

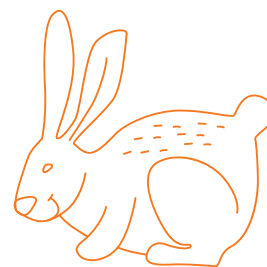


## Head of Teaching and Learning Report

Welcome back to all of our WRCS students and families for 2023! We have welcomed many new students to our school community, and these students are settling into our routines well.

We also welcomed some new staff members this term:

- Abby King, teaching Science and Community and Family Studies.
- Madison Penrith, a CSO who is completing her teacher training.
- Bree Biggs, our school counsellor.
- Jess Harris, who we have welcomed back from maternity leave.



Sadly, we also said goodbye to Kiani Abera-Crowe, who has left to spend time with her family.

Term 1 has been a busy term already, with a range of activities for our students and staff. Staff began the term completing training with 'Australians Together', learning how to feel more confident embedding Indigenous stories and culture into our school community and learning curriculums.

In Week 3, students and staff attended Lake Talbot Water Park to spend some time together after the holidays – it was a very hot day – perfect for cooling down in the pools and using the water slides!

In Week 4, students voted for their school captains, and we are very happy to announce that Matalena, Cameron and Connor have been selected to lead our student cohort for 2023. During this week, students attended the Warangesda Festival at the Warangesda Aboriginal Mission near Darlington Point. We watched a range of incredible performances throughout the day. A huge shout out is needed for Veronica, who helped to organise the day, and to Bryce for being the MC for the event.

In Week 6, we said goodbye to Jake, who was successful in getting an apprenticeship at A&G – congratulations Jake! Students had the Friday of this week off, while teachers attended a Sue Larkey education session, where we learnt specific strategies to assist students with autism in our school.

In Week 8, students attended the Country Education Centre where we were given a tour of the incredible facility designed to assist students studying in regional areas. Oumi gave us a run-down of the study options that are supported at the centre, and the range of support options available for students. Sue and Michelle attended the Inclusive Schools Conference in Sydney where they had the opportunity to learn about a range of inclusive practices to support our students in their education experience. Michael Lyons, an Indigenous Elder came to speak with our students to demonstrate a range of Indigenous medicines and how they are used.

Year 9 students completed their NAPLAN testing during weeks 8 and 9, supported by Sue. Sue was impressed with these students' attitude during this process.

In Week 10, Jaz attended a session in Sydney, aimed at improving student attendance in our student cohort.

We finished the term off with students completing the Love Bites program, where they learnt about safe and healthy relationships. Students also completed food safety training in preparation for being involved with the Carevan program next term.

I hope everyone has a safe and happy holiday period and look forward to seeing all of our students and families next term.

**Jaz Dossetor, Head of Teaching and Learning**



## Student Activities

### English

#### Stage 5 English

This term our Stage 5 students have participated in a study of the coming-of-age film *Looking for Alibrandi*. In order to do this, they needed to familiarise themselves with the many film techniques used in film to enhance meaning. Students selected their own film or TV show and created a table to show the definitions and examples of each.

Following the viewing of the film, students completed close viewing questions, incorporating the metalanguage of film into their responses. In preparation for their assessment task, students analysed key scenes from the film, giving evidence to support their viewpoints. Students have written a series of analytical paragraphs which explore how the themes of self-identity are represented in *Looking for Alibrandi*. The composition of structured, extended responses has allowed our students to further improve their formal writing skills.

