



## Head of Teaching & Learning Report

As Term 2 draws to a close, it's a pleasure to reflect on what has been a dynamic and inspiring few months at WRCS.

We began the term with our Stage 6 students heading off on a **Wellbeing excursion** to Melbourne.

The experience offered students the chance to explore a new city, deepen connections with their peers, and participate in activities designed to promote resilience and positive mental health—an unforgettable adventure for all involved.

Staff successfully completed **Fire Warden training**, enhancing our safety readiness and collective emergency response procedures.

We were proud to be part of this year's GAMS **Reconciliation Week** event at Memorial Park, a time to reflect, learn, and celebrate our shared journey toward reconciliation.

Our WRCS basketball team also took to the court for the **GAMS Reconciliation Cup**—playing with passion, teamwork and great spirit.

Jaz and Maddy represented WRCS at the **Communities of Practice Conference** in Terrigal, meeting with school leaders from Special Assistance Schools across NSW. Their insights and professional connections from this gathering have already started enriching our thinking around best practice and innovation in teaching and learning.



WRCS team pep talk at the GAMS Reconciliation Cup.

Staff and students took up the **Push Up Challenge** with full force—raising not only physical endurance, but over \$1,000 for Headspace Griffith in support of mental health awareness. We also hosted the **Biggest Morning Tea**, where the WRCS community came together to raise money for the Cancer Council over cups of tea, heartfelt conversation, and shared care.

Sustainability and hands-on learning were also centre stage this term, with thanks to **Landcare** for generously donating plants and a Veggie Pod to enhance our school garden. Students eagerly rolled up their sleeves to dig, plant, and nurture our growing green space.

To round out the term, we set off on a whole-school excursion to the **Juneé Chocolate Factory** and **Coolamon Cheese Factory**—a delicious and educational experience that left everyone smiling (and snacking!).

In Week 10, we proudly celebrated **NAIDOC Week**, honouring the history, culture, and achievements of Aboriginal and Torres Strait Islander peoples.

Finally, a big thank you goes to our amazing volunteers who installed brand new blinds throughout the school—donated by kind-hearted local businesses. Your support brings comfort and community spirit into our classrooms, and we are so grateful.

To all our staff and students: we wish you a well-earned, restful break. Enjoy the holidays, take care of yourselves, and we'll see you all refreshed and ready for the start of Term 3!

**Jaz Dossetor - Head of Teaching & Learning**



Stage 6 Wellbeing excursion in Melbourne.



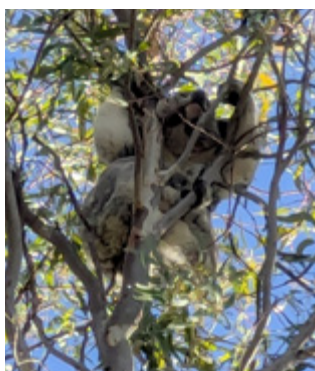
## Term 2 Wellbeing Report



Stage 5 Nature Journaling (pictured above: Kate and Luke).



Stage 5 Landcare Excursion to Narrandera, and look - a Koala!



Term 2 began with a fantastic opportunity for our Stage 6 students to develop their independence, resilience, and life skills through our annual **Stage 6 Wellbeing Excursion**. This year our students traveled to Melbourne. This excursion was designed to strengthen students' confidence in navigating unfamiliar environments, using public transport systems, planning and booking their own activities, and working together as a team. The aim of this trip is to teach essential skills for young people transitioning into adulthood. A special mention to Brenda, Brad, Jess and Mark for accompanying the students on this excursion.

This term in Wellbeing Stage 5 has worked towards building their 'Relationships'. This involved working on developing student-educator rapport, peer friendships, effective communication, the stress response and character strength spotting. Students had the opportunity to compete role play scenarios, building their confidence, self-advocacy and empowerment.

Stage 5 also participated in a program run by **Landcare**, exploring their connection to country and discovering how immersing in nature can positively impact one's mental health. They embarked on a day trip to Narrandera, looking at local animal species including koalas, wallabies and a bush possum. At the end of this program, Landcare kindly donated a variety of bushes, plants and trees that Stage 5 has planted at our new school!

