



## Head of Teaching and Learning Report

Term Two has been another busy term for WRCS! I would like to say a HUGE thank you to our incredible staff, who work tirelessly to improve the educational outcomes of our students. Our teachers are always busy planning interesting, engaging lessons for our students while our CSO's provide a safe and nurturing environment for everyone to learn.

In Week One, Stage 6 travelled to Melbourne for their Wellbeing excursion, where they were lucky enough to participate in a range of activities. A huge thank you to the staff that organised the excursion and travelled with the students.

This term, we have welcomed several new students into Stage 5, and these students have been settling in well. We farewelled Cameron, who has been successful in gaining an apprenticeship in mechanics - we wish him all the best in his future studies!

During May, our staff and students were involved in the May50k fundraiser - where we counted our kilometres for the month and raised money for research into Multiple Sclerosis. I would like to thank our CSO Jess, who organised our team for us.

Staff and students were offered a free Influenza vaccination, and we would like to thank John Dodd Pharmacy for coming to the school to administer the shots.

We also held our first ever official school photos!

Thanks to the wonderful Eleisha Maddison for taking some beautiful shots of our staff and students. These photos will be printed and available for students at no cost as the school will be subsidising this.

On the 26th May, our school held a fundraising event for the Redkite charity. Our wonderful teacher, Brenda McKinnon and two of our students, Charlie and Kayden, were brave enough to shave their heads to raise money for this incredible cause. Staff and students raised an amazing \$1387.50 to go towards this wonderful charity that helps families coping with childhood cancer. We are very proud of everyone who was involved on this day - it was a great example of our school's community and camaraderie.

On the 1st of June, our school completed a NESA inspection, where our policies, procedures and curriculum documentation were inspected by a representative of NESA (NSW Education Standards Authority). Our inspection for accreditation was successful and we will continue to educate our wonderful students in our incredible school. Construction is underway for our new school. The buildings are built off-site near Newcastle, and we are hoping to be in our new space within the year!

We've had students completing work experience in a range of local businesses in Griffith and we would like to thank these businesses for working with our students. It provides them the necessary skills to begin their employment journeys once they finish school.





## Head of Teaching and Learning Report *Continued*

Our students attended a film screening at the Griffith Regional Theatre to watch 'Watandar' as part of Refugee Week. We were also lucky enough to have guest speaker, Asad Khan, speak to our students about his experiences as a refugee. A huge thank you to Asad and Wil Mead for visiting our students and sharing your story.

Brenda and I attended the National Education Summit in Melbourne to gain valuable insight on emerging teaching technologies and practices and look forward to sharing these with our staff and students.

Finally, a friendly reminder that students are to attend school every day and their enrolment agreement requires them to be in attendance at least 80% of school days. We have been pleased to see some students increase their rate of attendance this term, and staff will be working with others to improve their attendance rate.

I wish everyone a safe and happy school holidays, and we will welcome students back on Tuesday 18th July.

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

*Images on right (from top to bottom):  
Jasmine and David celebrate the NESA Inspection  
Charlie, Brenda, Kayden - Redkite*



“  
Our teachers are always busy planning  
interesting, **engaging** lessons for our students  
while our CSO's provide a safe and nurturing  
environment for everyone to **learn**.  
”





## Student Activities

### English

#### Stage 5 English Studies

This term, Stage 5 English students have been studying *Indigenous Narratives*. We commenced the unit with an investigation of a range of Indigenous Australian themes such as: Land Rights, The Stolen Generations, Dreamtime and Colonisation. Students utilised the technologies readily available to them to conduct research on a given theme before sharing their findings with their peers.

We went on to explore Indigenous narratives in a variety of text types, including the following texts:

Yuya Karraburra – Alice Eather (poem)

Dreamtime – Oodgeroo Noonuccal (poem)

I Run – Melanie Mununggurr-Williams (slam poem)

I Remember – John Hartley (short story)

Took the Children Away – Archie Roach (song)

Freeman (documentary)

Rabbit Proof Fence (film)

Students refined their knowledge and understanding of a range of literary techniques and practiced identifying these in the written text types. During our analysis of *I Run* by Melanie Mununggurr-Williams, we discussed the implementation of performative techniques to enhance meaning, and students had a solid understanding of how factors such as pitch, speed, volume, body language and facial expressions, can influence the tone of a poem and elevate the impact on the listener.

For their assessment task, students selected three Indigenous narrative texts, and annotated them on a poster to demonstrate their ability to:

- Recognise and identify techniques
- Consider the impact on the reader/viewer
- Recognise links to Indigenous themes
- Make connections between the three selected texts

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



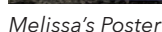
Melanie Mununggurr-Williams performing 'I Run'.



*Students had a solid understanding of how **factors** such as pitch, speed, volume, body language and facial expressions, can **influence** the tone of a poem and elevate the **impact** on the listener.*











## Student Activities *Continued*

### Stage 6 English Studies – Year 11

This term, Y11 English Studies students studied the film *The Pursuit of Happyness*. The film is a true story about Chris Gardner, a salesman and single dad in the 1980's. He goes through tough times but never gives up. Even when he has no home, little money, and faces many problems, he keeps trying to make a better life for himself and his son. His determination and belief in himself helped him to overcome challenges and find success. His story shows that with hard work and never giving up, you can achieve your dreams.

During the viewing of the film, students developed and refined their skills in identifying a range of film techniques and their impact on the viewer. The main focus of the unit, however, was for students to draw inspiration from Chris Gardner's story and consider their own 'pursuit of happiness'. We established during our viewing of the film, that the major theme was perseverance, and we engaged in many in-depth discussions about the various obstacles that we face in life whilst trying to achieve our goals.

It was wonderful to see students discussing their future plans both with their peers and with staff, and they were able to recognise and verbalise instances where they had faced obstacles and the repercussions they had faced.

Students selected a particularly challenging time in their lives, and composed letters to their younger selves, offering wisdom and advice.