**Kirsty Wood,**  
**Stage 5 English Teacher**

*Right: Stage 5  
Film techniques table  
by Templar Binks*



Technique	Definition	Example
Establishing Shot	Also called the mast shot, this shot shows the location, setting or landscape of a scene. It is often the first shot,	
Long shot	This type of shot presents the action's setting, with some action	
Medium shot	Waist up and focus more attention on characters	
Close up	Close up is of a face, then it usually shows emotion	
Point of view shot	Shows the action through the eyes of a character	
OVER THE SHOULDER		
Camera movements	Panning-where the camera moves around a fixed spot	
Low angle shots	From below to show power of importance	
High angle shots	Used to show fear, intimidation and diminished status	
Diegetic sound	Can be heard by the characters in the scene includes dialog and sound effects	Examples: cattles screeching, phone ringing, rain, people talking
Non-diegetic sound	Things that have been laid over the top scene includes music and voice overs to share inner thoughts created sustenance and drama	Music, narrator



## Student Activities *Continued*

### Stage 6 English - Year 11

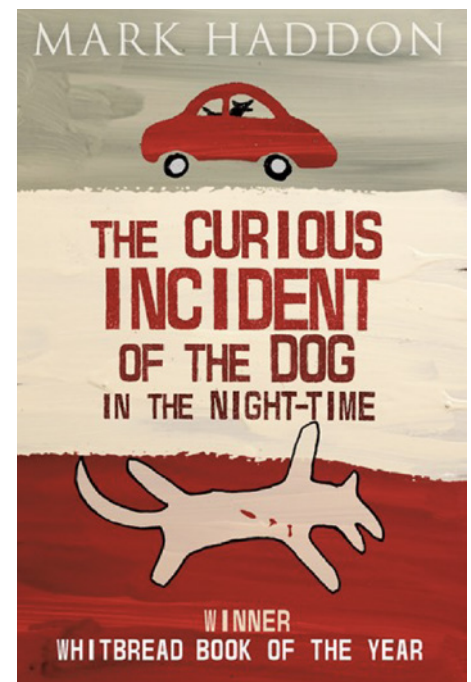
Year 11 students have been studying the novel *The Curious Incident of the Dog in the Night-Time* by Mark Haddon. We have been particularly focused on the themes of: the challenges of raising a child with a disability, isolation and loneliness, the appeal and mystery of puzzles, the complexities of human emotions, security from stability and order, and the importance of open and honest communication.

Through the story of Christopher, the novel's protagonist who has Asperger's syndrome, students have gained a profound understanding of the obstacles faced by both the individual and their family when living with a disability. We have discussed how the sense of isolation and loneliness can be heightened for those who feel like outsiders, as well as the appeal of puzzles as a means of structuring and understanding the world.

Students have refined their skills in writing PEEL paragraphs, and for their assessment, selected a question based on a theme of their own choosing before writing an extended response.

**Kirsty Wood, Stage 6 English Teacher**

*Right: Stage 6 Year 11 - The Curious Incident*



### Stage 6 English - Year 12

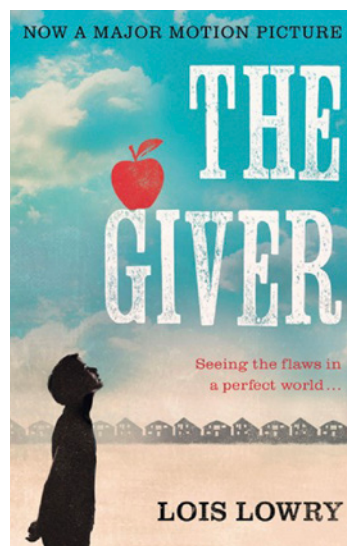
In our Year 12 English Studies class this term, our focus has been on dystopia. Dystopia is a genre of literature that depicts a society that is undesirable or frightening. We have explored various short story examples, examining the conventions of the genre such as oppressive governments, lack of free will, and loss of individuality.

Students have also read and analysed the award-winning 1993 novel *The Giver* by Lois Lowry. This thought-provoking story depicts a dystopian society where individuality and emotions are suppressed for the sake of stability and harmony. We were able to delve into the dystopian conventions of lack of free will, rules and control, surveillance, and the presentation of the community as a perfect society.

