pin Bowling skills, and many great games of Rounders (baseball) were played throughout the term.

Brett Ireland, SLR Teacher



Brett, Cooper, Connor, Jake and Amos with Andy at F45



Rose, Melina and Shiane F45 workshop



Stage 6 students training in the car park



Cooper, Amos, Brett, Jake and Connor at F45



Student Activities *Continued*

Society and Culture

Year 11

Year 11 students this term have been studying Intercultural Communication. We began our unit by considering verbal and non-verbal communication, the processes of encoding and decoding messages, and the factors that may interfere with these processes. The focus of the unit was on the role of technology in communication, and we placed a particular emphasis on how different generations use and understand technology.

For their assessment task, students planned, conducted and wrote up the findings of three cross-generational interviews. Students were given two core topics as a focus for these interviews, and then had to select two more topics, write their questions, and sit down with their subjects to complete the interview. Students engaged fantastically in this task, and all approached the task with a positive attitude. All students are to be commended on their efforts this term!

Kirsty Wood, Year 11 Society and Culture Teacher

Year 12

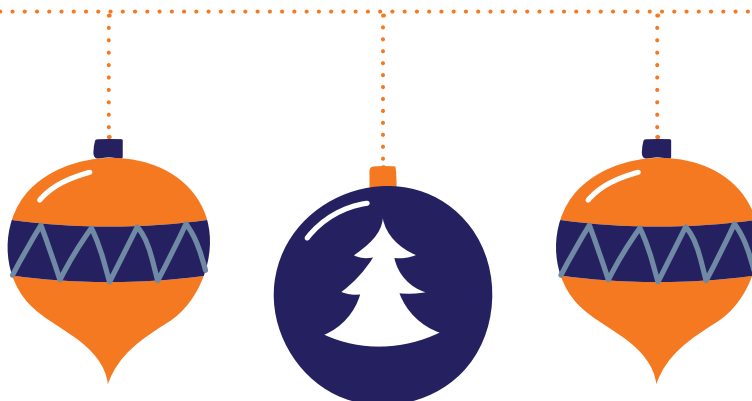
During Term Four, students completed and submitted their Personal Interest Project Assessment Task. Year 12 are to be congratulated on their final projects! Each student demonstrated a real passion for the topic they chose. This was evident during class discussions, when sharing their work and ideas with each other, when proofreading each other's work and when giving constructive peer feedback. I am going to miss all the Year 12 students next year and I wish them well for the future!

*Michelle Litchfield,
Year 12 Society and Culture Teacher*

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Student Activities *Continued*

Science

Stage 5

Throughout Term Four, students have worked through the unit, 'Chemical Patterns'. This unit allowed students to learn about how energy is transferred, rather than created or destroyed during chemical reactions. Students also learnt about the creation of the periodic table and investigated the discovery of patterns in the properties of elements. Students had opportunities to get their hands dirty and complete a number of experiments throughout the term, watching how different factors affect chemical reactions. Great work on an excellent term, Stage 5!

Jasmine Dossetor, Science Teacher

Exploring Early Childhood

Stage 6

During Term Four, Stage 6 students were learning about a variety of medications, illnesses, syndromes and disabilities that can affect babies and children. For the assessment task, students composed PowerPoint or Padlet presentations on these different topics. It was pleasing to see students engaged in the planning and research over multiple lessons, then present their assessment to the class. They were all very informative and students ensured their presentation had visual appeal to engage their audience.

Michelle Litchfield, Exploring Early Childhood Teacher

Geography

This term we have studied the topic 'Changing Places'. Urbanisation is the increase in the proportion of people living in towns and cities. People move for a variety of reasons including access to employment, education, lifestyle and health services. We have compared the rapid, unplanned urbanisation of cities like Mumbai with the plans and projects that Griffith City Council have in place for the expected growth of our city and its population.

Students were very shocked at the living conditions in the slums and came up with some interesting questions which they later researched:

- Are there people who recycle materials in the slum?
- How much do people pay to live in the slums?
- What is the government doing about the rubbish everywhere?
- Is it cheap to live in the slums?
- Can tourists visit the slums?
- How many people have to share a toilet in Dharavi?
- What is school like in Dharavi?
- Why do the people living in Dharavi look so happy?
- How do people prepare their meals in Dharavi?
- Do the children have access to education?

Sue Tyrrell, HSIE Teacher





Student Activities *Continued*

Design and Technology

In Design and Technology this term, students have been designing and producing their Minor Design Projects. This has involved identifying a personal need, researching and documenting a solution, and producing or making a solution. The students have worked very well this year developing their design skills and knowledge and are well prepared to undertake a Major Design Project in 2023.

