



## Head of Teaching and Learning Report

Term 3 has been another busy time for staff and students at WRCS. We began the term by celebrating NAIDOC Week. Veronica Reid organised an eventful and informative week for our students, where they were involved in a range of cultural experiences. We began the week with an Elders morning tea, and were involved in an excursion to Narrandera, sampling bush tucker, as well as viewing *The Last Daughter*, a film about the effects of the Stolen Generations. We were also visited by Shailyn Williams and Carolyn Webb who assisted the students in creating their own art works.

We have been watching our new school site transform and are looking forward to moving into the new buildings for the start of 2024. Staff and students had a picnic at The Willows Park and were lucky enough to watch the new buildings being installed via crane.

To conclude the term, all staff will be attending the NSW Special Assistance Schools Conference in Campbelltown to learn from other schools and professionals so that we can ensure that we are providing the highest quality learning environment for our wonderful students.

We have had several students progress through to full time work and apprenticeships and we are immensely proud of their progress. We look forward to hearing about all their achievements in the future. WRCS aims to continue to build strong relationships with local businesses and training providers to ensure that our students are given every opportunity to succeed when they finish their schooling.

Bryce was lucky enough to be selected for the Moorambilla performance group again this year. He attended the first workshop earlier in the term. This year, Marc attended the workshops as supervisor. We wish Bryce all the best for his performance in Dubbo later in the term.

In Week 7, Di Richards organised a Footy Colours Day where all staff and students proudly wore their footy colours for the day while also participating in a guessing competition to win a footy and chocolates. The school raised \$191.00 which was sent to the Fight Cancer Foundation.

I wish all students and their families a happy and safe holiday period, ready for return to school for Term 4 on Tuesday, 10 October.

**Jasmine Dossetor**

*Images Right: Our new school site transformation*





## Student Activities

### English

#### Stage 5 English Studies

This term, Stage 5 English students have been studying Voices and Visions of Asia. We began our unit with a research task, to find out facts about different countries in Asia. Students produced some great posters with the following facts:

- Capital city
- Leader
- Population
- Traditions
- Celebrations
- Interesting laws

Did you know that...?

In Russia, it is illegal to brush your teeth more than twice in one day!

In Maldives, idols of worship or bibles are prohibited!

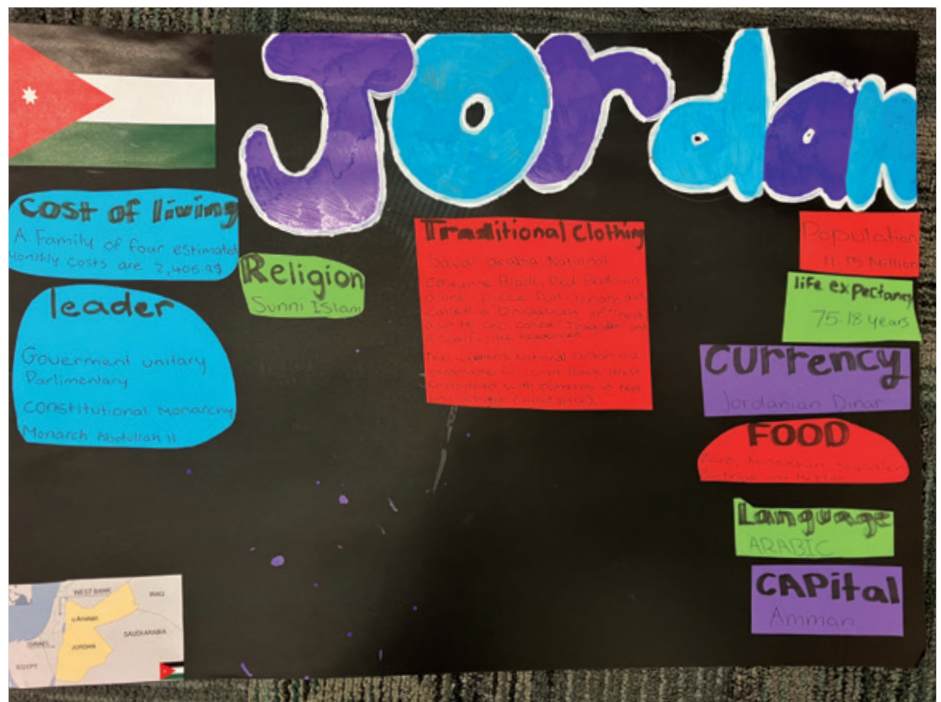
In India, you must obtain a permit before flying a kite!

