



Head of Teaching and Learning Report

Welcome to the start of a new year at WRCS!

It has been a busy start to the new year, with many new faces (both staff and students) in the school. It seems that everyone has settled in well and gotten used to our processes.

We celebrated Bree's pregnancy with a baby shower lunch in Week 7 of Term 1 where our Stage 6 students prepared a wonderful meal for the school staff, students and college staff. We will all miss Bree while she is away on maternity leave, however we have the very capable Jess Harris stepping into the role of Wellbeing Coordinator while she is away.

All staff were lucky enough to be involved in the 'Bridges out of Poverty' training in Week 3. This training allowed us to learn about the range of factors that contribute to poverty in Australia.

On 26 February, our four school captains were invited to the Griffith City Council School Leaders event with the school captains from all the other schools in Griffith. Our leaders represented our school very well and should be proud of themselves.

This Term, for International Women's Day, our School Captain Janice Mortlock and fellow student, Kate Horley, attended the local IWD breakfast with guest speaker Alex Blackwell. Alex is an ex-Griffith resident, attending local schools here before pursuing an international career in women's cricket. She captained the Australian Women's Cricket Team, winning multiple Ashes and being an excellent representative for women in sport. The two girls were excellent representatives for our school, and even had the chance to speak with Alex and get her book signed, which has now been added to our school library.

Our Year 9 students completed their NAPLAN exams under the guidance of Sue Tyrrell and they should be proud of their efforts during these exams.

We are still eagerly awaiting our new school building to be ready and are hoping to be in there at some point during Term 2!

We wish all of our students and their families a safe and happy school holiday break and look forward to seeing everyone next Term.

Jasmine Dossetor,
Head of Teaching and Learning





Student Activities

'The Black Rat'

by Iris Clayton

He lived in a tin hut with a hard dirt floor.
He had bags sewn together that was his door.
He was a Rat of Tobruk until forty five,
He was one of the few that came back alive.

Battered and scarred he fought for this land,
And on his return they all shook his hand.
The price of fighting for the freedom of man
Did not make any difference to this Blackman.

He returned to the outback, no mates did he find.
If he had a beer he was jailed and then fined.
He sold all his medals he once proudly wore,
They were of no use to him any more.

Confused and alone he wandered around,
Looking for work though none could be found.
The Anzac marches he badly neglected,
Would show to his comrades how he was rejected.

He fought for this land so he could be free.
Yet he could not vote after his desert melee.
And those years in the desert they really took their toll,
He went there quite young and he came home so old.

This once tall man came from a proud Black tribe,
Died all alone – no one at his side.

English

Stage 5 English Studies

This Term, Stage 5 students have been engaging with the podcast text type. They listened to a range of examples to understand the structural conventions of podcasts. Through engagement with a range of examples, they were also able to consider the language choices made by podcast creators and how these choices may increase or decrease engagement. The goal at the end of this unit is for students to create their own mini podcast episode in which they discuss the work of Indigenous poets. One of the poems we studied, which was extremely popular amongst students, was 'The Black Rat' by Iris Clayton.

Here is what students have to say about the unit:

- Marlee** *"I enjoyed reading the poem 'The Black Rat' and finding out about what happened in Tobruk"*
- Charli** *"I enjoyed reading Iris Clayton's poem about her father's experiences during the war"*
- Ben** *"When we were annotating poems, I thoroughly enjoyed it!"*
- Sophie** *"I liked when we got to choose a podcast independently and also when we analysed the poem 'The Black Rat'"*
- Templar** *"I enjoyed listening to a podcast about AI being used to create music, because I was surprised how the AI was able to actually make a decent song"*
- Ashton** *"I enjoyed listening to podcasts and how people express their opinions and tell stories"*
- Joel** *"I enjoyed learning about rhyming schemes in this unit"*