For their assessment task, students were asked to write a comparative review of the dystopian conventions in both the book and the 2014 film adaptation. This assessment has allowed them to apply their knowledge of the genre, analyse the differences between the book and the film, and express their opinions on which medium better portrays the dystopian world of *The Giver*.

**Kirsty Wood, Stage 6 English Teacher**

*Right: Stage 6 Year 12 - The Giver*







## Student Activities *Continued*

### Mathematics

#### Stage 5 Mathematics

During Term 1, students revised the concepts of various operations with integers before commencing the Stage 5 topic of Numbers of any Magnitude. This topic involved the study of very large and very small numbers, with measurement the focal point for consolidation of scientific notation and significant numbers. Accuracy in measurement is an important skill that students can apply in a practical sense as they move through high school into their future careers.

Understanding and application of these concepts was assessed in an in-class topic test towards the end of the term.

*Sue Tyrrell and Brenda McKinnon, Stage 5 Mathematics Teachers*

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#### Stage 6 Mathematics - Life Skills Maths

The Stage 6 Life Skills students have been busy this term. The students have learnt about the statistics associated with public and private transport. They have used the internet to access data for them to assist with their developing graphing skills. Following on from statistics, the Stage 6 students closely analysed the local historic and current maps of Griffith. The students identified changes over time between the maps and calculated distances between Griffith locations. Their final exercise in mapping involved them using the Melbourne transport system to plot and time manage their movements for their excursion coming up at the beginning of Term 2.

*Abby King, Stage 6 Life Skills Mathematics Teacher*



Students **revised** the concepts of various **operations** with integers before commencing the Stage 5 topic of **Numbers** of any Magnitude.





## Student Activities *Continued*

### Stage 6 Mathematics - Year 11

During Term 1, Year 11 students have covered a variety of topics, including Earning & Managing Money, Formulae and Equations, and Time Zones & Timetables. These topics have enabled students to apply their learning to the planning and programming of our Stage 6 Wellbeing Trip to Melbourne in Week 1 of Term 2. Students have analysed the salaries and wages of people we will specifically encounter on our trip. This includes bus drivers, event coordinators, amusement ride operators and gallery assistants. They have developed cost equations to help with the management of the cost breakdown of the trip and planned each day using public transport timetables.

This study has enabled both students and staff to understand the costs, and the planning process, behind the organisation of an extensive trip such as this one.

**Brenda McKinnon, Stage 6 Mathematics Teacher**

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### Stage 6 Mathematics - Year 12

Year 12 have studied the topics of Rates and Networks. They have developed awareness of the use of rates to solve problems in everyday situations such as fuel consumption and best buys. Networks is a topic area only encountered in the Year 12 syllabus and students have enjoyed this new topic, which involves the application of a variety of algorithms to determine shortest paths and minimum costs of scenarios such as the best path between numerous destinations and making informed consumer decisions based on cost analysis.

The knowledge and practical skills students have developed in these topics has enabled the successful planning, and cost analysis, of our upcoming Stage 6 Wellbeing Trip to Melbourne early in Term 2.