Students then engaged with a range of texts which explore Asian perspectives, including:

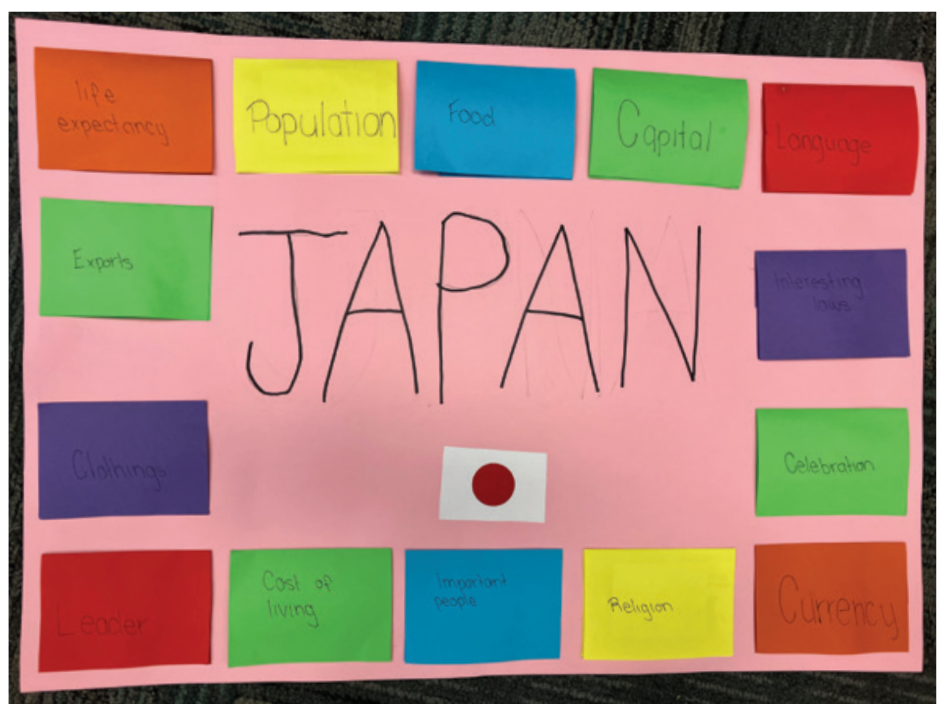
- Slumdog Millionaire
- The Rainbow Troops
- Mao's Last Dancer
- The Happiest Refugee
- Chinese Dancing, Bendigo Style

We refined our skills in composing a range of texts, and for their assessment task students created a diary entry, answered a series of analysis questions, and composed a set of comprehension questions with answers.