Kirsty Wood, Stage 5 English Teacher



Student Activities *Continued*

Stage 6 English Studies

This term, Stage 6 English Studies students studied the unit On the Road: English and the *Experience of Travel*. We engaged in many meaningful discussions and shared our personal experiences of travel. Students were tasked with selecting an overseas travel destination before compiling a portfolio of tasks based on this destination. They were asked to create a presentation about their chosen location including:

- who would like to travel there
- a description of the climate
- the best time of year to travel
- a description of the culture
- travel advice
- annual events and celebrations

Students were then required to create a seven-day trip itinerary for a trip to this destination and had to engage with a variety of unfamiliar websites to source the necessary information. Navigating new websites, whilst seeking flight information, was quite challenging for students but as one student, Nevada, said: "It doesn't have the same stress as booking a flight in real life would have and is preparing me for when I may need to do this in the future".

Kirsty Wood, Stage 6 English Teacher

7th October 2024 - 13th October 2024				
Flights: {SYD 3:45pm - SIN 9:20pm}, {SIN, 11:20, - LHR 6:30am } { LHR, 8:25am - BER: 11:15am }				First class \$19,682
Day	Day of the Week	Activities	Location(s) Notes	Cost: \$
Day: 1	Monday 7th October	Arrived in Berlin at 11:15 am. Converted \$AUD to Euros Taxi to Park Inn by Radisson . Book a hotel for 2 nights. Have a late lunch provided by the hotel. 1:00 pm walk to Berliner Fernsehturm. 3pm go back to the Hotel. Settle in, and relax looking at the view of Berlin. 5:30pm have dinner at El Colimedo, Alexanderplatz . 7pm go back to the hotel and settle down for the night.	-Berlin City -Hotel - 'El Colimedo (Restaurant)	\$406.00 \$37.55 \$40.00 \$5.00
Day: 2	Tuesday 8th October	7am wake up & get ready. 7:30 leave the hotel. Walk to Cafe Benedict for breakfast. Ordered Tower of Babylon (Stacked pancakes) Bacon and egg slider. 9:30 Taxi to Reichstag building for a 2h tour. 11:30 Lunch on top of the Reichstag (Kaiser Brewery) Breaded schnitzel of Veal. 1pm Taxi to Berlin Cathedral for tour. 2:30pm take a taxi to The Berlin Zoological Garden for a 2 hour tour. 4:30 pm walk to La Osteria (Pizzeria). 5:30pm get a taxi back to the	-Berlin city -Reichstag -Berlin Cathedral -Berlin Zoological Garden - L'Osteria (restaurant)	\$37.00 \$4.50 \$25.05 \$18.50 \$16.66 \$5.50 \$31.31 \$6.00

Germany (itinerary extract) by Brandon



South Korea (presentation extract) by Janice



Germany (presentation extract) by Brandon



Cuba (presentation extract) by McKenzie



Tokyo (presentation extract) by Tobias



Student Activities *Continued*

Mathematics

Stage 5 Mathematics

Stage 5 students have focused on the topics of Geometrical Figures and Networks throughout Term 1.

Geometry, one of the oldest areas of mathematics, provides students with a lens through which they can perceive the world with clarity and precision. In these initial weeks, our focus was on laying the foundational concepts of geometry, exploring the fundamental building blocks of points, lines, and angles. Through hands-on activities and interactive lessons, students gained a deeper understanding of how these elements can be combined to form various shapes and structures.

Similarity has been at the forefront of our exploration. Students delved into the intricacies of determining whether two shapes are identical or if one is an enlargement of the other. By examining the relationships between sides and angles, they have unlocked the secrets of similarity, gaining insight into how these principles manifest in the world around us. From understanding photographic enlargements to applying the principle of similar triangles in practical scenarios, students have discovered the relevance of geometry in everyday life.