Our students have been fortunate enough to have the **Griffith Aboriginal Medical Service (GAMS) Free, Fresh & Fit** team run their *Free, Fresh & Fit Program* once again. This program aims to provide education around the harms of smoking and instill prevention of uptake. It also incorporates the promotion of a healthy and active lifestyle through a nutritious diet and physical activity.

**Madeleine Robinson, Stage 5 Wellbeing Teacher**



This term, all of WRCS, staff and students, completed the **Push Up Challenge** for Mental Health. The challenge goes for 23 days and raises money for **Headspace Griffith**, an organisation that we work with closely. It was amazing to see everyone get involved and I am pleased to say that as a school we raised over \$1000! Well done to everyone and a big thank you to all of our donors.





## Student Activities – PDHPE

### Stage 5 PDHPE

In the *You Are What You Eat* unit for Personal Development, Health, and Physical Education (PDHPE), students explored the impact of food choices on their health and well-being. They learned to critically assess health messages in the media, including the influence of beauty standards and wellness myths. Students examined how advertising and social media shape perceptions of what is considered healthy and ideal, and how these messages can affect self-esteem.

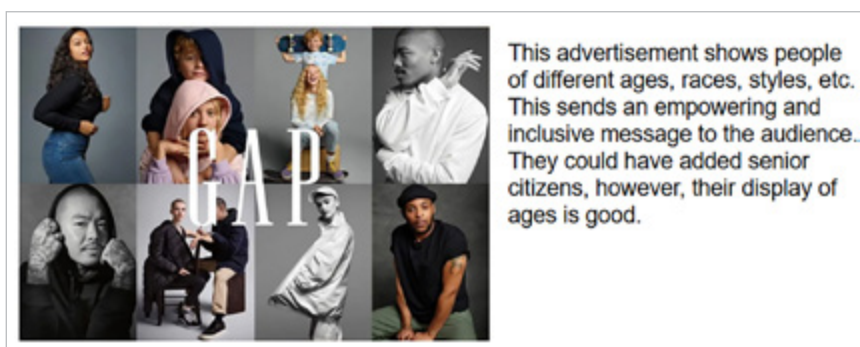
Through discussions and creative projects, students developed skills to make informed, healthy decisions and gained an understanding of the connection between nutrition, mental health, and a positive sense of self. This unit helped students build their health literacy and encouraged a balanced approach to both physical and mental well-being.

As part of the unit, students also analysed examples of popular media to identify how diversity and inclusion were or were not represented. They discussed the importance of seeing different types of people in the media we are exposed to and explained why representation, diversity, and inclusion matter for building self-esteem and promoting positive mental health.

**Madison Penrith, PDHPE Teacher**

*"Representation in media is very important to people's self-esteem, body image and mental health... The way that people are represented in media can have a profound impact on not only self-esteem, body image and mental health, but also our attitude towards people and the understanding of different groups."*

– Ruby Maruskanic, Stage 5 student



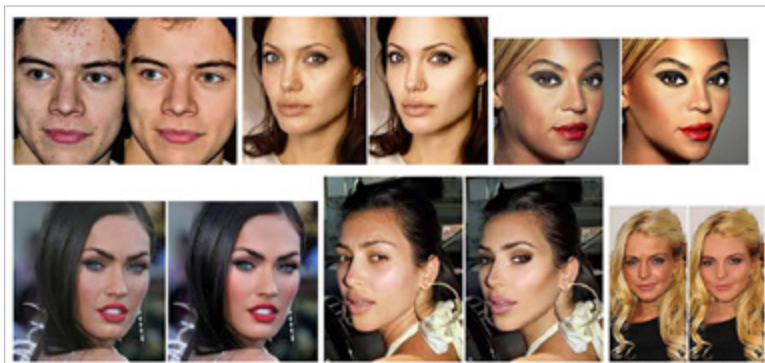
This advertisement shows people of different ages, races, styles, etc. This sends an empowering and inclusive message to the audience. They could have added senior citizens, however, their display of ages is good.