**Brenda McKinnon, Stage 6 Mathematics Teacher**

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## Literacy and Numeracy

### Stage 5 - Literacy and Numeracy

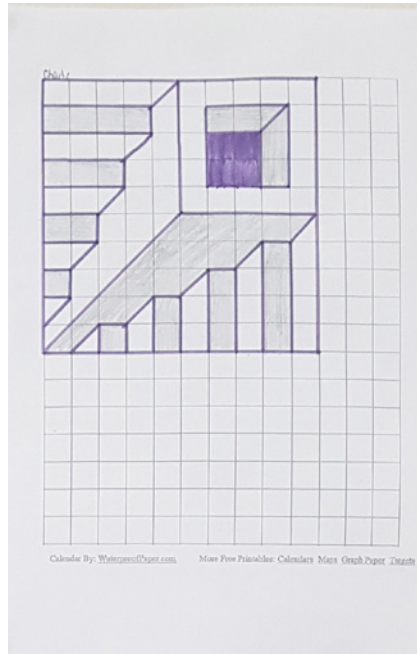
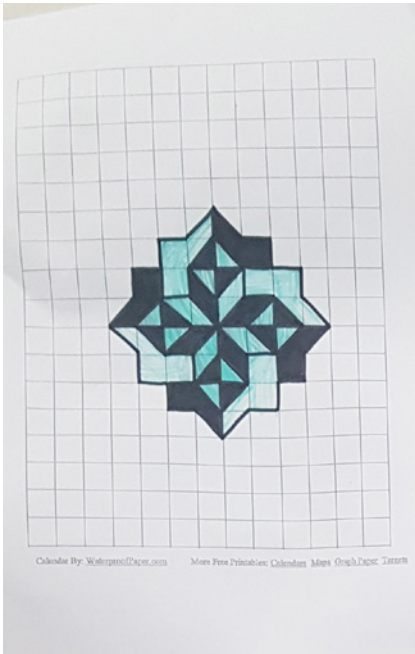
Numeracy and Literacy is a class designed to consolidate skills. During the first half of term, the students consolidated their understanding of punctuation, grammar, comprehension, and vocabulary resources including NAPLAN past papers, articles, and word games. Across a two-week block, the students read, used note-taking skills, and answered comprehension questions about an article *Indigenous in War*. They also wrote poems about an aspect of the article to complete the Literacy section of the term.

During consolidation of their numeracy skills, the students have used NAPLAN past papers to identify their strengths and weaknesses. Each student identified areas they needed to consolidate in number and algebra, measurement and geometry and statistics and probability. To balance their work, the students also complete logic puzzles, such as Tangrams and Sudoku to stretch their thinking in spatial relationships and incorporate wellbeing activities like colouring in.

**Abby King, Stage 5 Literacy and Numeracy Teacher**

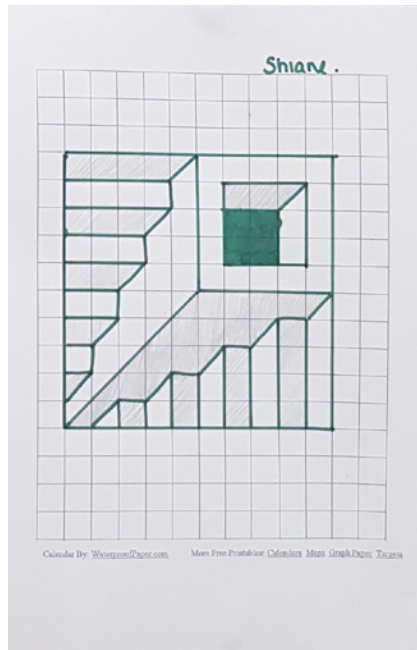
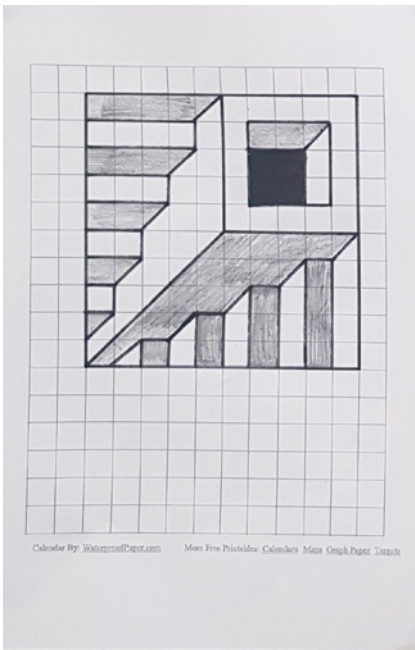


## Student Activities *Continued*



		9	6	2		5	
	7			4			
	2				8	9	7
8			4				9
		5				4	
	4				6		2
	9	1	5				4
				1			6
	3			8	9	7	

Sudoku



### Indigenous Discrimination

Based on the article: Willingness to serve Australia

The way I speak,  
The colour of my skin,  
My traditions all get judged  
because of who I am,  
My language is no more,  
My skin is too fair,  
My skin is too dark,  
But I know who I am,  
Discrimination is all I hear.

