



## Head of Teaching and Learning Report

As we head towards the end of 2023, it is a great time to reflect on our students' wonderful achievements throughout the year. We have welcomed several new students (and staff members), and it has been fantastic to see our small school community develop into a supportive family.

We have watched our new school building inching closer and closer to completion, however, unfortunately we won't be in the new site for the beginning of the new school year. I have looked at the new building and can't wait to set up on our new site - it will be an incredible place to work and learn.

We have welcomed our Year 8 transition students into the school each Tuesday and it has been fantastic to see these new students be welcomed into the student cohort. We look forward to getting to know these students more in 2024.

This year, we bid farewell to our biggest Year 12 group to date! We are immensely proud of this year group - they have always been vibrant, charismatic students and have been excellent leaders of the student group. We will really miss these young people and can't wait to hear what the future holds in store for them.

We hope that everyone has a safe and happy holiday period and gets time to rest and relax! Staff return on Tuesday, 30 January and students will return to school on Thursday, 1 February 2024.

*Jasmine Dossetor,  
Head of Teaching and Learning*



*We are **immensely** proud of this year group they have always been vibrant, charismatic students and have been excellent **leaders** of the student group.*





## Student Activities

### English

#### Stage 5 English Studies

This term, Stage 5 English students have been studying the unit *The Singer and the Songwriter: Protest Songs and Poems*. We began the unit revising the various poetic and persuasive techniques used in poetry and song lyrics before practicing identifying them in a range of protest songs and poems. For their assessment task this term, students were asked to first select a protest issue and conduct research into their issue. Students chose a range of topics including women's rights, racism, discrimination, and police brutality. They then had to source five texts, including both songs and poems which protested about this issue. In a Google Slides presentation, students were then required to identify three techniques in each text, present the quotes in a visually appealing manner, and explain their meaning or effect in presenter notes. Students are to be commended for their efforts in this task and all were able to highlight and explain the effects of a range of the techniques covered in the unit. Well done, Stage 5!

#### Kirsty Wood, Stage 5 English Teacher

##### Ryan Brown's Protest Presentation (excerpt)

### The Issue With Discrimination

The start of these protests began as a civil rights campaign from 1954 to 1968 in America to abolish legalized racial discrimination. On December 1st, 1955, Rosa Parks stood her ground by sitting on the white part of the bus. There is a very specific case of police brutality, where a man was murdered. On May 25, 2020 an African American, was murdered by a white cop after a store clerk suspected him using a counterfeit twenty dollar bill. He was suffocated by the cop. His name is George Floyd. And that case ignited the Black Lives Matter protest. The protests about discrimination have been a tremendous success as they became world wide. People in our country Australia, were protesting as well.

### Where is the Love - Black Eyed Peas

I feel the **WEIGHT** of the world on my shoulder

Whatever happened to the values of humanity?

The **BLOODS** and The **CRIPS** and the **KKK**

This song was written by the Black Eyed Peas. William alleges the inspiration of this song to the 9/11 attacks. William said: "On our last day of recording sessions in San Francisco, as I was packing my equipment, I saw the first plane fly through the World Trade Center... I thought it was a film."

##### Janice Mortlock's Protest Presentation (excerpt)

### Women's Rights Research:

On the 3rd of March 1913, the first womens rights March rights protest had occurred.

Before this time women had been seen as "not educated enough" to vote and or seen as not intuitive enough to form a substantial opinion, although most women didn't want to regardless.

In October of 1908, they (Emmeline and Christabel Pankhurst) encouraged public citizens to invade the house of commons, 60,000 people had came to that protest. They had used their Union (WSPU) to protest by smashing windows, setting post boxes alight, ect.

### Run the World, (Girls)

By Beyonce

Run the World, was written so that people could understand how women can hold the same amount of power as men.

"My persuasion can build a nation"

"Who run the world?"  
"Girls"

"With our love, we can *devour*"

"My persuasion can build a nation" is an example of Hyperbole. She talks about how it (her persuasion) can "build a nation" refers to how influential she is, as if it were as powerful as a nation.