In parallel with our exploration of geometry, students have also delved into the fascinating realm of networks and decision mathematics. Led by the pioneering work of mathematician Leonhard Euler, students have unraveled the intricate connections that underpin systems and networks. From analysing the structure of social networks to optimizing traffic flow, students have discovered the abundant presence of network theory in various facets of our lives!

Brenda McKinnon, Stage 5 Mathematics Teacher

Stage 6 Mathematics Advanced

Stage 6 has been introduced to the world of functions, with pre-learning including an in-depth exploration of their understanding of various algebraic concepts, including algebraic fractions, surds and indices, and the various laws and identities that are crucial in understanding these concepts.

Algebra serves as the backbone of mathematical reasoning and empowers students to unravel complex problems. Students have worked hard at mastering these concepts, developing a solid foundation of knowledge to tackle the difficult area of functions.

The transition to functions builds upon the proficiency they have developed in manipulating expressions and solving equations, empowering them to navigate the intricacies of mathematical relationships with confidence.

Brenda McKinnon, Stage 6 Mathematics Advanced Teacher



Student Activities *Continued*

Stage 6 Mathematics Standard

Throughout Term 1, students have worked on developing a solid foundation in algebraic skills. Through rigorous practice and engaging activities, students have honed their ability to navigate a variety of equations, not only in abstract mathematical contexts but also in real-world scenarios. From solving equations in work-related contexts to unravelling everyday challenges, they are developing a keen awareness of the applicability of algebra in their daily lives.

In tandem with our focus on algebra, students have also delved into the graphing and interpretation of practical linear and direct variation relationships. Armed with graphing tools and a spirit of inquiry, they've explored the nuances of linear modelling, gaining fluency in representing these relationships graphically. By immersing themselves in common facets of their lives, students are uncovering the inherent representativeness of linear models, empowering them to make informed decisions and predictions in various scenarios.

One of the most rewarding aspects of our curriculum is the emphasis on connecting mathematical concepts to everyday life. Through the exploration of algebraic techniques and graphical representations, students are not only building mathematical proficiency but also developing a deeper appreciation for the role of mathematics in their approach to real-world challenges. Whether it is analysing trends in data or solving practical problems, students are equipped with the tools they need to thrive in an increasingly complex world.

Brenda McKinnon, Stage 6 Mathematics Standard Teacher

Stage 6 Numeracy

This Term in Numeracy students have explored the foundational concept of Numerical Reasoning and Mathematical Thinking (NRMT), focusing on using this process and applying it to a variety of topics. These topics include Whole numbers, Data, Graphs & Tables along with Distance, Area & Volume. We have explored activities using key questions and discussions to model the process effectively using everyday problems. Students have been able to gain a common language for numerical reasoning and mathematical thinking and have done well to complete all activities.

For their assessment task, students had to put this process into practice to calculate how many cars it would take to circle the moon. Students were able to apply the (NRMT) process independently as they progressed throughout this unit.

All students have been putting in a great effort over the term, good work!

Madison Penrith, Numeracy Teacher



*Algebra serves as the backbone of **mathematical reasoning** and empowers students to unravel complex problems.*



Student Activities *Continued*

Science

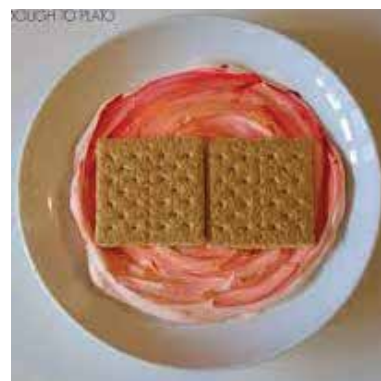
Stage 5 Science

This Term, Stage 5 students have studied the topic Big Systems – Earth & Space, looking at the theory of plate tectonics, the Earth's spheres, natural disasters, and the ongoing impact of climate change. Students have engaged with topics of discussion surrounding our natural world and how we can protect it. They extended this understanding by participating in a class debate, focusing on topics of climate change and environmental sustainability, actively discussing current day strategies that all our society can use.