McKenzie Dowell 28/3/2023

Illusions drawings

Poem about Indigenous Discrimination by McKenzie





## Student Activities *Continued*

### Science

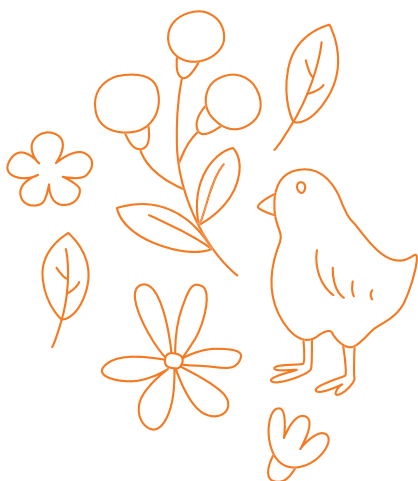
#### Stage 5 Science

Stage 5 students have been studying chemistry and chemical reactions this term. The students have studied multiple concepts this term including chemical and physical change. Blowing up balloons using bicarb and vinegar and making honeycomb were two activities the students undertook to understand the concepts of chemical reactions.

They have also revisited the structures of atoms and how the combinations of atoms form compounds. With the use of a thermometer, Stage 5 compared exothermic and endothermic reactions and discussed the reasons why there are differences between the two. Finally, the students compared the pH scale, acidic compounds versus alkaline compounds and the impact and uses these chemicals have both domestically and in the environment. Through the use of a home-made cabbage indicator, the students were able to test different compounds and liquids to identify their acidity.

As part of their major assignment the students were given some common atoms and compounds in a reaction for them to analyse. They discussed the reactants and products with their reaction and explained the impact these chemicals have on the environment.

**Abby King, Stage 5 Science Teacher**



Mckenzie making honeycomb



Savinna making slime



## Student Activities *Continued*

### Society and Culture

#### Stage 6 Society and Culture

In Society and Culture this term, Stage 6 students have been learning about the formation of popular cultures. We have learned that for something to be considered a popular culture, it needs to satisfy the following four characteristics:

1. Associated with commercial products
2. Develops from a local to a global level
3. Achieves widespread consumer access
4. Is constantly changing and evolving



*Ao Haru Ride 2014 - Shoujo*



*Attack on Titan 2013 - Shonen*



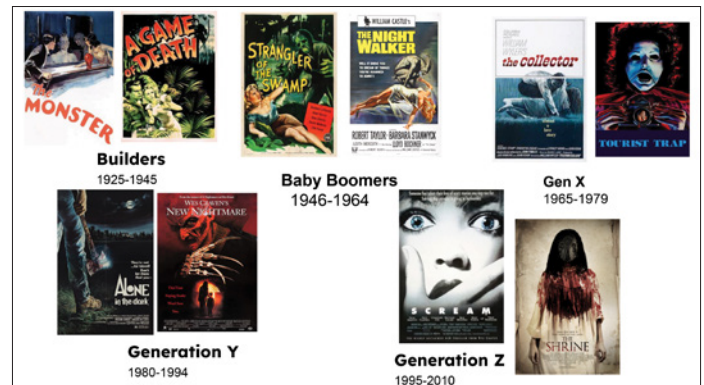
*Candy Candy 1976 - Shoujo*



*Lupin the Third 1971 - Shonen*



*Comedy films over time by Breeanna*



*Horror films over time by Shakira*

Students selected a popular culture before creating an engaging collage which shows the continuities and changes over time.