"Who run the world? Girls." Is an example of a Rhetorical Question. This is because she isn't actually asking, she's making you think about how girls are important for the world and how impactful they are.

"With our love, we can devour" is an example of a Metaphor. She means that "our love" is important enough for us to make a change with. "We can devour" means that we can take and take whatever is coming (hence devour) and exchange it for something better/ whatever we want it to be.

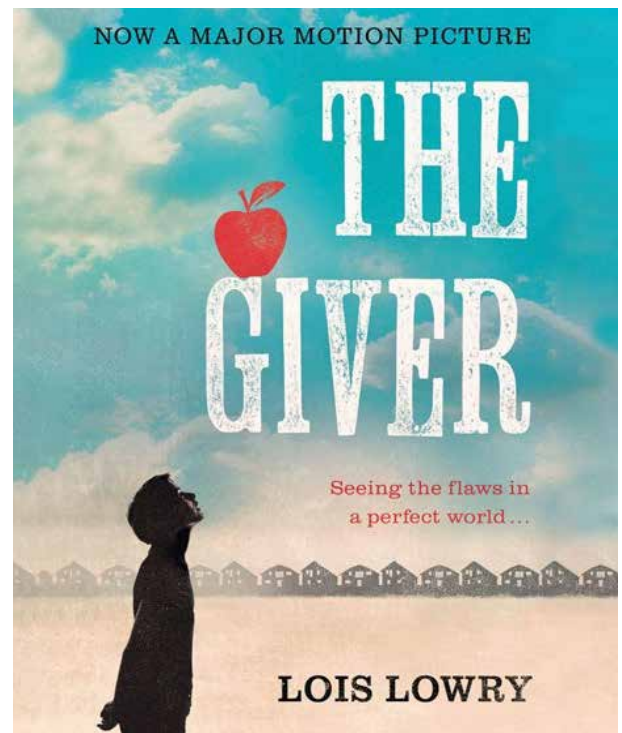


## Student Activities *Continued*

### Stage 6 English Studies – Year 11

This term, Year 11 English students completed a study of the unit *Dystopian Fiction*. We viewed a range of dystopian film trailers and practiced exploring the repeated conventions throughout. Our primary focus for this unit was a depth study of the 1993 text *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, conformity and non-conformity, and the presentation of the community as a perfect society. Students were highly engaged during our study of this text and all students were able to participate meaningfully in broad class discussions related to the themes. For their assessment task, students led and participated in a Socratic-style discussion. They were tasked with composing thought-provoking questions which they then took turns asking during the discussion. Students were able to write questions which challenged one another to utilise a range of comprehension strategies and they were also able to alter their perceptions of the text. Well done, Year 11!

*Kirsty Wood, Stage 6 English Teacher*



*"Jonas transmits memories to Gabriel.*

*Could Jonas be the new Giver and Gabriel be the new receiver?"*

- Bella Ratu

*"Could release be symbolic? Is there an afterlife or potentially another place beyond release that is free and peaceful like they say?"*

- Brandan Furness

*"Does each community make its own resources if they make their own food? If so, would the person in charge of making medicine know the effect of the euthaniser?"*

- Nevada Binks

*"Imagine that Griffith decides to have Sameness. What rights would we lose and how would it feel?"*