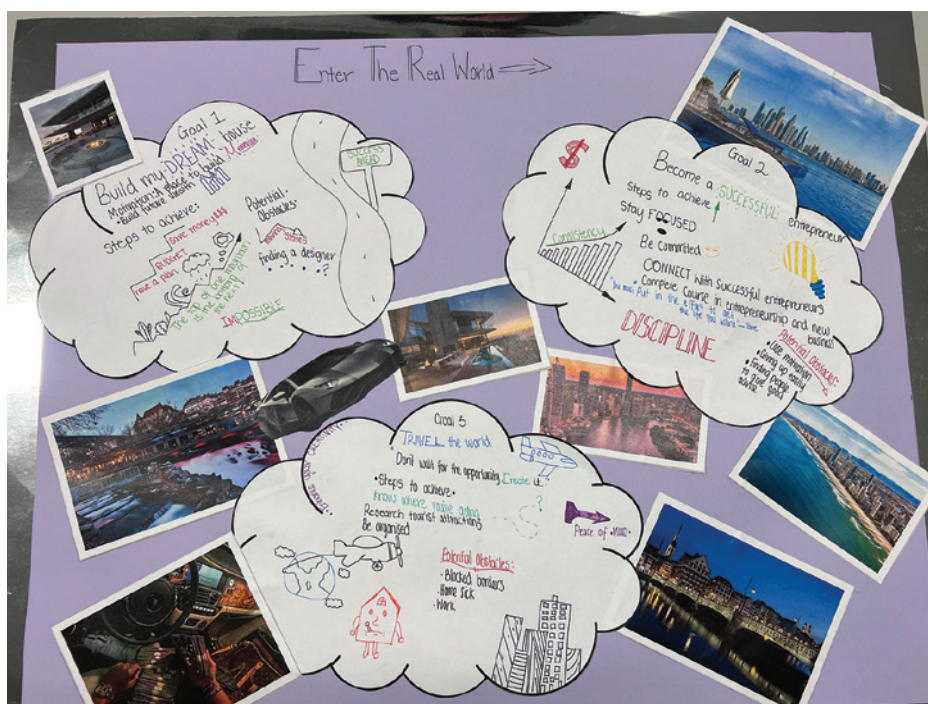
The assessment task this term was a creative task, in which students were asked to create a giant vision board in which they included the following elements:

- A minimum of three future goals
- Small, sequential steps to achieve goals
- Their motivations of their goals
- Potential obstacles
- Identified strategies and supports to overcome obstacles



Students were encouraged to make their boards as visually appealing as possible, with the hopes that they will serve as a reminder that, as the film shows, that with hard work and perseverance, you can achieve your dreams.

**Kirsty Wood, Stage 6 English Teacher**



Matalena



The real Chris Gardner





## Student Activities *Continued*

### Stage 6 English Studies - Year 12

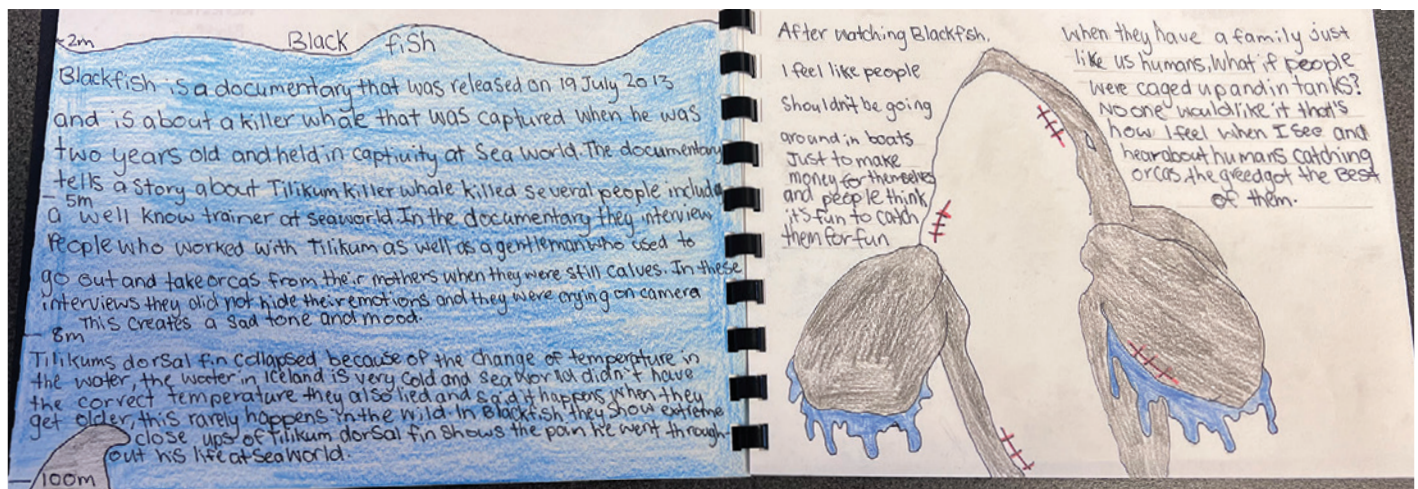
This term, Year 12 English Studies students have been studying the unit The Big Screen: *English in Filmmaking*. The goal with regard to this unit, was to support students to develop and refine their skills as critical viewers of film. We began the unit with introductory content which sought to revise students' understanding of, and ability to identify, a range of film techniques in different genres.

The ongoing assessment task, which was completed throughout the term, had a large creative focus, with students required to create a film reflection journal. Following the viewing of films, they were required to write 200 word (approx.) critical reflections and incorporate a range of visual elements to complement their written work. After completing a teacher led reflection together