Our focus study for this unit was anime. After researching the origins and history of anime, students conducted a content analysis of **shoujo** and **shonen** anime openings from the 1970s to the 2020s, to gain an insight into the representation of males and females over time.

**Shoujo** - anime that has a target audience of females

**Shonen** - anime that has a target audience of males

*Kirsty Wood, Stage 6 Society and Culture Teacher*





## Student Activities *Continued*

### History

#### Stage 5 History

Our topic this term has been "Making a Nation".

Students have been very engaged in learning about the impact of European settlement on the Aboriginal people, the contributions of other cultures to Australia and the early laws and reforms that benefited workers and minority groups in Australia.

We focussed on the "Harvest of Endurance" a 50-metre-long hand painted scroll that is situated in the National Museum of Australia and tells 200 years of the history of Chinese people in Australia. Each student studied a panel of the scroll- reading right to left!

Students recalled facts from the unit, some of which really clarified how racist our country has been in the past. Let's continue to rally against that attitude!

*The Australian Marriage Law referendum was voted for on 9th December 2017 - Ryan*

*The Japanese first migrated to Australia because of their expertise in pearl diving - Charlie*

*The Chinese were disliked by the Europeans on the goldfields because they worked together and were more efficient than the Europeans - Templar*

*In 1901, all non-European immigrants were asked to sit a dictation test - it was not necessarily even in a language that they could speak! - Janice*

*Seven Europeans were hanged following the Myall Creek massacre on 10th June 1836. This was the first time any European had been prosecuted for crimes against Aboriginal people. Europeans continued to kill but became more secretive by poisoning flour and water. - McKenzie*

*In the 1900s hawkers walked the streets selling bread, milk, ice, fruit, and vegetables to households. - Mel*

**Sue Tyrrell, Stage 5 History Teacher**



Harvest of Endurance





## Student Activities *Continued*

### SLR

#### Stage 6 SLR

This term in Sport, Lifestyle and Recreation, Stage 6 students have been learning about the game of basketball. Under the guidance of Andy, students have demonstrated a good level of commitment and dedication to refining their skills and knowledge of the game. Throughout the term, they have learned the importance of physical fitness and conditioning, as well as the fundamental skills required for basketball such as dribbling, shooting, and passing. Additionally, they have developed an understanding of the strategies and tactics used in basketball, including team play and communication on the court.

The students' progress has been impressive, as they have refined their techniques, becoming more efficient and effective in their movements. Furthermore, they have worked collaboratively as a team, building trust and cooperation on the court, enabling them to perform at a higher level.

A huge shout out to Andy for his invaluable motivation and expertise. His positive attitude has played a significant role in shaping the development of our students this term and been a much-needed motivation to us all! Marc and Di have both been an incredible support to our students while they learn new skills.

For their assessment task, students have learnt about the history of basketball throughout the world, and what sort of characteristics make a successful basketball player.

Congratulations to the SLR students this term. They have made great progress, developed new skills, and demonstrated the values of teamwork and dedication. We are excited to see their continued growth and success as they take on future challenges.

**Jaz Dossetor, Sports, Lifestyle and Recreation Teacher**

### Sport

During Term 1, students have been lucky enough to receive golf lessons from golf pro Bradley Wright out at the Griffith Golf Course. The lessons have involved students learning how, and at what point in a game, the various golf clubs are used. They practiced teeing off, hitting down the fairway, chipping onto the green, and then finally playing an actual game of golf and utilising their newly developed skills. This has been a great opportunity for students, and we appreciate the efforts and skills of Brad in assisting our students.

**Brenda McKinnon, Sports Teacher**

*Right: Students practicing their golf skills*





## Student Activities *Continued*

### Community and Family Studies

#### Stage 6 Community and Family Studies

Stage 6 students have been studying the role that legal entities and law have on the community, families, and individuals. Across the term, the students analysed the structure of the family and how family structure and dynamics have changed over time.