- Chloieanne Cooper



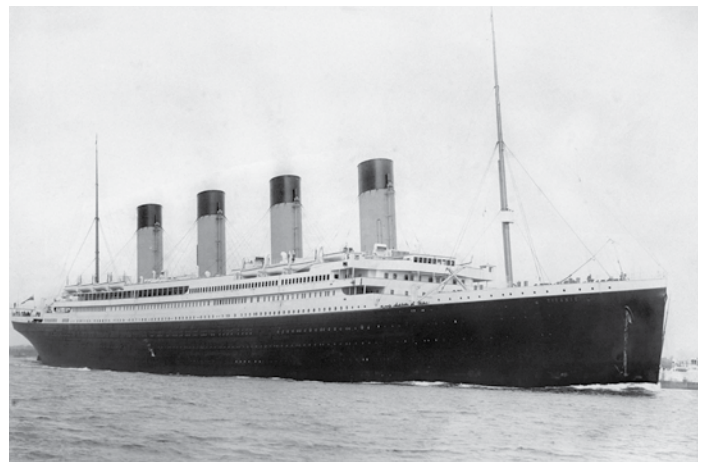


## Student Activities *Continued*

### Stage 6 English Studies – Year 12

This term, Year 12 English studies students completed the unit *The Way We Were*. Our main goal for the unit was to assess the historical accuracy presented within texts. After a brief exploration of the historical accuracy of the film *300*, as evidenced in the trailer and stills from the film, we began our main historical assessment which was on the story of the RMS Titanic. Students first conducted research into the real story of the 1912 sinking of the RMS Titanic before we viewed the film. For most students, this was their first viewing of the film, and they were thoroughly engaged throughout! Towards the end of the unit, students were asked to write a letter to Canadian filmmaker James Cameron and share their findings into the historical accuracy of the film. Students had lots of fun during this unit, and it has been a pleasure to finish their final year of English Studies on such a high. All the best for the future, Year 12!

*Kirsty Wood, Year 12 English Teacher*



### Mathematics

#### Stage 5 Mathematics – Green

This Term, students have focused on solving equations and have practised some of the rules that Sue learnt when she was at high school.

*"Change sides, change signs",*

*"Pronumerals together, numbers together" and*

*"Do the same to both sides"*

Some things don't change in Maths!

*Sue Tyrrell, Stage 5 Mathematics Teacher*



*Students were asked to write a letter to Canadian filmmaker James Cameron and **share** their findings into the historical **accuracy** of the film.*





## Student Activities *Continued*

### Science

#### Stage 5 Science

This Term, Stage 5 has studied the topic *Energy & Motion*, looking at the concept of gravity, Newton's three laws of motion, and applying them to real-life situations. For their formal assessment task, students had to conduct a variety of experiments to prove each of Newton's laws. Students had to work together as a team to conduct each experiment and record their results.

For the latter half of Term 4, students used their newfound understanding of energy and motion to design a 'Super Shoe', a sneaker aiming to beat the world record time for running a marathon. Students used their creative thinking and design skills to make the shoe and present it to the class.

Stage 5 have worked wonderfully this Term and are commended on their positive attitude and innovative thinking skills!

**Maddy Robinson and Brunnie Venter, Science Teachers**



*Students working together to conduct an experiment*





## Student Activities *Continued*



### Conformity



## Society and Culture

### Stage 6 Society and Culture

This Term in Society and Culture, Stage 6 students have studied how society can either conform or non-conform. Students practiced their investigative skills and constructed a survey to ask members of the school community, to decide whether we as a group are more likely to conform or to not conform, and why we make these decisions.

We then closely studied the year 1968, looking at major world events that have shaped our society to this very day. We looked at key moments of the Vietnam war and key world leaders like Martin Luther King. It was a pivotal year for society to decide whether they were going to stand up for what they believe in, or to simply conform.

The Stage 6 students were impressive as they formed a deeper understanding of the concepts of conformity and non-conformity throughout their studies.

*Maddy Robinson, Society and Culture Teacher*



*Images Top left: Nevada's infographic, Bottom left: Cooper's infographic, Above: Shakira's infographic*



## Student Activities *Continued*

### Communities & Family Studies

#### Stage 6 Community and Family Studies

This term, Stage 6 students have continued their studies of the unit *Individuals and Groups*. Students examined the historical and cultural exploration of Australia's complex past through the lens of the SBS television series *Australian Wars*. This docuseries explores significant conflicts and events in Australia's history, shedding light on the struggles, achievements, and societal changes that have shaped our nation.