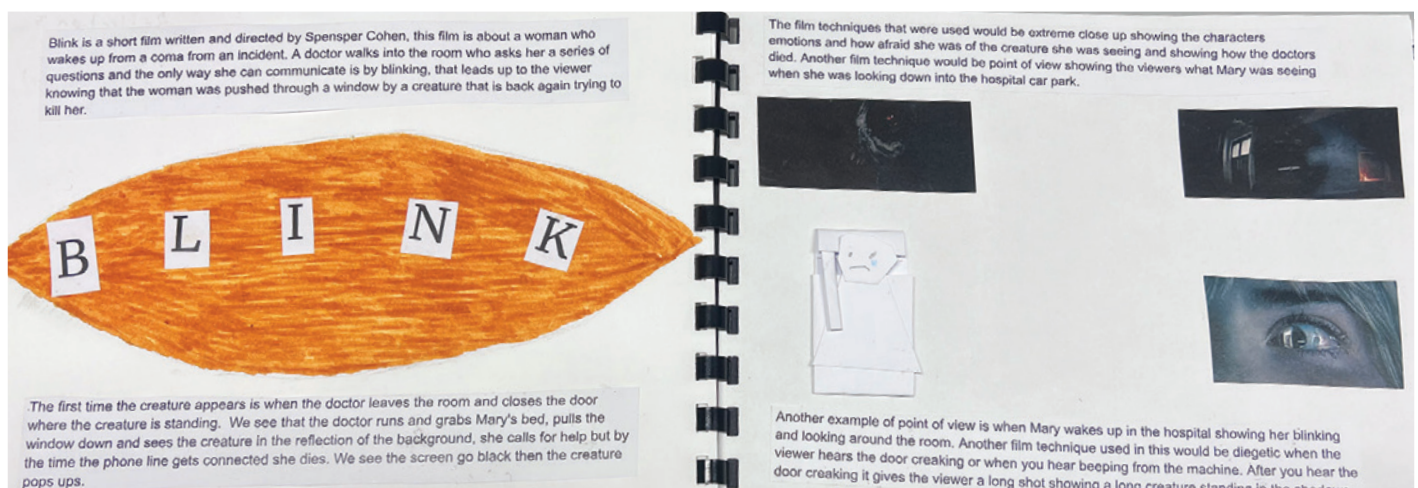
on the short film The Black Hole, we then moved on to *Blackfish* and individual student choices.

*Blackfish* is a documentary film that exposes the controversial practices of keeping killer whales in captivity, primarily focusing on the case of a captive orca named Tilikum. The film highlights the physical and psychological impact of captivity on these intelligent marine mammals, shedding light on incidents involving trainers and exploring the consequences of the captive entertainment industry. *Blackfish* raises ethical questions about the treatment of marine animals in captivity and calls for a reevaluation of the practice.

Students were highly engaged in stimulus activities prior to the viewing, which included agreeing and disagreeing with statements about animals in captivity and listening



Bree's Reflection



Bryce's Reflection





## Student Activities *Continued*

to Tilikum's story around a scale mapping of his size, which was created on the floor of our classroom.

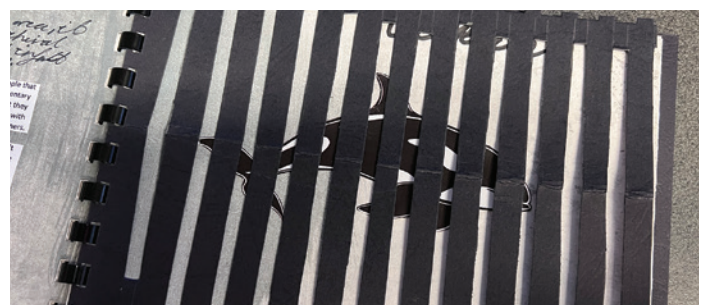
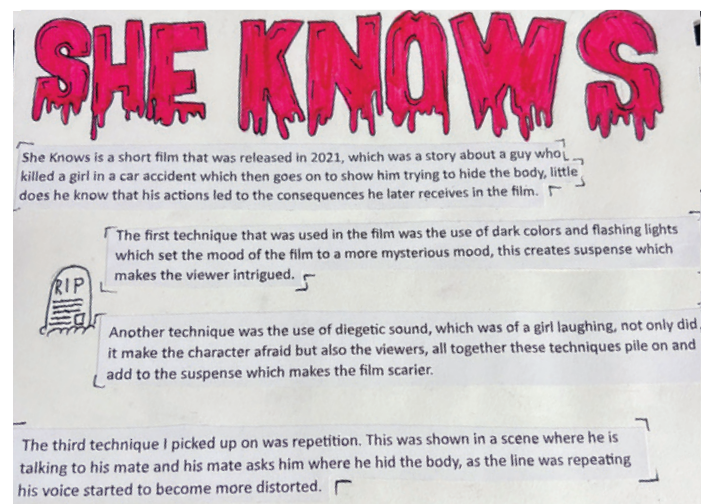
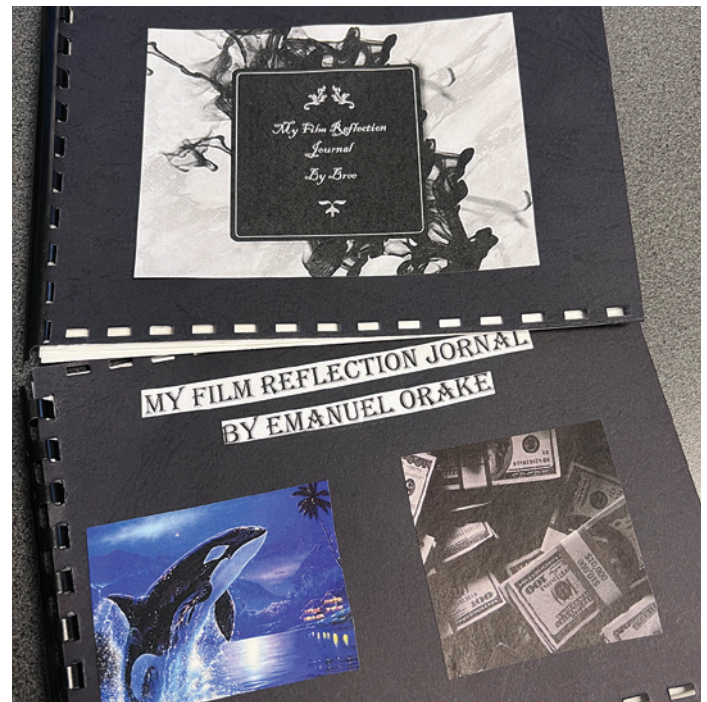
Here are some of the facts we learned about Tilikum the orca:

- Tilikum was born in 1981 in the waters near Iceland.
- At the age of approximately two years, Tilikum was captured and taken into captivity by Sealand of the Pacific, a now-defunct marine park located in Canada.
- Tilikum's size was impressive, even at a young age. He measured around 6.7 meters (22 feet) in length and weighed about 5,400 kilograms (12,000 pounds) when he was captured.
- During his time at Sealand of the Pacific, Tilikum was involved in the death of a trainer named Keltie Byrne in 1991, when he and two other orcas dragged her into the water during a performance.
- After the tragic incident, Tilikum was sold to SeaWorld Orlando, a marine theme park in Florida, in 1992.
- Tilikum's life in captivity continued at SeaWorld Orlando, where he became one of the park's most popular and recognisable attractions.
- Due to his large size, Tilikum was often referred to as the largest orca in captivity. He eventually grew to a length of approximately 9.7 meters (32 feet) and weighed around 6,800 kilograms (15,000 pounds).
- Unfortunately, Tilikum was involved in two more fatal incidents during his time at SeaWorld Orlando. In 1999, a man named Daniel Dukes snuck into Tilikum's tank after hours and was found dead the next morning. In 2010, a trainer named Dawn Brancheau was tragically killed by Tilikum during a performance.