They also analysed the changes in marriage over time and compared these changes with the age of marriage with voting and enlisting. Along with the legal requirements of divorce, the students analysed case studies including the rights of parents, children and even fur babies. To finalise the topic of divorce, the students used documents to assess the costs of property division through a solicitor versus the use of legal aid or a mediator. Their final assessment incorporates all they have learnt across the term to discuss and write an essay on the impact of a parent choosing to give up their legal parental rights and responsibilities.

*Abby King, Community and Family Studies Teacher*

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### PDHPE

#### Stage 5 PDHPE

During Term 1, students explored the topic areas of Dance and Media. The dance unit focused on the elements of composition, such as space, time, dynamics, and relationships. They created a one-minute dance or skipping routine, that utilised each of these elements, and performed this in front of the class.

The media unit entailed an analysis of the messages the media conveys to young people, and how these can influence the perceptions, behaviours, and health of our youth. Consideration was given to our society's reliance on social media for communication and information, and the potential for misinterpretation of this information. Students selected a relevant print/video/radio advertisement and investigated the influences and impacts this advertisement has on our society.

*Brenda McKinnon, PDHPE Teacher*



*The media unit entailed an **analysis** of the **messages** the media conveys to young people, and how these can **influence** the perceptions, behaviours, and health of our **youth**.*







## Student Activities *Continued*

### Investigating Scientifically

#### Stage 6 Investigating Scientifically

Stage 6 students have been studying observations in Investigating Scientifically. They have discovered that all scientific experimentation comes from observations and scientists ask questions about the phenomena they observe. This term, Stage 6 used paper airplanes to initially compare the style of plane with the distance the plane will travel. Students then developed their own experiment based on their observations and analysed data from the first experiment.

From this data, students demonstrated the importance of making detailed and accurate observations, determining the types of variables within their experiment, and then testing their hypothesis.

For the second half of term, Stage 6 undertook independent research based on observations made by Aboriginals and Torres Strait Islanders as well as other cultures across the globe. Their research, which included Indigenous Land Management, Indigenous Medicine, and Indigenous Astronomy, has then been developed into children's picture books to showcase their understanding of their topic.

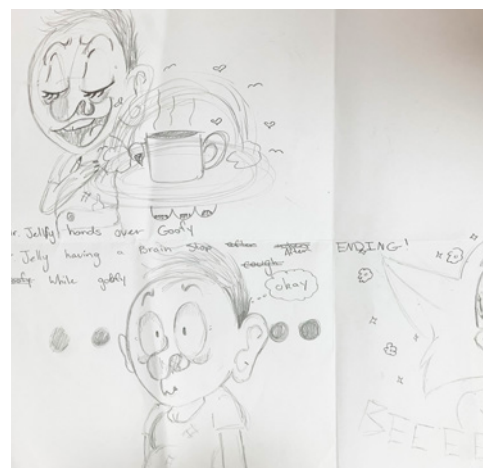
#### Speakers:

To compliment the students' research, two speakers came to Western Riverina Community School to provide more detailed information on local Indigenous Medicine and Food and Land Management.

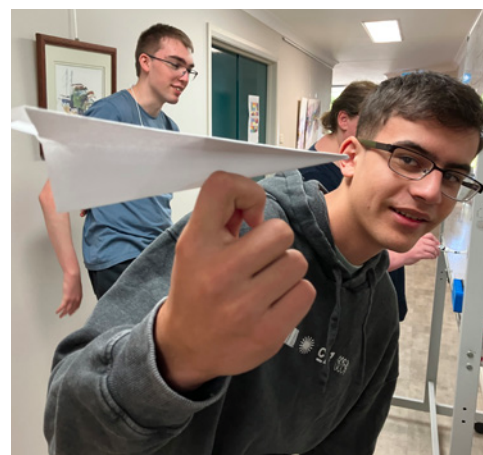
Mr. Michael Lyons came to speak to the students about Indigenous Medicine highlighting the use of Old Man's Weed as a natural antiseptic. While the weed can be used externally and straight onto a sore, we also had a taste of the weed water after the weed had been boiled. Michael also spoke about the various uses of kangaroo as a food source as well as wattle seed as an excellent addition to ice cream.