Stage 5 have also applied their theoretical understanding of this topic in multiple practical activities. Their favourite activity was using a dollop of whipped cream and two crackers they simulated what would happen when two tectonic plates collide.

Stage 5 have demonstrated a keen interest in science this Term and are excited for the rest of the year!

Maddy Robinson, Stage 5 Science Teacher



Tectonic Plates Science Experiment

PDHPE

Stage 5 PDHPE

This Term in PDHPE, students have studied the topic Better Safe than Sorry, looking at safety practices within our community. During our practical lessons we have been playing Futsal, practicing our dribbling, passing, teamwork and goalie skills! It has become very competitive as the scores become closer and closer each week.

For their assessment task, students have planned, written and designed a comic strip with the intention of promoting a health and safety issue within the local community. Students have carefully designed their comic strip to appeal to a young audience and warn others about their chosen safety issue.

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

Maddy Robinson, Stage 5 PDHPE Teacher





Student Activities *Continued*

HSIE

Stage 5 HSIE

Stage 5 students have been investigating World War II this Term. They have looked at why World War II started, the changes in the type of warfare from World War I, the conditions for the Australian population on the homefront during the war and at some of the locations where Australians fought that have special significance for Australians.

Students have created a travel brochure about a significant site where Australians might visit to honour those who fought and those who lost their lives. Sites have included the Kokoda Track, Sandakan, Changi Prison, the Thai-Burma railway and closer to home, Darwin, Sydney Harbour, Cowra and Hay.

Students also visited the Griffith War Memorial to learn about the men and women from our local area who fought in both world wars.

Sue Tyrrell and Madison Penrith,
Stage 5 HSIE Teachers



*Students have **created** a travel brochure about a **significant site** where Australians might visit to **honour** those who fought and those who lost their lives.*





Student Activities *Continued*





Student Activities *Continued*

Aboriginal Studies

Stage 6 Aboriginal Studies

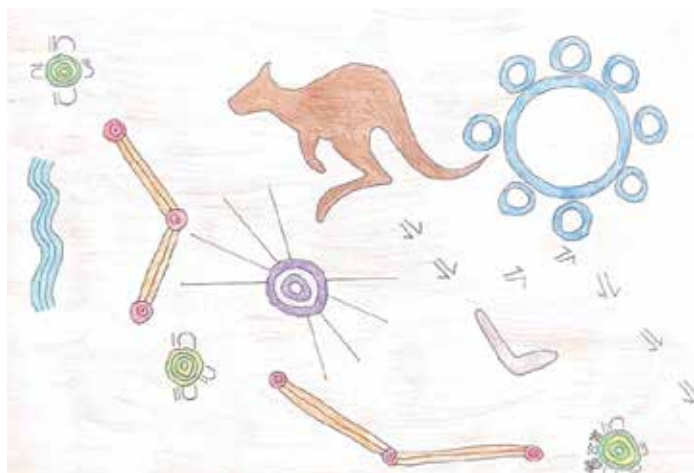
This Term in Aboriginal Studies, students have studied the topic Aboriginality and the Land, focusing on Aboriginal peoples' relationship to Country and the impact of dispossession and colonisation, with reference to an Australian Aboriginal community.

During our lessons we have been looking at local Wiradjuri culture. Students have taken their knowledge of Wiradjuri art symbols and created artworks on their own Connection to Country. We have also looked at song, dance and texts that explore this relationship with Country and how colonisation has impacted this. We have spent time looking at the various perspectives of colonisation and analysing past policies here in Australia.

For their assessment task, students will use their knowledge from the unit and create a poster exploring their understanding of Connection to Country for a specific Aboriginal community.

Stage 6 have been incredibly engaged with this unit and have been a pleasure to teach, well done!