Marlee Tagliapietra's media analysis.

*"The majority of the photos have been edited to make people appear flawless, removing smile lines, wrinkles, acne, and adding makeup... This has a negative effect on viewers, making some believe their natural look should be flawless and raising unrealistic expectations."*

– Lillie Temple, Stage 5 student

Lillie Temple's photo collage.



*"This unit helped students build their **health literacy** and encouraged a balanced approach to both **physical** and **mental well-being**."*





## Student Activities – Stage 5 English

### Stage 5 English

This term in English, Stage Five studied the topic 'Waste Not, Want Not'.

We commenced the unit by revising a wide range of persuasive language techniques and practiced identifying these in a range of text types. Students then analysed several episodes from the popular ABC documentary 'War on Waste', a program designed to draw attention to Australia's waste crisis.

The viewing of the series provoked many intriguing discussions throughout our classes, and students were able to identify and analyse the efficacy of persuasive techniques used.

For their formal assessment task, students were required to choose an environmental topic from the following list:

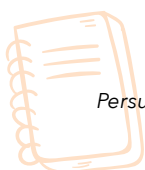
- The Importance of Recycling
- Plastic Pollution
- Fast Fashion Waste
- Food Waste
- The Hidden Cost of Single-Use Items
- E-Waste Crisis
- Reducing Landfill Waste

They then conducted independent research, refining their skills in locating reliable information, from a range of sources.

Students then worked diligently to create both a persuasive poster and an infographic, using as many persuasive language techniques as possible.

Stage Five should be very proud of their efforts this term as they continue to develop their literacy skills and confidence in English.

**Maddy Robinson & Kirsty Cammish,**  
**Stage Five English Teachers**



Persuasive posters and infographics by:

A. Luke; B. Tristan; C. Kaileigh;  
D. Tristan; and E. Marlee.



A.



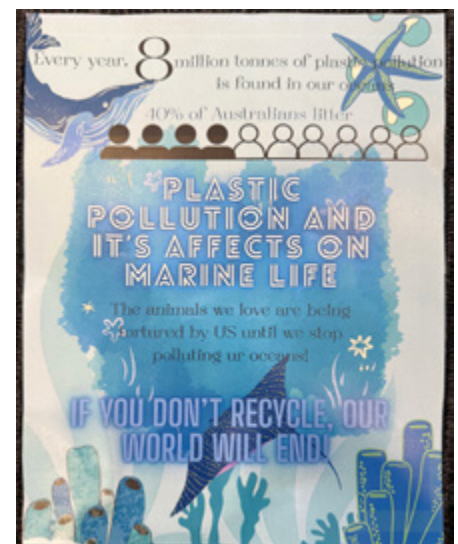
B.



C.



D.



E.





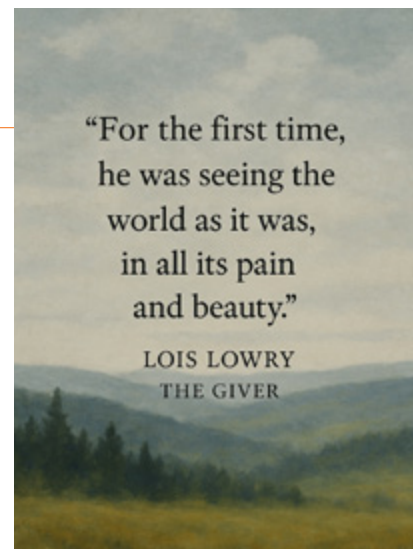
## Student Activities – Stage 6 English

### Stage 6 English

This term, students completed the unit on *Dystopian Fiction* as part of their Stage 6 English Studies course.

They were introduced to the genre and explored the common themes found in dystopian texts, considering how these ideas could be applied to both present and future societies.

Students engaged with various types of texts, including short stories, graphic novels, and films, to strengthen their skills in identifying and explaining different literary devices and assessing their effectiveness.



The core text for this unit was *The Giver* by Lois Lowry, along with its adaptations.

Throughout the unit, students completed a variety of tasks, including written, spoken, listening, and reading activities. These tasks were both independent and collaborative, allowing students to demonstrate their understanding and skills as they examined the themes and literary elements of dystopian fiction.