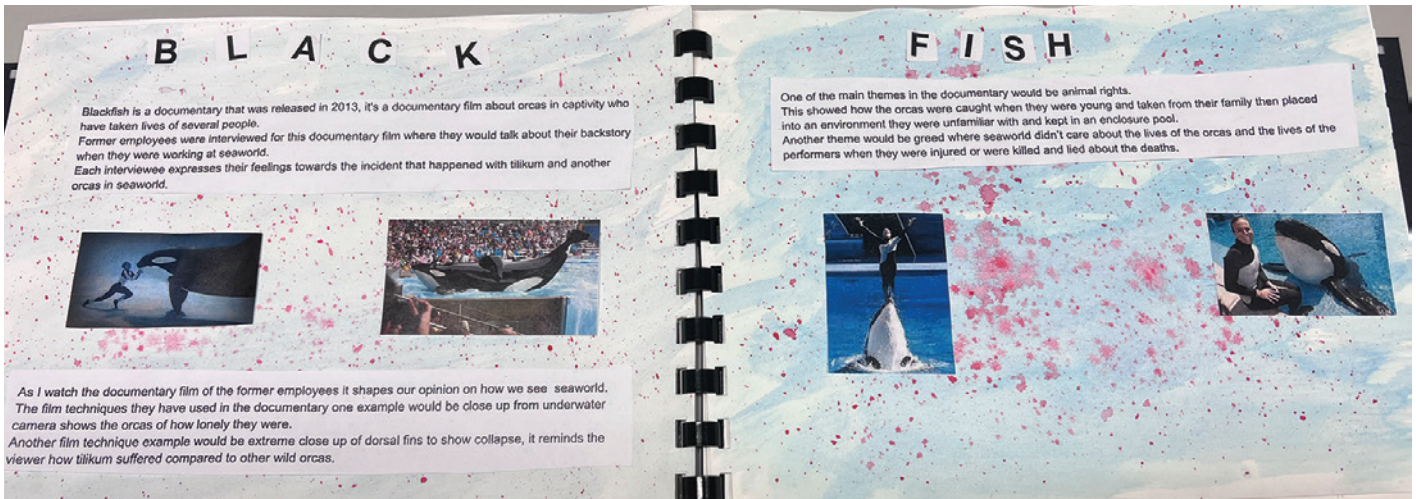
Students then went on to complete a third journal reflection on a film or documentary of their own choice.

**Kirsty Wood, Stage 6 English Teacher**

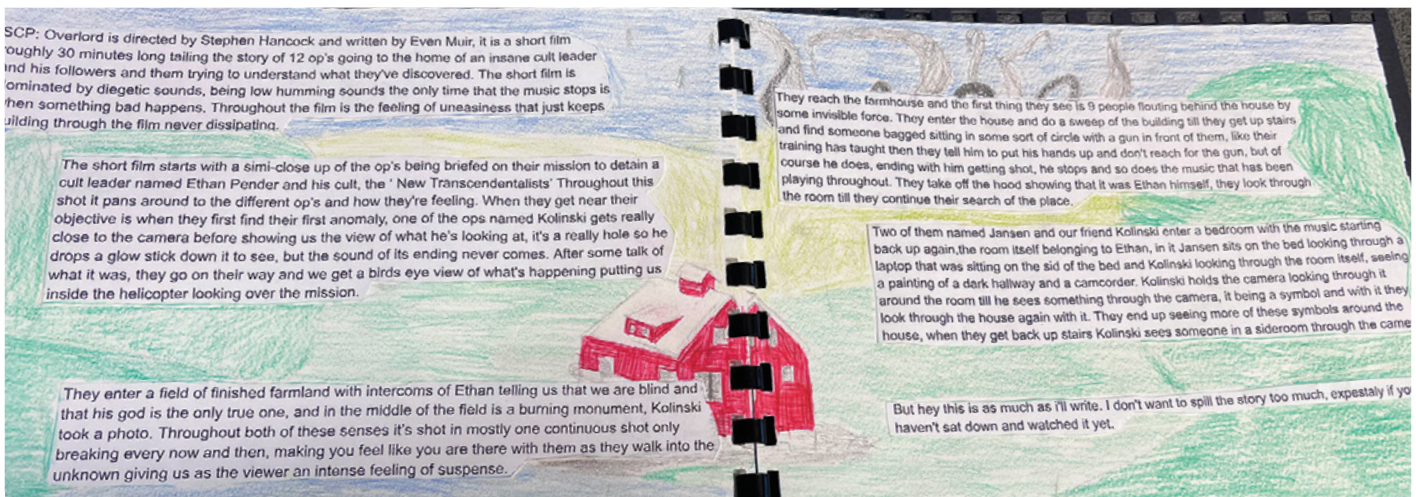
*Images on right (from top to bottom):  
Bree and Emanuel's Journals  
Patrick's Reflection  
Blake's Visuals*