Madison Penrith, Stage 6 Aboriginal Studies Teacher



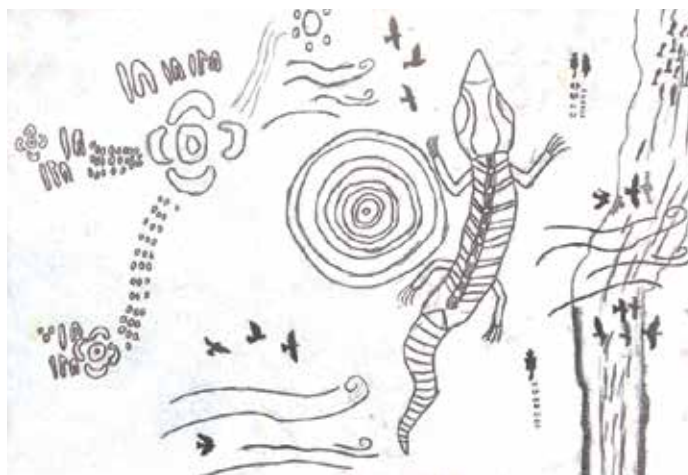
Artwork by Charlie



Artwork by Janice



Artwork by Ryan



Artwork by Tobias



Student Activities *Continued*

Food Technology

Stage 6 Food Technology

This term, Stage 6 have taken on new challenges looking at Food Quality and how we can make food so that it looks and tastes exceptionally appealing. Every Wednesday, the Stage 6 class prepares, cooks, and serves the whole school a hot lunch. So far, they have made creamy pumpkin risotto, Italian meatballs, Mongolian beef, chicken parmigiana, focaccia, chilli con carne and beef hamburgers.

For their assessment task, they have been working on a digital portfolio, identifying an array of functional properties in food, whilst displaying a variety of meals that they have cooked and presented this term.

It is clear that their food handling and food preparation skills are quickly improving, and I am excited to see what they have in store for the rest of the term!

Maddy Robinson, Stage 6 Food Technology Teacher



Bread Testing in Food Technology



Dishing up in Food Technology



Student Activities *Continued*

Visual Design

Stage 6 Visual Design

This Term, Stage 6 Visual Design students have been exploring the topic Typography. We began our studies by learning about different types of fonts and began creating a glossary of vocabulary terms.

We learnt that the strokes attached to letters in some fonts are called serifs, making these **serifs**. Fonts without these strokes are called **sans-serif** fonts and these are generally used more in digital media, whereas serif fonts are more traditional in print publications such as newspapers. **Display** fonts are more decorative and make the perfect choice for headers!

We then moved onto exploring colour theory and the different formulas used when selecting aesthetically pleasing colour schemes for a design project. Students created some fantastic entries in their art diaries on colour theory, which will be of great use to them in their assessment task!

The final project for this unit requires students to combine their acquired knowledge of typography and colour theory, to design a chocolate bar and packaging!

Students have been thoroughly engaged throughout this unit and are to be commended for their efforts!

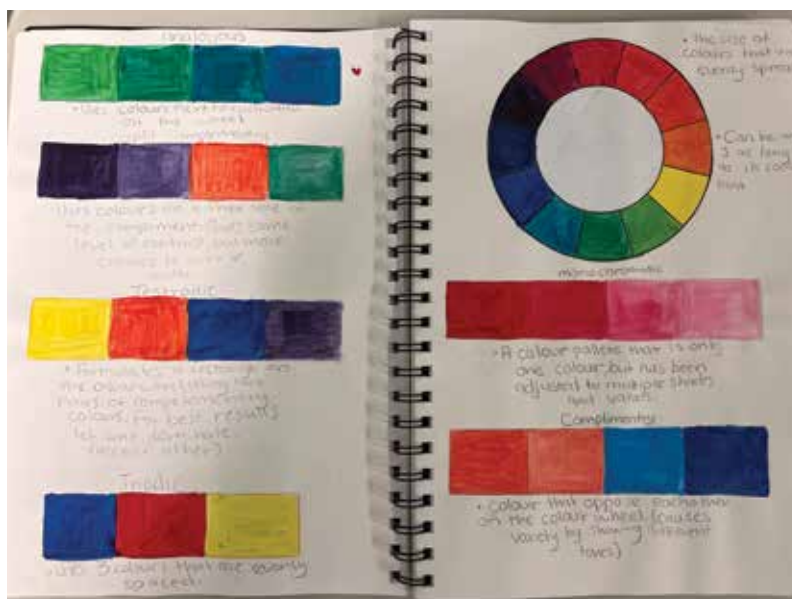
Kirsty Wood, Stage 6 Visual Design Teacher