“  
*A highlight of the unit was the engaging class discussions, which encouraged students to reflect on their own lives and communities.*  
”

A highlight of the unit was the engaging class discussions, which encouraged students to reflect on their own lives and communities.

These conversations prompted students to draw connections between the themes of dystopian fiction and real-world issues, deepening their understanding of the texts and their relevance to society today.

**Madison Penrith, English Studies Teacher**





## Student Activities – History

### Stage 5 History

This term, Stage 5 History students have been studying Australia's involvement in World War I. They have explored the causes of the war, why Australians chose to enlist, and the significant battles in which they fought. Students have also looked at the impact of the war on both soldiers on the front lines and the people back home.

The unit also covers how World War I changed Australian society, including the development of the ANZAC legend and shifts in national identity and international relations. Students have examined the various ways Australians remember and honour those who served including researching prominent figures in this conflict.

Students also learned about the first official display of recognition for local Aboriginal and Torres Strait Islander soldiers at our local war memorial in Griffith. This display, created by Roger Penrith, highlights the contributions of these soldiers and acknowledges their often-overlooked experiences. Roger worked tirelessly to ensure these soldiers received the recognition they deserved, and his dedication has been a significant inspiration for students' work.

For their assessment, students have created a historical poster that focuses on the experiences of Aboriginal and Torres Strait Islander soldiers during World War I. The posters include real historical facts, images, and showcase the challenges these soldiers faced before, during, and after the war. Through this task, students have developed a deeper understanding of the importance of remembering and sharing these stories.

**Madison Penrith, History Teacher**

*"Many Aboriginal and Torres Strait Islander soldiers were never acknowledged for the sacrifices they made for a country that didn't even accept them... these men clearly had a lot of courage to fight for a country that didn't care if they lived or died."*

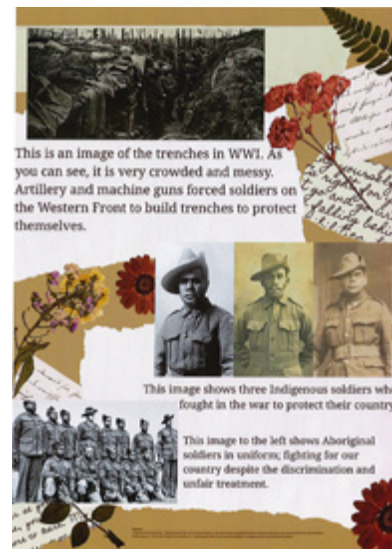
– Lillie Temple, Stage 5 student

*"Aboriginal soldiers faced continued discrimination and exclusion after returning from war, despite fighting as equals on the battlefield... they played a crucial role in the battle by delivering messages on active battlefields with guns and grenades everywhere they ran into the danger head on to help their country and yet they still faced oppression and segregation."*

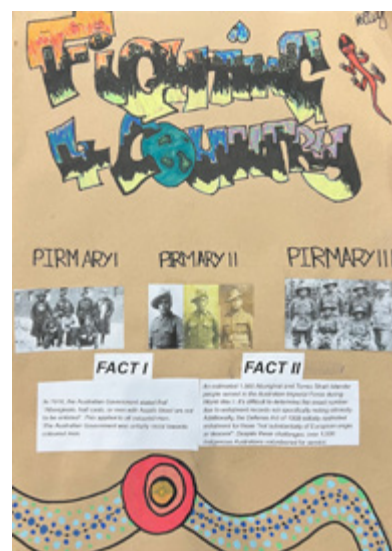
– Zane Walker-Jackson, Stage 5 student

Pictured: Stage 5 Assessment posters.