**Kirsty Wood,**  
Stage 5 English Teacher



Chelsea's poster

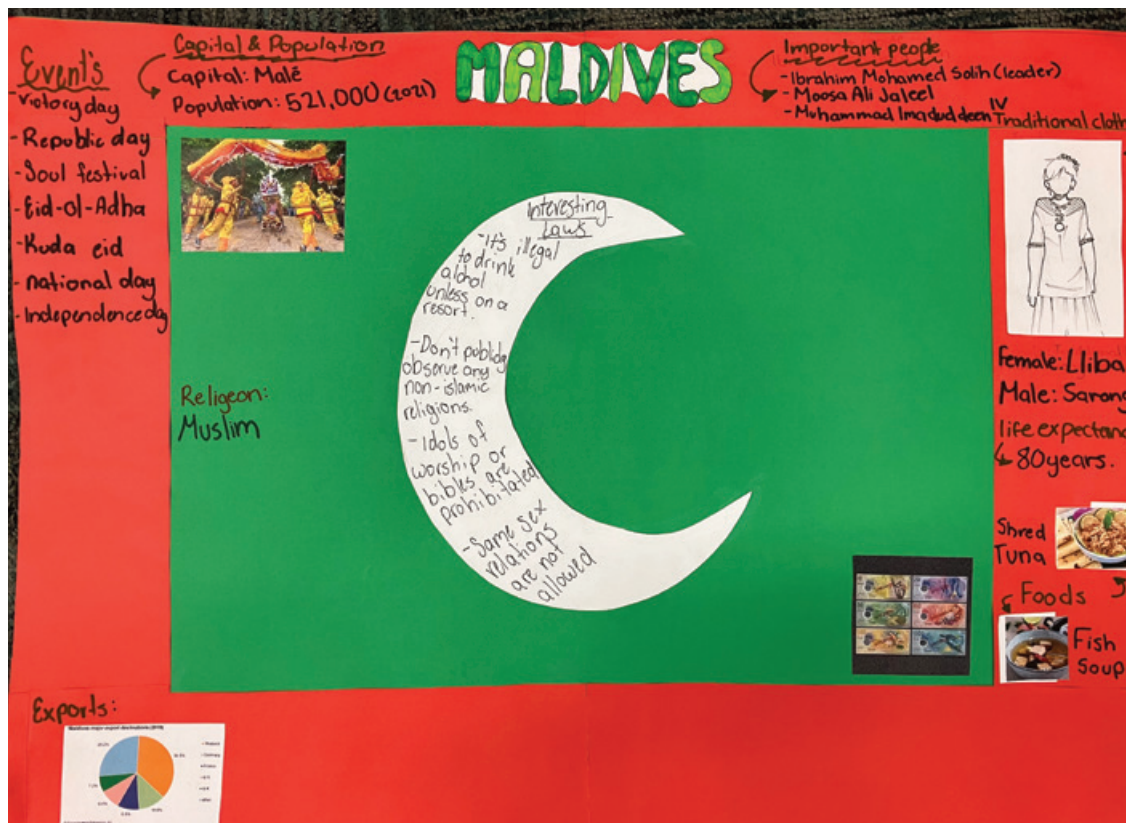


Stevi, Alana and Mckenzie's poster





Hugh and Ketta's poster

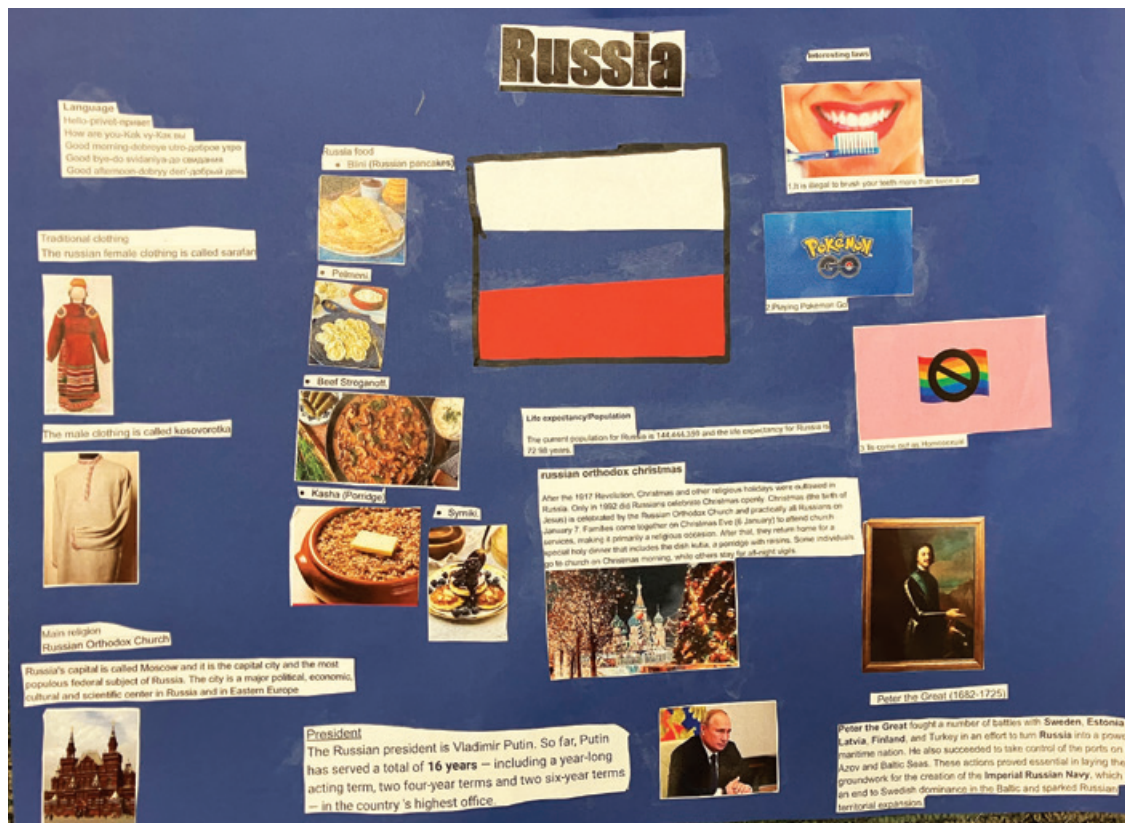


Janice and Charlie's poster





Ryan's poster



Templar and Tobias' poster



## Student Activities *Continued*

### Stage 6 English Studies – Year 11

This term, Year 11 English students embarked on a captivating journey that delves into the very core of human existence. We've explored the themes of self-discovery, self-perception, and universal human experiences, all while engaging with powerful personal narratives and thought-provoking documentaries.