Images

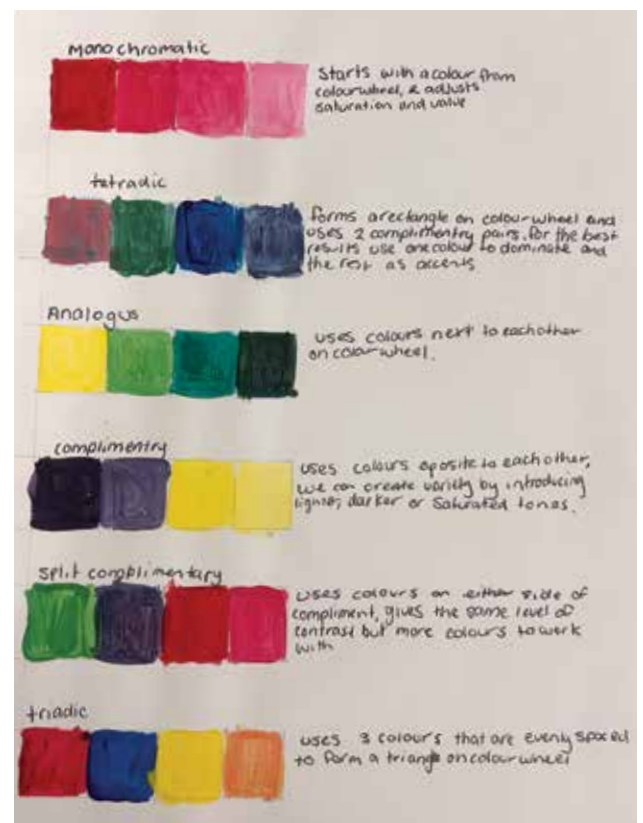
Top right: Display fonts collage by Tobias

Bottom left: Colour theory visuals by Janice

Bottom right: Colour theory visuals by Brandon



Tobias
Tobias Tobias TOBIAS
Tobias TOBIAS Tobias
Tobias TOBIAS Tobias





Student Activities *Continued*



Students working on their colour theory entries



Colour theory visuals by Nevada



Wellbeing Report

During Term 1, Stage 5 have been lucky enough to have both Jess and Bree for most of the term for their Wellbeing lessons and support. Unfortunately, we have said goodbye to Bree as she finished up work in preparation for having her baby!

Students have been involved in a number of activities this term for their Wellbeing lessons, including:

- Making stress balls out of balloons;
- 'March On', where students have walked a total of 100kms to raise awareness for the 'Soldier On Australia' Charity;
- Participated in an online forum with the Black Dog Institute, discussing mental health issues;
- Listened to Alex Davis from Griffith Police Youth Command deliver a presentation on cyber safety;
- Watched films relating to health and wellbeing and completed class discussions relating to these topics;
- Competed in an anti-vaping lesson where they designed posters to dissuade young people from using vapes;
- Completed lessons on hygiene and sexual health.

A lot of our students have been engaged with a range of mental health services to improve their health and wellbeing and it is fantastic to see our students being proactive in maintaining their positive attitudes.

Jess Harris, Wellbeing Coordinator



Stage 5 Exploring a local cave for our Wellbeing Walk

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