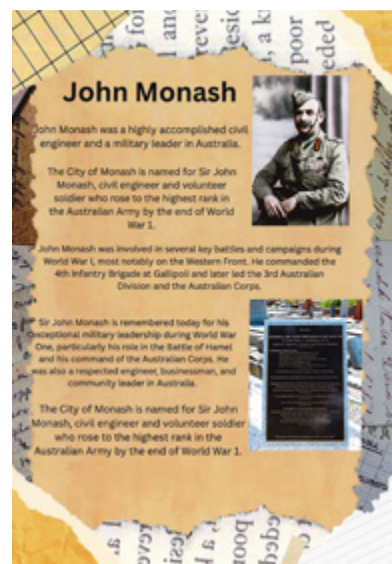
A. Marlee; B. Reilly; C. Ashton; D. Kaileigh.



A.



B.



C.

D.





## Student Activities – Aboriginal Studies

### Stage 6 Aboriginal Studies

In the *Social Justice and Human Rights Issues: Global Perspective* unit for Stage 6 Aboriginal Studies, students have been learning about the social justice and human rights challenges faced by Aboriginal and other Indigenous peoples worldwide.

They have explored important topics like citizenship rights, land rights, sovereignty, and treaty rights, as well as how international agreements help protect Indigenous rights.

The unit also looked at the socioeconomic status of Indigenous communities, the effects of racism, and efforts by both governments and Indigenous peoples to promote equality. Students have examined different initiatives to improve legal and political rights, including protests and government policies.

As part of the unit, students completed a comparative presentation on Aboriginal Australians and other Indigenous groups, such as the Inuit, Māori, Native Hawaiians, and Sámi.

This task helped them compare the experiences of these groups and assess the progress made in fighting for social justice and human rights.

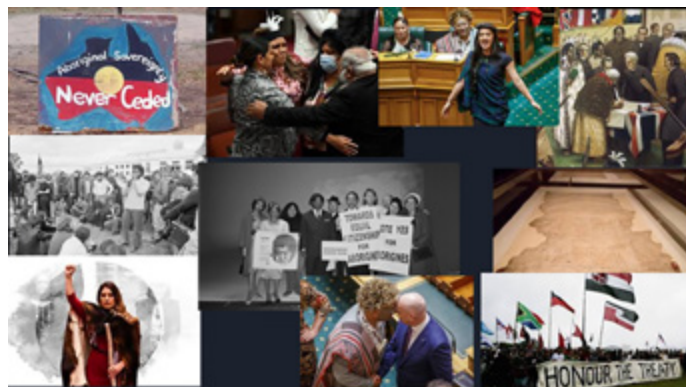
**Madison Penrith, Aboriginal Studies Teacher**

*"I've learned that both Aboriginal and Māori people have similar connections to land and culture, and both have faced abuse... Their struggles for freedom and land rights have deepened my respect for my Indigenous elders... I chose the Māori people to highlight their overlooked pain... Through Aboriginal Studies, I realised that without the First Nations people, we wouldn't be where we are today, with their knowledge of the land."*

– Sophie Roth, Stage 6 student

*"The Indigenous history of Australia and the Arctic and Sub-Arctic regions spans many generations and remains relevant... While progress has been made in Reconciliation and Remembrance, there's still much to be done... It's not too late for us to do our part—attending Indigenous events, learning about Indigenous history, and understanding these issues are all integral steps to reconciliation."*

– Eli Koerper, Stage 6 student



Sophie Roth's Comparative Assessment

### Connection to Land and Culture For Aboriginal Australians

For the Aboriginal Australians, their connection to Country (the land) is one of sacred and respect. They see the land as a connection to the past, present and future generations, it's apart of everything. Whether its spiritual in nature, practices once does, family, self identity, or custom in any way. It is the holder and origin of it all.

"Country is everything. It's family, it's life, it's connection." - Elder, Jude Barlow of the Ngannawal area.

Culture in this sense is more than what meets the eye, the Country's worth is seen in many ways, not limited to materialism.



### Conclusion

Overall, since researching these very important topics, this has educated me in multiple ways. Although some of this information may be negative, it's good to recognise and learn from these past experiences. As its detrimental to the communities involved if we repeat these transgressions whilst purposefully ignorant.



I hope you too, have learnt about these pressing topics and have taken away something, such as: issues in cultural degradation, socio economic issues, how both Saami, and Aboriginal people perceive the land and its connection to them or who they are in historical background.