Our exploration began with a quest to understand the concept of the "self." We pondered over questions like, "Who am I?" and "How do we perceive ourselves?"

We delved into the fascinating realm of self-perception and the factors that influence it. We examined how societal norms, culture, personal experiences, and relationships shape the way we view ourselves. The realisation that our perception of self is not fixed but ever-evolving was truly eye-opening.

Our journey led us to the mesmerising realm of personal stories, as we immersed ourselves in the moving tales

shared through *The Moth*. These narratives offered a glimpse into the lives of individuals, igniting empathy and compassion within us as we connected with their triumphs and tribulations.

We also viewed life story documentaries, including the remarkable journey of Nick Vujicic in *No Arms No Legs No Worries*. Witnessing real-life narratives of resilience and courage provoked some fantastic discussions!

As we approached our assessment, we channelled our learning into crafting our own life story narratives in the style of *The Moth*. Through our writing, we aimed to convey the depth of emotions, sharing personal stories that resonate with the universal human experience.

**Kirsty Wood,**  
**Stage 6 English Teacher**



### Stage 6 English Studies – Year 12

Year 12 English students have been studying *Digital Worlds* this term! We began with an exploration of 'the digital footprint', the dangers of it, and things we can do to reduce it. Students created a blog entry detailing this information for the first part of their e-Portfolio assessment task. Additionally, students were asked to create two avatars, one to represent a workplace or academic identity, and one for their private identity. They suggested tips for creating effective avatars, and detailed things you should avoid!

We then viewed *The Social Network*, which is a 2010 biographical drama directed by David Fincher. The film chronicles the creation of Facebook by Mark Zuckerberg, a brilliant but socially awkward Harvard student. After a messy breakup with his girlfriend, Zuckerberg starts 'Facemash', a controversial website that rates the attractiveness of his fellow students.

This early venture leads to the Winklevoss twins, Cameron and Tyler, approaching him with an idea to create a Harvard-exclusive social networking site. Simultaneously, Zuckerberg secretly begins working on his own project, 'The Facebook', with the help of his friend Eduardo Saverin and Sean Parker, the co-founder of Napster.







## Student Activities *Continued*

As 'The Facebook' gains momentum and expands beyond Harvard, conflicts arise over ownership and business decisions. Lawsuits ensue, friendships crumble, and the film delves into themes of ambition, betrayal, and the personal toll of success. It alternates between the site's early days and the legal battles.

Ultimately, Mark settles with various parties, retaining control of Facebook but paying substantial sums. The film leaves questions about his motivations and the human cost of his success. *The Social Network* received critical acclaim, with awards for its screenplay, direction, and performances. It offers a captivating portrayal of the contentious origins of Facebook.

Students participated in a range of activities and discussions based on the film, and for the second part of their e-Portfolio, they explained how the film could provoke the two following responses:

*"But make no mistake, whether the movie is fair or horribly unfair - I know nothing of the actual facts and can't make that determination - its portrait of Zuckerberg is a hatchet job of epic and perhaps lasting proportions."*

- Mick LaSalle, San Francisco Chronicle

*"Zuckerberg need not worry. The Social Network ultimately paints him as a tireless visionary who stops at nothing to achieve his dream. ... If the Facebook founder is concerned about being represented as anything but a genius with an industrious work ethic, he can breathe a sigh of relief."*

- Pete Cashmore, CNN

We considered the idea of viral fame and discussed the long-term implications of online fame in a range of examples. Students selected their own viral video and researched the star of the video, the impact the video had on their life and what they were doing now.

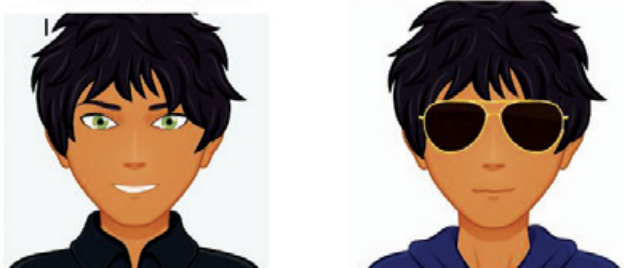
The final component of the e-Portfolio required students to compose a piece of creative writing, which involved movement between the real world and a digital world. We were inspired by the film *The Matrix* and worked as a group to create a plan for the narrative, which students are to write independently.