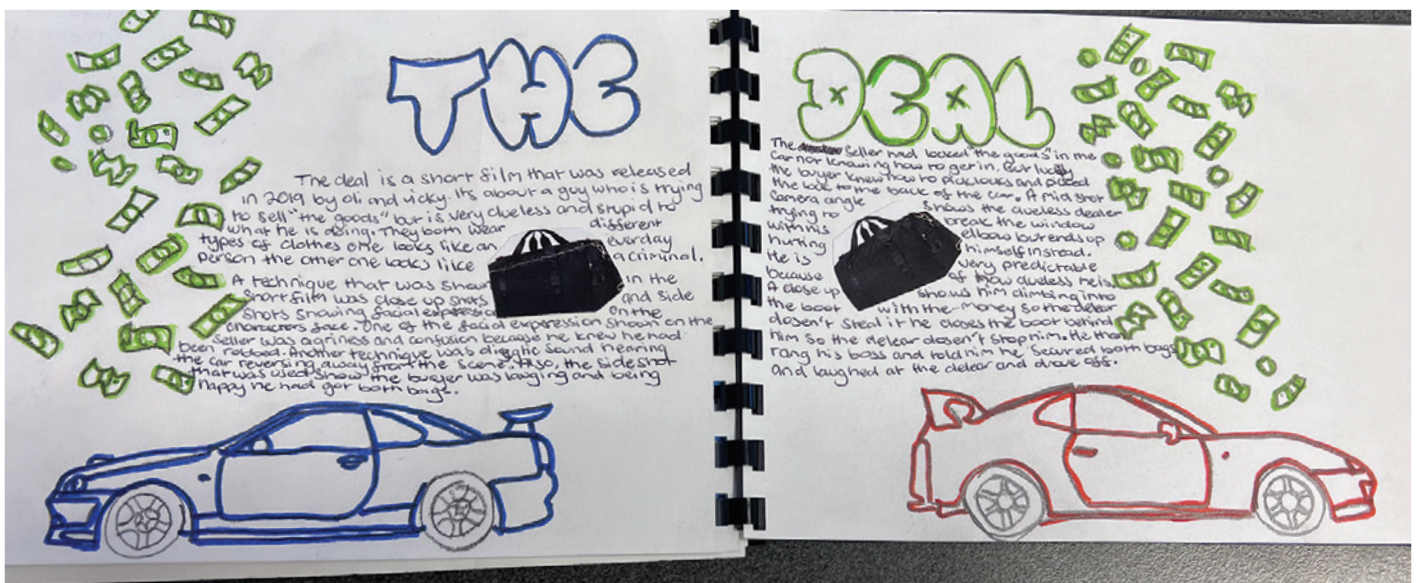




Bryce's Reflection



Cooper's Reflection



Emanuel's Reflection





## Student Activities *Continued*

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### Mathematics

#### Stage 5 Mathematics - Green

This term we have been looking at Probability- so after returning to school after Anzac Day we started the term by playing Two-up!

We quickly learned the difference between theoretical probability and experimental probability - we had a lot of 2 heads outcomes!

We have looked at Venn diagrams, two way tables, tree diagrams and stem and leaf plots, and have become much better at calculating percentages.

*Sue Tyrrell, Stage 5 Mathematics Teacher*

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#### Stage 5 Mathematics - Red

Our Stage 5 Mathematics students have embarked on a captivating exploration of probability. They have delved into its practical applications and mastered the formal notation associated with this intriguing concept.

Probability goes beyond the classroom, finding relevance in everyday life. Our students have gained insights into analysing uncertain events, making informed decisions, and interpreting data. They have explored scenarios like weather forecasts and sports outcomes, enhancing their skills in evidence-based decision-making.

Moreover, students have acquired proficiency in the formal notation of probability, enabling precise communication through symbols and visual aids. This language deepens their understanding and opens doors to effective mathematical discussions.

Join us in embracing the world of probability, discovering its practical applications and formal notation. Let us all become astute thinkers, equipped with the skills to make informed judgments in our data-driven world

*Brenda McKinnon, Stage 5 Mathematics Teacher*



*Students have acquired proficiency in the formal notation of **probability**, enabling precise communication through **symbols** and **visual aids**.*





## Student Activities *Continued*

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### **Stage 6 Mathematics - Year 11**

Year 11 Maths have been studying the topic areas of Financial Mathematics and Probability.

Probability is a fascinating concept that impacts various aspects of our lives, allowing us to assess and quantify uncertainty. By understanding probability, we can evaluate risks, predict outcomes, and make decisions based on evidence and logic. Whether it's predicting the weather, analysing sports outcomes, or making informed choices in everyday life, probability guides us in navigating uncertainties.

The second topic area, Financial Mathematics, plays a vital role when it comes to making informed decisions while buying a car.

By understanding financial concepts like loan interest rates, financing options, and depreciation, we can calculate costs, assess affordability, and compare different scenarios. This knowledge empowers us to negotiate better deals, manage our budget effectively, and make choices that align with our long-term financial goals.

Incorporating financial mathematics into our car buying process enables us to make informed decisions, optimise our financial resources, and embark on a satisfying car ownership experience.

***Brenda McKinnon, Stage 6 Mathematics Teacher***

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### **Stage 6 Mathematics - Year 12**

Our Year 12 Mathematics students have been immersed in the captivating areas of Financial Mathematics, Right-angle Triangles, and Bearings.

In Financial Mathematics, our students have gained valuable knowledge about interest rates, loans, and financial planning. This equips them to make informed decisions and navigate the complexities of personal finance.

The study of Right-angle Triangles has allowed our students to apply the Pythagorean theorem and trigonometric functions in real-world scenarios. They have mastered measurement, distance, and angle calculations, enhancing their problem-solving abilities.

Additionally, our students have explored Bearings, developing skills in compass directions and navigation. This knowledge is valuable for map reading and orientation, allowing them to determine precise directions.

Our Year 12 students' achievements highlight the practical applications of mathematics in everyday life. From managing finances to solving real-world problems, their skills in financial maths, right-angle triangles, and bearing equip them for success.

***Brenda McKinnon, Stage 6 Mathematics Teacher***



## Student Activities *Continued*

### Society and Culture

#### Stage 6 Society and Culture

This term, Stage 6 students studied the unit *Belief Systems and Ideologies* in Society and Culture. We began the unit with an exploration of the differences between belief systems and ideologies before moving on to our focus study: environmentalism.