Janice Mortlock's Comparative Assessment







## Student Activities – Agriculture

### Stage 6 Agriculture

Our Agriculture students have commenced an exciting hands-on learning experience, launching their crop trials at the end of May.

Prior to planting, students worked collaboratively with staff to build and prepare raised plant boxes, carefully filling them with soil to create controlled growing environments.

The trials focus on a range of variables including seed depth, crop variety, seed density, and sowing time. Students are trialling four key crops – wheat, barley, canola, and lupins – to investigate how these factors influence germination and growth outcomes.

In addition to planting, students have been deepening their knowledge of agricultural science by studying different soil types, fertiliser options, water requirements, and common pests associated with each crop.

This practical experience is helping them connect classroom theory to real-world applications, encouraging critical thinking and problem-solving as they monitor crop development over the coming weeks.

The students' enthusiasm and commitment to the project have been outstanding, and we look forward to seeing the results of their hard work as the season progresses.

**Brenda McKinnon, Agriculture Teacher**







## Student Activities – Food Technology

### Stage 6 Food Tech

This term in Food Technology, students have studied the topic 'Food Product Development' looking at how new food products are designed, produced, marketed and sold in Australian supermarkets. For their formal assessment, students had the opportunity to design a 'new' food product, make it, and pitch the idea to the rest of the class. Some great ideas were 'Biscoff Hot Chocolate', 'Spicy Mac & Cheese' and 'Blueberry Brownies'.

Stage Six continues to create excellent, delicious meals in their practical lessons. Some of the recipes cooked this term were sausage rolls, chilli con carne, blueberry muffins, jelly slice and massaman beef curry just to name a few.



The Stage Six cohort also hosted the **Biggest Morning Tea**, raising money for Cancer Council Australia. The students made finger sandwiches, scones, mini quiches and chocolate slice, as well as preparing tea and coffee for those who attended. They managed to raise \$320 for this important cause, well done Stage Six!

To conclude this topic, students went on a school excursion to the **Coolamon Cheese Factory** and the **Junee Chocolate Factory** where they observed how food products are made in their local area. They concluded the day by making a chocolate freckle to take home with them. Yum!

**Madeleine Robinson, Food Technology Teacher**

*Pictured below: Students making blueberry muffins, from left – Eli and Bella, Stevie and Molly, and McKenzie and Zoe.*





## Student Activities – Visual Design & Science

### Stage 6 Visual Design

Stage 6 Visual Design has been a hive of activity during Term Two! As our Term One teacher, Kirsty, prepared to move away from the area, we welcomed Shannon as our new teacher. We thank Kirsty for providing us with so many wonderful learning activities to date!

During the first part of the term, we worked towards finishing the 'Growth' project from Term One. This was a wearable accessory that included embroidery and applique. Many students finished these projects to a high standard.



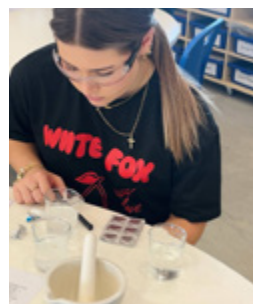
We then commenced our new mini unit of work focusing on Interior and Exterior Design. Students chose an existing interior or exterior space that they enjoyed spending time in and then redesigned this space. Students learned about graphic design by creating drawings in their Visual Art Diary and explored computer-aided drawing using the Tinkercad program online.

The final part of the assessment task was to design and make an item to go into their redesigned space. This could be any item of interior or exterior design such as a soft furnishing, an artwork, picture frame, diorama, or some miniature model furniture. Students primarily used a range of upcycled or existing materials to create their projects. We had a variety of different projects undertaken

involving methods such as sewing, painting, working with balsa wood, cardboard, fabric, beads and many others.

Students worked really well on this project, especially in the last few weeks of the term when they were focused on their practical work. Well done everyone and we look forward to another interesting project next term.

**Shannon O'Mara, Visual Design Teacher**



*Conducting experiments - Marlee and Ashton.*

### Stage 5 Science

This term in Stage 5 Science, students explored a range of engaging topics in chemistry and physics, with a strong focus on practical investigations and real-world applications.