**Kirsty Wood, Year 12 English Teacher**

**E-Portfolio Part 1: Digital You**

**Digital footprint**  
A digital footprint is an online trace that can gather your information from anything you do online. The dangers of digital footprint are that it can be traced back to your exact location, your personal information that can be stolen. Things you can do to reduce digital footprint is not spread as much of your personal information around online or use a different type of personal information that you don't use everyday.

**Avatar**  
An avatar is a representation of a person's profile picture online that could be of themselves or an image that they could relate to. Things to create an effective avatar would be showing your whole face, wearing appropriate clothing, being mindful of the background and using a good angle and having good lighting.



Bryce's e-Portfolio Part 1

**E-Portfolio Part 2: Media Commentary**

Mick LaSalle views the movie, *The Social Network* as a hatchet job, meaning the way Mark is shown in the film is messy, a reason for this could be because Mark is shown to be a stubborn yet intelligent college student, he is also portrayed as very vengeful individual in the film, this is shown in many scenes like where Mark is dumped by Erica, so he retaliates by exposing Erica's secrets and makes nasty comments about her personal life, he goes even further by creating a website called Facesmash.com, where females in the college are rated based on their appearance, another incident is where Mark mostly uses Eduardo for money as a boost to start up his career, in this friendship kindness is shown to only go one way, Eduardo is given a letter to join the Phoenix club and Mark shows no support and tells him he wouldn't go any further. Mick views the film to show Mark as an unstable, stubborn and greedy person.

However Pete Cashmore views the movie in an entirely different way, he says the film *The Social Network* paints Mark Zuckerberg as a tireless visionary, who stops at nothing to achieve his dream. He also says that Mark has nothing to worry about, because the film represents him in a good way, as a self-motivated, hardworking genius. A reason for him saying this comment could be because in the film Mark Zuckerberg is shown to be a goal oriented individual, who doesn't let any conflicts or obstacles stop him from achieving his goal, even his previous relationship with Erica, also his conflict between the Winklevoss brothers and Eduardo, couldn't stop the wrath of Mark Zuckerberg, he manages to stay calm and is a bit of a smart ass towards the people suing him this due to the fact that his main intentions is achieving his ultimate goal, as previously stated by Pete Cashmore.

In my personal opinion both comments are right, as it not only shows Mark's success but also what makes up his character, it also shows the dark side of Mark, nevertheless Mark is still a very intelligent person.

Patrick's e-Portfolio Part 2



## Student Activities *Continued*

---

### Mathematics

#### Stage 5 Mathematics - Green

Our recent topic, Algebraic Techniques has had us move from not being able to solve expressions using x and y - "I don't know what x is!" - to being able to solve multistep problems using p, q or z.

Students have worked well together, supporting one another, explaining each step of the calculation and 'teaching' the class.

*Sue Tyrrell, Stage 5 Mathematics Teacher*

---

#### Stage 5 Mathematics - Red

Term 3 has seen our students challenged to apply their working mathematical skills, with an in-depth exploration of the topic areas of Rates & Ratios, and Algebraic Techniques.

Students have considered the practical applications of proportion and rates of change, with an assessment task that presented with a real-world hypothetical journey, with the calculation of rates of change involving speed, distance, and time.

The latter part of the term involved the basics of algebraic techniques, but also the advanced areas of expansion and factorisation of both monic, and non-monic quadratic trinomials. The culminating task for this topic area tested student understanding of applications of binomial products.

*Brenda McKinnon, Stage 5 Mathematics Teacher*



*Students have worked well together,  
**supporting** one another, explaining each step  
of the calculation and **'teaching'** the class.*





## Student Activities *Continued*

---

### **Stage 6 Mathematics – Year 11**

For our Year 11 students, Term 3 explored the processes of Statistical Analysis, involving the collection, exploration, display, analysis and interpretation of a series of sets of rugby league data to identify and communicate key information. Students chose their favourite team and applied their skills to determining if their chosen team was consistent, improving, or performing worse than previous years.

With this study of statistics, students have developed an understanding of the need for careful interpretation of data, the need for understanding any misrepresentations of data and what factors can contribute to this.

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

---

### **Stage 6 Mathematics – Year 12**

During Term 3, our Year 12 students were presented with the topic areas of Scale Drawings, and Types of Relationships. Students applied knowledge gained in the classroom to a practical situation that involved designing a school farm, whilst also performing cost-analysis across several scenarios for what type of product could be produced on the school farm.

Both the design component and the cost analysis were quite challenging activities, testing the ability to interpret designs, scales, and maps across a variety of measurements and solve related break-even problems.

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

---

### **Stage 6 Life Skills Mathematics**

Term 3 focused on the consolidation of core skills in Algebras; particularly properties of numbers. Students explored a variety of mathematical concepts to solve problems using numbers and patterns in real-life situations.