Brett Ireland
Design and Technology Teacher



Controller stand by Amos and Ukulele stand by Rose

PDHPE

This term in PDHPE, students completed a unit on The Next Chapter. Part of this unit involved designing and implementing a personal Health and Fitness plan. This involved identifying specific fitness goals the students want to achieve and then designing a program to achieve these goals. Andy, from F45 Training, ran several workshops with the students to help them complete their own programs. We also participated in some challenging classroom workouts as well as at the F45 gym. A big thanks to Andy for the time and effort he has spent with students this term.

Brett Ireland
PDHPE Teacher



F45 Training



Head of Teaching and Learning

Term Four has been another busy time for staff and students at WRCS. Students have engaged in a range of activities to enhance their learning in the classroom. This term, we welcomed Nancy, a student teacher joining us all the way from UTS in Sydney. Nancy taught Maths and PDHPE under the supervision of Brett and Kirsty, and we hope that she enjoyed her time at WRCS.

During week one, our Indigenous students enjoyed their time at the Griffith Community Centre for a day of workshops at the beginning of term for 'Garawanya' - day of dance, culture and mental health discussions with Indigenous leaders.

Cathy has worked to lead the school in raising money for a variety of causes throughout the term, including Daniel Morcombe Day, Bandana Day and Loud Shirt Day. The school raised money for each of these charities, and it has been fantastic to see both staff and students get involved.

Students and staff travelled to the Snowy Mountains and were lucky enough to see snow fall in November! They participated in a range of incredible activities, including go kart racing, a (scary) attempt at 'The Swing', trivia, and the chair lift and bobsled at Thredbo.



Cooma Excursion



Head of Teaching and Learning *Continued*

A highlight of the term was the WRCS Proud and Deadly Awards, held at the Griffith Community Centre. This day aimed to celebrate and acknowledge our Indigenous Students and some of their incredible achievements. We were lucky enough to enjoy an incredible dance performance by our students, joined by Kerry Johnson and her daughter Maci. We were also treated to some songs by the students at Wiradjuri Preschool – it was very cute! A huge thank you needs to go to Veronica Reid for all her hard work in getting the day together, as well as Peta Dummet for allowing us to use the Griffith Community Centre.

As the year wraps up, we have welcomed some new students who are transitioning to join us next year. These students have joined us for some Friday Programs, joining in with our existing Stage 5 students.

Sadly, we say goodbye to our four Year 12 students – Alieria, Amos, Elizabeth and Rose. We are sad to see these students leave us, but we are all incredibly proud of them and all that they have achieved at WRCS. We can't wait to see what their futures have in store and look forward to them dropping in for a visit sometime soon.

We have had a fun Week 10, with a visit to the movies, sports activities, time at the pool, and plenty of arts and crafts. We will celebrate the end of the school year with a graduation dinner on Thursday 15th December, where we hope to see all of our students and their families. We hope that all of our students and their families enjoy a relaxing school holiday, and we look forward to another great year in 2023!

Jasmine Dossetor, Wellbeing Teacher



Students at Proud and Deadly Awards





Wellbeing Report

Wellbeing lessons have been focused on promoting discussion, centred around self-discovery, and adopting strategies to foster a healthy mind. Group discussion, drumbeat and various forms of visual arts were implemented to create a sense of relaxation, discovery, resolution and belonging.

The creation of watercolour butterflies proved to be an enjoyable activity, demonstrating that every person and their artworks are completely unique. The students all emerged themselves in generating an individual shaped and coloured butterfly which were on display in Term 4.

Students were encouraged to create several artworks with a symbolic focus. Symbols are a way the students represented themselves visually, communicated relationships between special others and significant events.

An activity that generated great results were individual responses to the quote,



Wellbeing Butterflies



*The **brain** runs, but the **heart** walks.*



We had some truly introspective and insightful responses which generated very healthy and philosophical discussion. Mark and I were very impressed by the scope of thought demonstrated by several of our students.

Drumbeat led by Mark was a way to come together through music, inspiring a sense of feeling part of a group and working in harmony. In some of the lessons students were asked to identify strengths they saw in their peers. An uplifting moment for all.

Have a safe and happy holiday period.

Kylie, Wellbeing Teacher



Merry Christmas and Happy New Year



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WRCS designated breaks: 9am to 9:30am | 11:30am to 12:15pm | 1:15pm to 1:30pm