Mr. Stephen Johnson also visited to speak about Indigenous Land Management. He spoke about the connections between kinship rules, totems, and care of the environment through taking responsibility for their totem whether animal, mineral or plant. Stephen took us back through history to show us Indigenous agriculture and farming. While colonial farming included sheep that damaged and compacted the soils and plants unsuited to the local environment, Indigenous farming was designed for acreage farming using species of plants that had been carefully selected for the local environment. And finally, Stephen spoke about fire stick burning. He showed paintings of Indigenous land practices dating back thousands of years illustrating the mosaic patterns of burning off, water and grasslands designed to keep animals segregated from the farming areas.

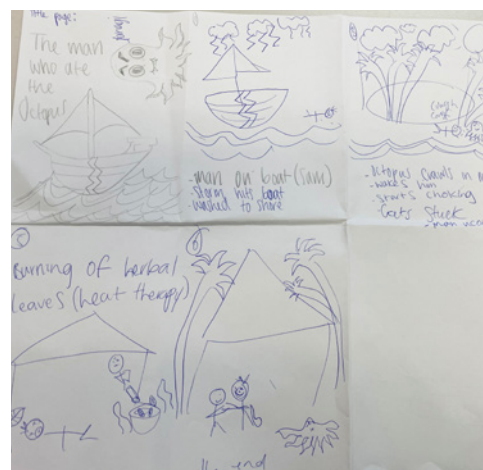
**Abby King, Science Teacher**



*Children's book plan by Chloe*



*Plane that flew the furthest by Joseph*



*Children's book plan by Matalena*



## Wellbeing Report

This term, WRCS students have been divided into three groups for the Friday Wellbeing Program. The first group have been volunteering at Pioneer Park Museum. Each week the students work with Ryan to repair and maintain the buildings and grounds. They are learning to use tools and equipment including power tools, drop saws and pressure washers. Some of the jobs completed thus far have been beautifying areas of the park by spreading soil, cleaning paths, and removing debris and rocks. Students have also repaired the shearing shed and stock yard in preparation for the Easter festival, which will include shearing demonstrations. Ryan has told the students if the sheep escape the yard, they have to catch the sheep! The second group have been cooking healthy meals and prepare a beautiful meal for staff and students. The third group have been doing yoga and meditation with Janine Murphy.

This term all students will be involved in the Love Bites program, which focuses on healthy relationships. In week 11, students will be completing a food hygiene course in preparation for Term 2, when the students will commence volunteering for Carevan, a local volunteer organisation at the Griffith Community Centre. Each Wednesday, Carevan cook meals for approximately 80 people who are in need in our local community. Western Riverina Community School also welcomes Breeanna Biggs, who has commenced her role as our school counsellor two days per week. We are very grateful to have Bree with us!

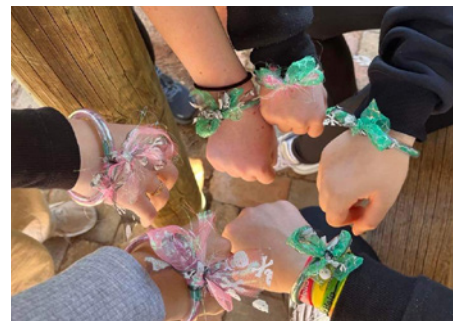
**Michelle Litchfield, Wellbeing Head Teacher**



Pioneer Park - Cameron Ingram



Pioneer Park - Jake, Joseph, Emanuel, Bryce, and Di



Craft at the Pioneer Park Women's Day Lunch



Cooking teacher Kylie serving up a delicious lunch



Cooking Mexican Layer Bake



Cooking Satay Chicken Curry