Developing an understanding of the use of ordinal terms to create directions, students were able to successfully develop a series of directions across a variety of different locations in Griffith.

Applications of factors, multiples, prime/composite numbers, and operations with integers, has seen student confidence in core concepts strengthened.

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





## Student Activities *Continued*

### Science

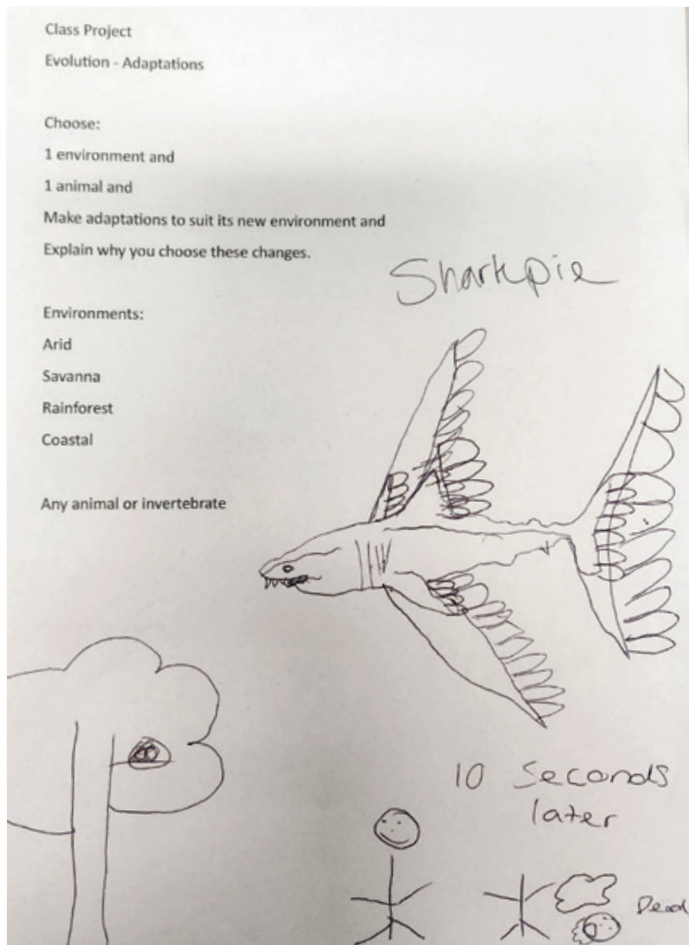
#### Stage 5 Science

Science class has been looking into the world of Charles Darwin, exploring the Galapagos Islands with him. The focus was on evolution theory, heredity, biodiversity, and adaptations.

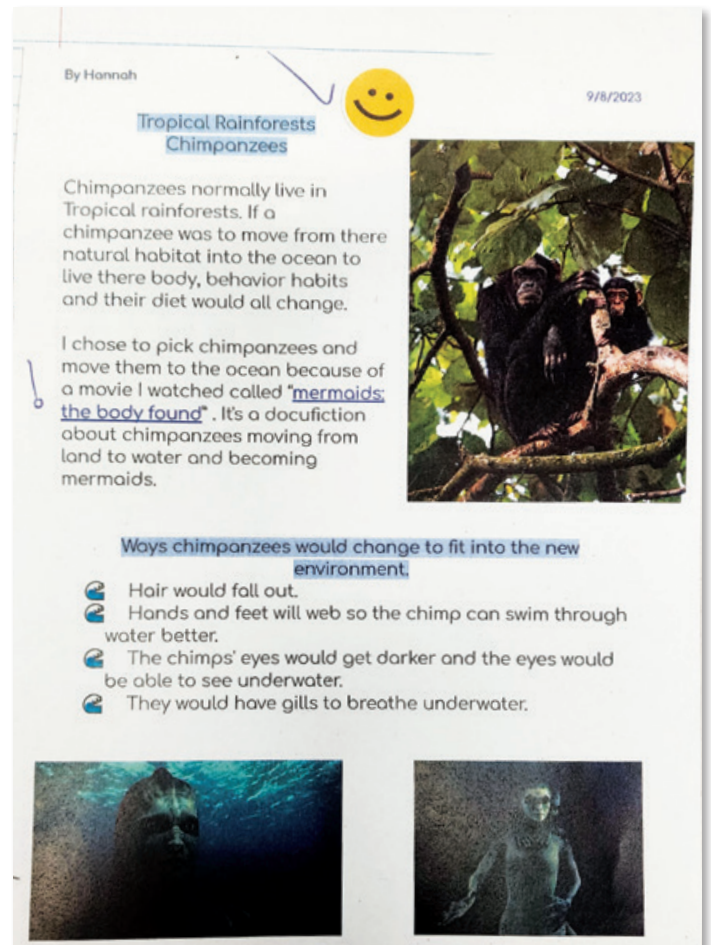
Practical activities included looking at human variation with students applying their fingerprints, assessing it against three main types, and identifying and tabling biodiversity in their backyards. In Evolution & Adaptations, students had to choose an animal of choice, take it out of its natural environment, and make adaptations to suit a different climate environment and food source, explaining the adaptations chosen.