Students have gained a deep understanding of the major conflicts and wars in Australian history, with a focus on the Indigenous resistance and frontier conflict and its impact on individuals, families, and communities both in the past and at present. Students were greatly engaged in this topic, and this resulted in some great class discussions where students were able to identify the significance of the Australian Wars and how they still impact current society.

For their assessment task, students constructed an extended response on whether they believed the Australian Wars deserved equal recognition to those conflicts fought overseas such as the World Wars and the Vietnam War. Students were able to establish their opinion and strengthen their response with evidence from the docuseries along with other sources. These responses showcased students' insightful ideas and displayed their high level of critical thinking throughout this unit.

Thanks for a great term, Stage 6.

*Madison Penrith, Community and Family Studies Teacher*



Students **examined** the historical and cultural exploration of Australia's complex past through the lens of the SBS television series **Australian Wars**







## Student Activities *Continued*

### PDHPE

#### Stage 5 PDHPE

This Term, PDHPE students have studied the game of Basketball. Each week we travelled to Westend Sports Stadium and with the help of a local fitness expert, we practiced our skills in dribbling, passing, catching, and shooting a basketball.

Every week it was clear that each student was vastly improving as we played a game at the end of the lesson, we have some very competitive players here at the WRCS!

For our theory lessons the students were required to investigate a 'Sporting Scandal' like Lance Armstrong or the Australian Cricketing team, they then had to present their findings using a PowerPoint presentation.

I am so impressed with Stage 5's efforts this term, they should be very proud!

**Maddy Robinson, PDHPE Teacher**



*Students playing basketball at Westend*





## Student Activities *Continued*

### Food Technology

#### Stage 6 Food Technology

This Term, Stage 6 students have taken on new challenges looking at food availability and selection in Food Technology.

Students have cooked and created a variety of delicious meals including scones, pad see ew noodles, pizzas, mini quiches and more. Every meal cooked has been a success, except some customers (students and staff) were 'claiming' that the butter chicken was 'too spicy'. We, however, strongly disagreed with this feedback.

Students have also undertaken the role of 'entrepreneur' as they designed and implemented a business plan for a food truck. Students were inspired by local food trucks and have created their own business proposal and created a menu that utilises local produce.

Stage 6 have been working very hard this Term which is showing with their positive attitude and ability to work together as a team. Also pictured are Year 12 making some delicious gingerbread biscuits for our Christmas lunch, yum!

**Maddy Robinson,**  
**Food Technology Teacher**

#### Images

Top left: Brandon and Chloieanne making scones

Top right: Nevada's dessert pizza

Bottom left: Gingerbread men

Bottom middle: Eman and Patrick making scones

Bottom right: Chloieanne and Bryce making scones







## Student Activities *Continued*



Stage 6 Food Technology getting into the Christmas spirit



## Wellbeing Report

This term in Wellbeing, Stage 5 students have partaken in a weekly school excursion to Uniting Care in Griffith, where the students had the opportunity to mingle with the residents of this facility. Before engaging in this program, students watched the ABC TV's program Old People's Home for Teenagers, where they gained a better understanding of the feelings experienced by both generations, such as feelings of loneliness, isolation, and the pressures of society. It was such a success that we have been invited back next year!

As a whole school, students had the opportunity to participate in a dental hygiene seminar from local oral health therapists, a talk from the team at LIVIN and an in-house discussion about Headspace and what they have to offer as an organisation. These sessions encouraged and provided students with a better understanding of how to care for their physical and mental health, leading to great discussions.

Both Stage 5 and Stage 6 designed and created Wellbeing boxes which included mental health activities and sensory play that students will take home and utilise over the school holidays. The boxes were personalised by each individual student, with some students adding their favourite creative arts or some deciding to include photos of friends and family.

**Bree Biggs and Maddy Robinson, Wellbeing Teachers**



Templar and Tori playing Jenga at Uniting Care



Jett playing Jenga at Uniting Care



Mckenzie, Alana, Stevi and Charli playing cards at Uniting Care