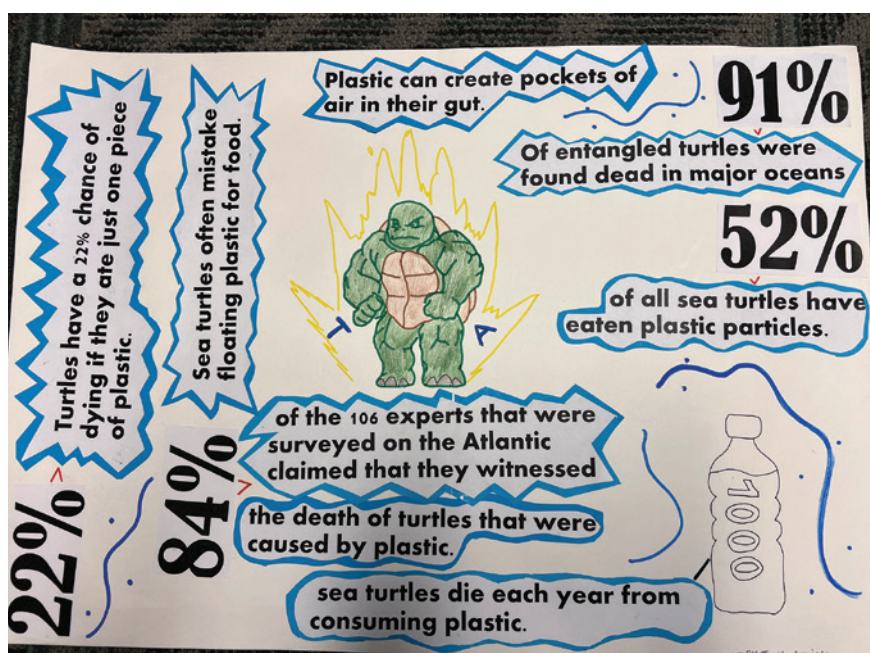
We viewed the documentary David Attenborough: A Life on Our Planet as a stimulus activity to prepare students for their major assessment task. Students were asked to create a campaign on an environmental issue of their choice, which would reduce WRCS' contributions of harm to the natural world.

They were required to create the following:

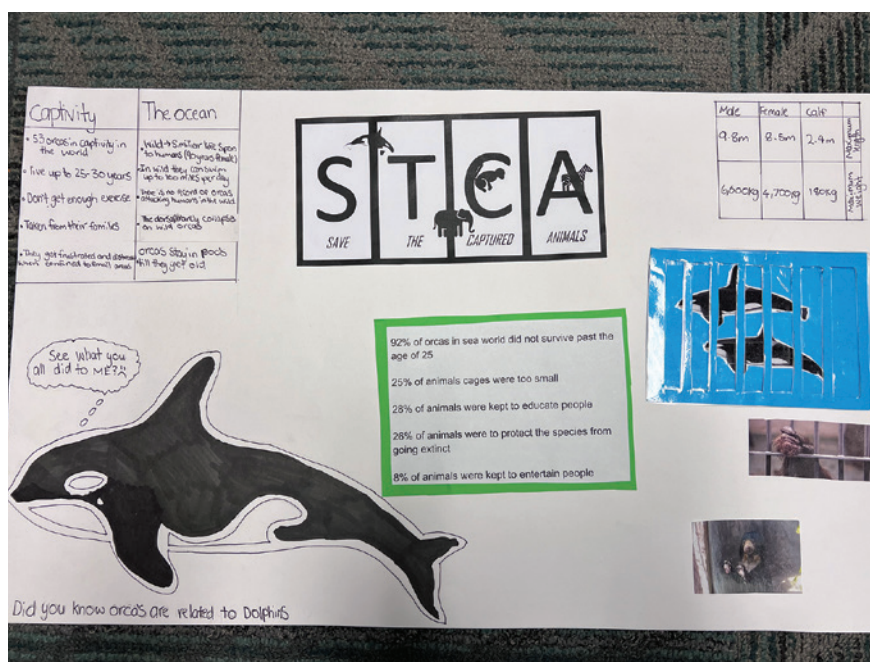
- A name for their group
- A logo
- A presentation which outlined the issue, the causes, how it impacts the natural world, what we can do to make a change
- 2 posters or infographics which incorporated statistics about the chosen issue

We had a selection of issues chosen by students for their campaign, including ocean pollution, waste, global warming and animals in captivity. It was wonderful to see some students showcasing their abilities to work effectively as part of a team.