There were no limits set on creativity for this project, and students did not disappoint. We also explored the concepts of Genetic Engineering, Crispr, and Biohacking. Discussions centred around the ethical considerations that need to be applied to these controversial topics.

**Brunnie Venter, Science Teacher**



By Chelsea



By Hannah



## Student Activities *Continued*

### Geography

#### Stage 5 Geography

This term, students in Stage 5 have been investigating Environmental Change and Management.

We conducted an experiment to show the productive part of the earth – only  $\frac{1}{32}$  of the earth supports the world's population!

### If the Earth were an apple

Imagine that the Earth is an apple.

Slice the apple into four quarters and throw away three of them as this represents the  $\frac{3}{4}$  of the Earth that is ocean, sea or lake.

Take the remaining  $\frac{1}{4}$  of the Earth and slice it in half.

Throw away one of them as this represents the  $\frac{1}{8}$  of the Earth that is inhospitable to people, such as the mountains, deserts and polar ice caps.

Take the remaining  $\frac{1}{8}$  of the Earth and slice it in half.

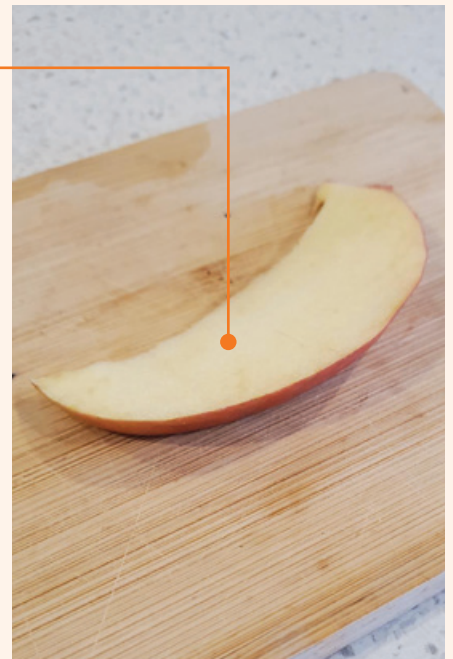
Throw away one of them as this represents the  $\frac{1}{16}$  of the Earth that is too cold, too wet, too rocky or too dry to grow food.

Take the remaining  $\frac{1}{16}$  and slice it in half.

Throw away one of them as this represents the  $\frac{1}{32}$  of the Earth that is covered in highways, houses and cities

Carefully peel that remaining  $\frac{1}{32}$  and this is the amount of the Earth's surface that is used to grow the crops and food for humans and animals.

This thin peeling is what supports the seven billion people on the planet.



Stage 5 students have also been studying the Murray Darling Basin, using a topographic map to create 3D models of the Basin.

The Basin consists of 23 rivers, which flow into the Darling and Murray Rivers. The Darling begins in southern Queensland where the Culgoa and Barwon rivers meet. It flows into the Murray at the border of New South Wales and Victoria, and the Murray eventually reaches the sea at Goolwa in South Australia.

**Sue Tyrrell, HSIE Teacher**



Murray Darling Basin 1



Murray Darling Basin 2



Murray Darling Basin 3



Murray Darling Basin 4





## Student Activities *Continued*

### Society and Culture

#### Stage 6 Society and Culture

This term, we have been studying Social Inclusion and Exclusion. We began the term with broad discussions around the definitions of inclusion and exclusion and participated in a range of creative activities to solidify student understanding.

We used Play-Doh to create visual representations of what diversity is and is not.

We completed an activity in which students needed to work effectively as part of a team to recreate a simple drawing. Students were not permitted to speak during this activity, which further created a need for effective teamwork!

We went on to discuss how we can make sure our classroom is inclusive and designed our dream inclusive classroom. This led into the assessment task, in which students were required to visit a local park and assess its inclusivity for children with either limited mobility, wheelchair requirements, autism spectrum disorder or visual impairments. They then had to design an inclusive playground which promotes inclusivity for all children and accommodates a range of needs!