We began by revisiting the Law of Conservation of Mass, learning how atoms are neither created nor destroyed during chemical reactions. We then moved into acids and bases, using simple experiments to investigate pH and neutralisation reactions and the role they play in everyday contexts.

A major highlight was our study of reaction rates, where students completed an independent, practical assessment. They selected one of three reactions: dissolving Alka-Seltzer, vinegar with bicarbonate soda, or magnesium in hydrochloric acid, and chose a variable (like temperature or surface area) to test its effect on the reaction rate. This task encouraged students to think critically, plan carefully, use equipment correctly, and collect reliable data while working safely and systematically in a lab setting.

In the final weeks, we began our unit on waves and motion. Students investigated the properties of waves, and common examples of each such as light, sound, and radio waves, laying the groundwork for further exploration next term.

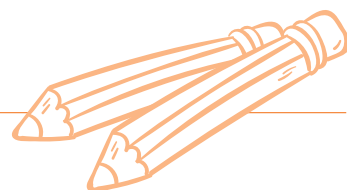
Term 2 has provided a rich mix of theory and hands-on learning. Students have had opportunities to investigate, think critically, and see how science connects with the world around them. We look forward to continuing this journey in Term 3.

**Brad Radovanovic, Science Teacher**





## Student Activities – Mathematics



### Stage 5 Mathematics

This term in Stage 5 Mathematics, students have focused on developing their understanding of probability, including both theoretical and experimental concepts. They explored simple and compound events, used tools like Venn diagrams, tree diagrams, and two-way tables, and began to make more informed predictions based on data. Toward the end of the term, students were introduced to data analysis, learning how to interpret and summarise data using statistical measures.

A highlight of the term was the unique approach to the assessment task. Students were given a grid containing 25 questions of varying difficulty and mark values. They were able to choose which questions to complete, allowing them to demonstrate their strengths while challenging themselves at an appropriate level. This format encouraged strategic thinking, time management, and self-assessment skills—important aspects of becoming a more independent learner in mathematics.

Well done to all students for their effort and engagement this term!

**Brenda McKinnon & Bradley Radovanovic,**  
**Mathematics Teachers**

### Stage 6 Mathematics

This term, Stage 6 Mathematics students have been exploring a range of probability concepts through both theory and applied tasks.

Year 11 focused on foundational ideas, including simple and compound probability, independent and dependent events, and representing situations using Venn diagrams, tree diagrams, and simulations. These concepts built on prior knowledge while introducing more complex reasoning and real-world applications.

Year 12 extended this learning by exploring discrete probability distributions, including the binomial distribution, along with expected value and variance. These topics required students to apply mathematical models to more abstract scenarios, developing deeper analytical skills and interpreting data in meaningful ways.

Both year groups completed a creative grid-style assessment, where students were given a range of tasks worth different mark values and selected which ones to complete. This format allowed students to showcase their strengths, practice decision-making, and take ownership of their learning.

Students are to be congratulated on their thoughtful approach to the content and their continued effort throughout the term.

**Brenda McKinnon & Bradley Radovanovic,**  
**Mathematics Teachers**

“  
*Students are to be  
congratulated on their  
thoughtful approach  
to the content & their  
continued effort ...*  
”

1 Mark	2 Marks	3 Marks	4 Marks	5 Marks
Balloon darts – theoretical versus experimental probability	Probability with Venn and Tree diagrams activity	Conditional probability	Two-Way Tables	Simulating Dice Rolls in Excel
Using tree diagrams – Prize Probability	Dice Duel	Roller coaster probabilities	Investigation – tricky dice	Reverse Tree Diagram
Are they independent?	Tennis matches – winning and losing	Arrays – random weights	Venn diagrams and equations	Dependent & Independent events- London to Paris on the Eurostar
Amusement Park – hours, dates and policies	Expected values	Desserts – compound probabilities	Formal notation for conditional probability – gears and suspension	Permutations and combinations
Venn diagrams – NBL or NRL	Complete mnemonic code puzzle	Teddy Bears – tree diagrams	50/50 or Scam?	Conditional probability – ice-cream versus soft drink