**Kirsty Wood,**  
Society and Culture Teacher

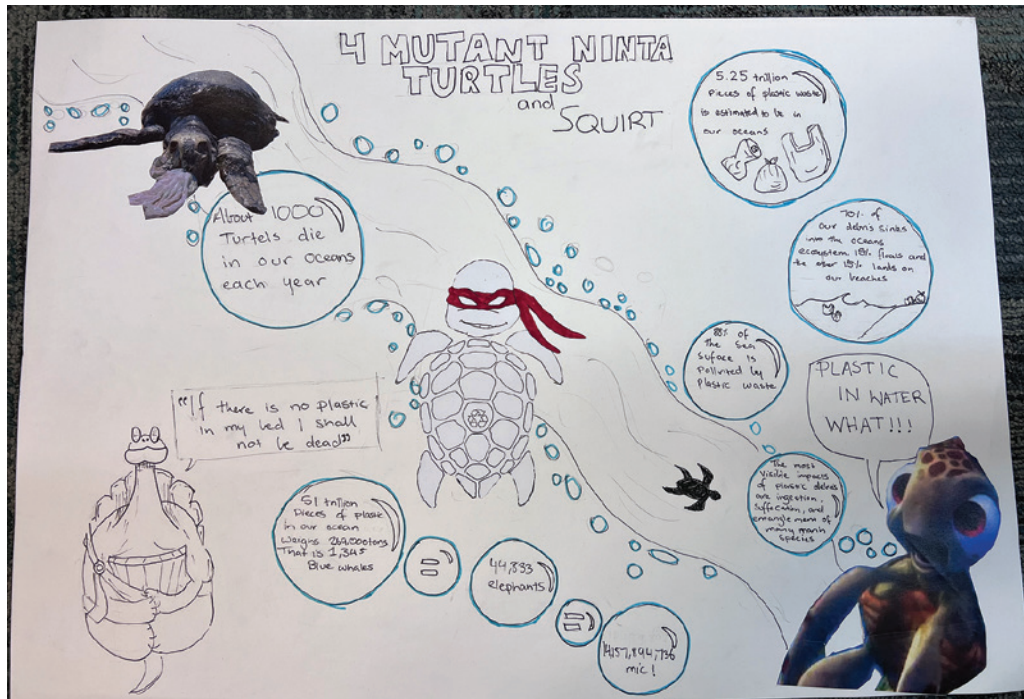


Matalena, Patrick and Emanuel's poster

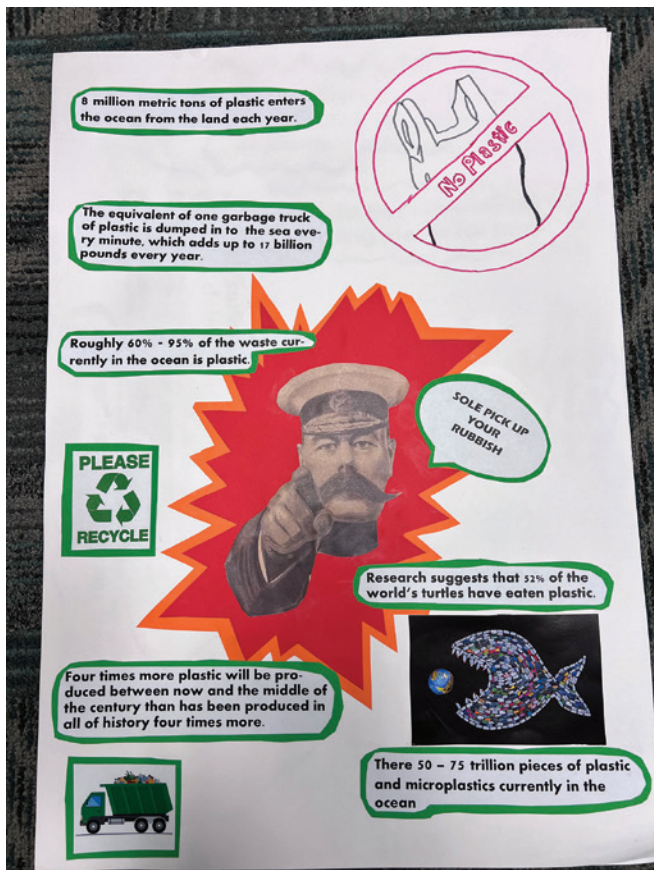


Bree, Bryce and Shakira's poster

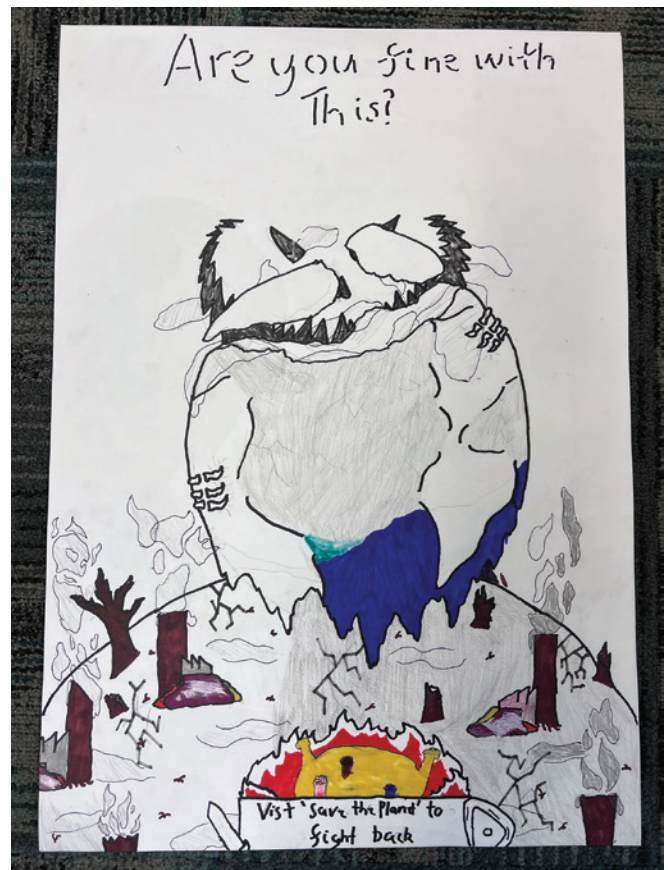




Joseph, Melina, Ezra Blake and Connor's poster



Matalena, Patrick and Emanuel's poster



Nevaeh, Chloieanne and Cooper's poster





## Student Activities *Continued*

### Sport Lifestyle and Recreation (SLR)

#### Stage 6 SLR

Throughout Term Two, our students have been fully immersed in the world of Outdoor Recreation. To enhance their learning experience, we were fortunate to have Andy, an experienced personal trainer join us as a guest instructor. Andy has been an invaluable asset to our class, sharing his wealth of knowledge and passion for outdoor activities.

Throughout this unit, our students have had the opportunity to engage in a range of outdoor activities. We started off with invigorating hikes, exploring the natural beauty of our surroundings while developing our physical fitness and endurance. It has been great to watch our students embrace the challenges presented by new experiences and develop their resilience along the way.

In addition to hiking, we also delved into various outdoor games, which not only provided entertainment but also fostered teamwork and cooperation among our students. These games served as a reminder that outdoor activities can be both enjoyable and beneficial for our overall well-being.

Our students have learned about essential safety measures while venturing out into nature. From understanding the importance of proper equipment and attire to recognizing potential hazards and mitigating risks, our students have become well-informed and responsible outdoor enthusiasts.

As we approach Week 10, our students are eagerly preparing for an upcoming hike at Cocoparra National Park. This excursion will provide them with a hands-on experience, allowing them to apply the knowledge and skills they have acquired in a real-life setting. It promises to be a fun excursion, and we are confident that our students will make the most of this opportunity.

Looking ahead, our students will be planning an overnight camping excursion for Year 7 students. This assessment task will require students to consider a range of safety precautions and apply their learning from throughout the term.

I congratulate our students who have applied themselves to each task with positivity and responsibility - well done, Stage 6!