**Kirsty Wood, Society and Culture Teacher**



Team drawing challenge Group 1



Team drawing challenge Group 2



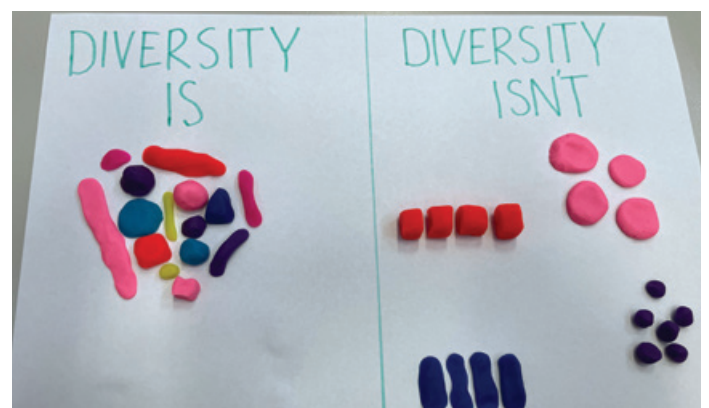
By Brandon



By Breeanna



By Bryce



By Shakira





## Student Activities *Continued*

### Sport Lifestyle and Recreation (SLR)

#### Stage 6 SLR

During Term 3, Stage 6 has been busy organising our inaugural school Athletics Carnival. This will be the first time since the school started in 2018 that we have had an Athletics Carnival and the students have been excited and engaged in learning about the processes and techniques involved in putting together an event like this.

They have investigated and practiced the various events in Athletics, putting together a program that enabled inclusive participation for all students. The carnival will include all the traditional competitive events such as sprints, long jump and shot put, but will also include an afternoon of non-competitive activities such as egg and spoon race and wheelbarrow races. Each Stage 6 student had a role in the running of the carnival, which took place on Wednesday, 13 September 2023.

*Brenda McKinnon, SLR Teacher*



*Students preparing for the Athletics Carnival*





### Athletics Carnival 13 September 2023



Winning team Goannas



Patrick and Emanuel



Madi, Bryce and Emanuel



Mckenzie



Whole school photo



## Student Activities *Continued*

---

### PDHPE

#### Stage 5 PDHPE

During Term 3, Year 9 and 10 students have studied the unit 'Athletics'. This area of study has allowed students to research and explore the various events that are involved in athletics competitions. Students have learnt techniques, rules, and safety considerations, whilst also focusing on improving their skills in sprinting, relays, long-distance running, jumping (long jump, high jump), and throwing (shot put, discus and javelin). The end of the term will see all students participating in our Athletics Carnival, organised by our Stage 6 students to promote teamwork and sportsmanship across a variety of competitive and non-competitive events.

*Brenda McKinnon, PDHPE Teacher*

---

### Food Technology

#### Stage 6 Food Technology

This term saw the start of our Stage 6 students studying Food Technology. Students have been learning about Food Nutrition and the effects of a range of nutrients on the human body.

They began the term by designing nourish bowls, highlighting their understanding of how different flavours and textures can work together to create bright and interesting meals.

For their assessment task, students have been designing a weekly meal plan to demonstrate their understanding of the importance of maintaining a healthy diet.

We look forward to our students developing greater confidence in planning and preparing meals for themselves and others as their knowledge of this subject grows - it has been pleasing to see improvements in this aspect already.

*Jasmine Dossetor and Justine Brummans, Food Technology Teachers*



*I look forward to our students developing greater **confidence** in planning and preparing meals for themselves and others.*









## Wellbeing Report

During Wellbeing Term 3, we focused on mental health, body hygiene, sexual and dental health. We were grateful to have some of our local community organisations come to WRCS to deliver presentations to our students. We had MLHD Sexual Health Team deliver a presentation to the group as a whole and two weeks later we separated males and females to allow the groups to dive deeper into any sexual health issues within their gender such as contraception. We had the AMS Dental Team deliver a presentation and provide examples on how to correctly care for their teeth and general oral hygiene. The AMS Tackling Tobacco and Anti-Vaping did a session with our students raising awareness on the negative impacts of tobacco and vaping on their bodies and lives. The last program was the Gambling Aware program that was presented by Linking Communities Network. The students gained a deeper understanding of many different subjects this term and were engaged throughout each session.

**Bree Biggs, Head of Wellbeing**



23 Hickey Cres Griffith | PO Box 8090 Griffith East NSW 2680 | T 02 6964 5334 | M 0437 784 213 | 

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