***Jasmine Dossetor, SLR Teacher***



Cocoparra National Park





## Wellbeing Report

On 26-28th April, Stage 6 students attended the Wellbeing Excursion in Melbourne. On the first day students visited ACMI (Australia's national museum of screen culture). Students experienced how screen technology, including video games, film and television have developed over the decades. They also got to see costumes, set designs and prosthetic makeup from various movies, including Thor. That evening they attended the Theatre to watch Harry Potter and also celebrated Chloeanne's birthday. On day two, Students competed in an Amazing race around St Kilda, then we walked to The Red Herring Alien themed Escape Room. Brenda's team won the Amazing Race, as they ran most of the way while the other team popped into Starbucks for a rest break. Di and Marc's team won the Escape room challenge and were extremely happy to have beaten Brenda in something!! We had a yummy lunch at Time Out Café, then took the tram to Docklands. Students visited ArtVo an interactive art exhibition, then we went to Cirque Electric for dinner, Dodgem cars and games/rides. Students are to be commended for being respectful and responsible students on the trip. Also, a big thankyou to Brenda, Marc and Di for all their help on the excursion. Everyone enjoyed the trip!

This year, students at Western Riverina School are participating in volunteer work as part of our Wellbeing program. The Wellbeing program is aimed at students gaining life skills and participating in community programs and volunteer work. All students will volunteer for Carevan, who provide approx. 70 cooked meals each week to people in need within our local community. We also have students volunteering at St Vincent De Paul each Friday. The students have a range of roles, including sorting and pricing stock and displaying stock in the store learning. They have been given a lot of responsibility and they have all rose to the challenge! And we have students volunteering at Pioneer Park each Friday. This term the Pioneer Park group are building a large work bench for the park's workshop. They have learnt to measure twice and cut once! Each week they work as team, and all support each other to succeed. They use a range of power tools and equipment and are gaining valuable skills for life! It has been pleasing to see WRCS students get involved and make meaningful contributions within the Griffith community

**Michelle Litchfield, Wellbeing Teacher**



Carevan



Madmax Car



The boys at Pioneer Park





Matalena, Cooper, Cameron, Joseph, Connor and Brenda



Chloieanne, Di, Emanuel, Ezra, Melina, Brenda, Marc, Matalena, Cooper, Connor, Cameron and Nevaeh





## Term 2 Subject Awards

Congratulations to these students who achieved awards for their efforts this term!



Stage 5	
Enrichetta Pepi	Most Improved in English
Janice Mortlock	Outstanding Assessment Task in English
Stevi Ward	Consistent Application and Effort in Mathematics
Ketta Pepi	Improved Application and Effort in Mathematics
Paige Munday	Excellent Assessment Task results in Semester One in Science
Janice Mortlock	Excellent Assessment Task Results in Semester One in Science
Tobias Johnson	Improved Effort and Application in HSIE
Janice Mortlock	Consistent Effort and Application in HSIE
McKenzie Dowell	For Displaying a Mature Attitude and Approach During Friday Wellbeing Lessons
Janice Mortlock	For Community Service at Carevan and St Vincent De Paul
Paige Munday	Outstanding Academic Achievement in Mathematics
Ryan Brown	For being an Excellent Mathematical Sparring Partner
Paige Munday	Consistent Effort and Application in PDHPE
Janice Mortlock	Consistent Effort and Application in PDHPE
Tobias Johnson	Outstanding Sportsmanship
Stevi Ward	Head of Teaching and Learning Award for Outstanding Display of the WRCS Values of Respect, Responsibility, and Positivity
Janice Mortlock	Head of Teaching and Learning Award for Outstanding Display of the WRCS Values of Respect, Responsibility, and Positivity

Stage 6	
Chloieanne Cooper	Consistent Effort and Application in Society and Culture
Matalena Setu	Consistent Effort and Application in SLR
Joseph Singh	Outstanding Effort and Application while Volunteering at Pioneer Park
Chloieanne Cooper	For Community Service at Carevan and St Vincent De Paul
Kayden Frost	Outstanding Effort in his Assessment Task for Society and Culture
Breeanna Charles	Consistent Effort and Application in English
Blake Harris	Most Improved in English
Patrick Setu	Consistent Effort and Application in SLR
Blake Harris	Outstanding Effort and Application while Volunteering at Pioneer Park
Bryce Morgan-Murray	Outstanding Effort in his Assessment Task for Society and Culture
Breeanna Charles	Outstanding Effort in her Assessment Task for Society and Culture
Breeanna Charles	Most Improved in Society and Culture
Nevaeh-Ann Binks	Consistent Effort and Application in Community and Family Studies
Patrick Setu	Consistent Effort and Application in Science
Breeanna Charles	Consistent Effort and Application in Mathematics
Joseph Singh	Outstanding Effort and Application in Mathematics
Chloieanne Cooper	Consistent Effort and Application in Mathematics
Blake Harris	Outstanding Academic Achievement in Mathematics
Bryce Morgan-Murray	Consistent Effort and Application in Mathematics
Breeanna Charles	Outstanding Sportsmanship
Joseph Singh	Outstanding Sportsmanship
Chloieanne Cooper	Head of Teaching and Learning Award for Outstanding Display of the WRCS Values of Respect, Responsibility, and Positivity
Bryce Morgan-Murray	Head of Teaching and Learning Award for Outstanding Display of the WRCS Values of Respect, Responsibility, and Positivity
Kayden Frost	Most Improved in Year 11 Mathematics





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<b>Ketta Pepi</b>	Improved Application and Effort in Mathematics
<b>Paige Munday</b>	Excellent Assessment Task results in Semester One in Science  Outstanding Academic Achievement in Mathematics  Consistent Effort and Application in PDHPE
<b>Ryan Brown</b>	For being an Excellent Mathematical Sparring Partner
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<b>McKenzie Dowell</b>	For Displaying a Mature Attitude and Approach During Friday Wellbeing Lessons

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<b>Matalena Setu</b>	Consistent Effort and Application in SLR
<b>Joseph Singh</b>	Outstanding Effort and Application while Volunteering at Pioneer Park  Outstanding Sportsmanship  Outstanding Effort and Application in Mathematics
<b>Kayden Frost</b>	Outstanding Effort in his Assessment Task for Society and Culture  Most Improved in Year 11 Mathematics
<b>Patrick Setu</b>	Consistent Effort and Application in SLR  Consistent Effort and Application in Science
<b>Breeanna Charles</b>	Consistent Effort and Application in English  Outstanding Effort in her Assessment Task for Society and Culture  Most Improved in Society and Culture  Consistent Effort and Application in Mathematics  Outstanding Sportsmanship
<b>Blake Harris</b>	Most Improved in English  Outstanding Effort and Application while Volunteering at Pioneer Park  Outstanding Academic Achievement in Mathematics
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