



Term 3 Executive Report

As Term 3 draws to a close, we're proud to reflect on the many enriching experiences and initiatives our students and staff have engaged in over the past few months. It's been a term filled with learning, growth, and connection—both within our school and with the broader community.

Student Wellbeing and Education Programs

We continued our commitment to student wellbeing with group counselling sessions facilitated by Karralika, focusing on drug and alcohol awareness. These sessions provided a safe space for students to explore important topics and build resilience. Additionally, students participated in a Gambling Awareness session delivered by Linking Communities Network, which offered valuable insights into the risks and impacts of gambling.

Community Engagement and Learning Beyond the Classroom

Our Stage 6 students attended a powerful production of 1984 by Shake and Stir Theatre Company at the Griffith Regional Theatre. The performance sparked meaningful discussions around themes of surveillance, control, and individual freedom—topics that resonate strongly in today's world.

We were also fortunate to host Griffith Local Police Youth Engagement Officers, who delivered an engaging presentation to our students, fostering positive relationships and encouraging informed decision-making.

Some of our Indigenous students took part in On-Country Pathways driving lessons, supporting independence and future employment opportunities. Meanwhile, several students completed Work Experience placements, both locally and interstate, gaining hands-on experience and exploring career pathways.

Our whole school travelled to DeBortoli's garden for R U OK Day, where we listened to guest speaker, Donna Piromalli, who delivered an engaging presentation around mental health.

In Week 9, the school travelled to Cocoparra National Park for a day of hiking and leisure. Congratulations to all staff and students who attended, it was a fantastic day in the sunshine!



Student's visit to Cocoparra National Park.



Celebrating Diversity and Inclusion

This term, our students acknowledged a range of significant awareness days, including R U OK Day, National Pyjama Day, Jeans for Genes Day, Wear it Purple Day, and World Duchenne Day. These events were thoughtfully organised by Maddy Robinson, and helped foster a culture of empathy, inclusion, and social responsibility within our school. *(Report continued on pg 2)*





Student Activities – PDHPE

Term 3 Executive Report – *continued*

Professional Development and Collaboration

Jaz had the opportunity to attend Communities of Practice meetings in Port Macquarie, where she connected with colleagues from other Special Assistance Schools. These visits were incredibly valuable, offering fresh perspectives and collaborative opportunities to enhance our own practices.

Celebrating Neurodiversity

Some of our students attended a special event hosted by the Griffith Autism Support Group at the Griffith Regional Theatre, where they heard Yen Perkis speak about employment challenges and opportunities for people with Autism. It was an inspiring and informative session that highlighted the importance of inclusive workplaces.

Welcoming New Staff

We were delighted to welcome Margot and Shona, who have joined our teaching team on a casual basis. Their contributions have already made a positive impact, and we look forward to working with them further.

As we head into Term 4, we want to thank our students, staff, and community partners for their continued support and engagement. Together, we are building a school environment that is inclusive, empowering, and full of possibility.

Jaz Dossetor and Jess Harris



Stage 5 PDHPE – *Preparing for the Future*

This term, Stage 5 PDHPE students have been exploring the important decisions they will face as they grow up and move beyond school.

Through discussions and practical activities, students have investigated future challenges and opportunities such as applying for a job, moving out of home, obtaining a Medicare card, buying a car, and maintaining a lifetime commitment to physical activity.

They have drawn on their personal strengths, developing valuable **self-management** and **interpersonal skills** to help them successfully navigate change and make informed choices about their futures.

Students also identified and evaluated **local resources** that support lifelong participation in physical activity, connecting classroom learning with opportunities available in their community. As part of this unit, they planned and designed a **fitness intervention** aimed at encouraging and engaging more people to be physically active. This experience has helped students understand how individual and community actions can work together to promote health, wellbeing, and active lifestyles.

Brenda McKinnon & Brad Radovanovic



*They have drawn on their personal strengths, developing valuable **self-management** and **interpersonal skills** to help them successfully navigate change and make informed choices about their futures.*





Student Activities – Science

Stage 5 Science

This term in Science, Stage 5 Students explored two major topics of waves and genetics, with a strong focus on scientific communication. Throughout both units, we focussed on developing students' ability to communicate scientific ideas clearly and effectively through posters, written reports, and presentations.

During the waves unit, students investigated the features and behaviour of mechanical waves including sound, and the electromagnetic spectrum including visible light. They demonstrated their understanding in a student-choice assessment task, researching waves in the real world and communicating their findings through a scientific poster or presentation.

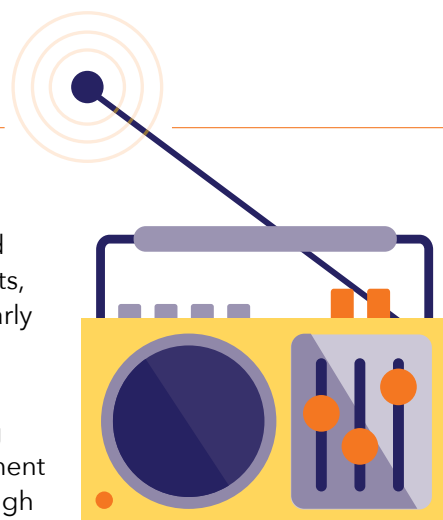
In the second half of the term, the genetics unit introduced students to the structure and function of DNA, including a hands-on DNA extraction from strawberries.

Students explored inheritance patterns, dominant and recessive traits, and the genetic basis of certain diseases.

The term concluded with a research project, where students produced a scientific essay or presentation on a genetic condition of their choice, applying both their scientific knowledge and communication skills.

Overall, it was an engaging and productive term, with students building confidence not only in their scientific understanding but also learnt the key components of effectively communicating science to different audiences.

Brad Radovanovic



Student Activities – Stage 5 English

Stage 5 English

This term Stage 5 have competed the topic 'The Singer and the Songwriter' looking at global artists who have used their lyricism to create social justice and change.

Students had the opportunity to choose a topic they were interested in and discover some of the poems and songs that emerged from this era for their assessment task.

Please see the photos of some excellent work samples from the following year 9 and 10 students.
(continued over the page)



Ben Jones' work sample.



Student Activities – Stage 5 English

Throughout this topic, students eagerly discussed and debated topics such as political corruption, discrimination, racism, woman's rights and much more. Stage 5 should be incredibly proud of how hard they have worked this term and look forward to one more term of 2025!

Madeleine Robinson & Madison Penrith
- WRCS English Teachers



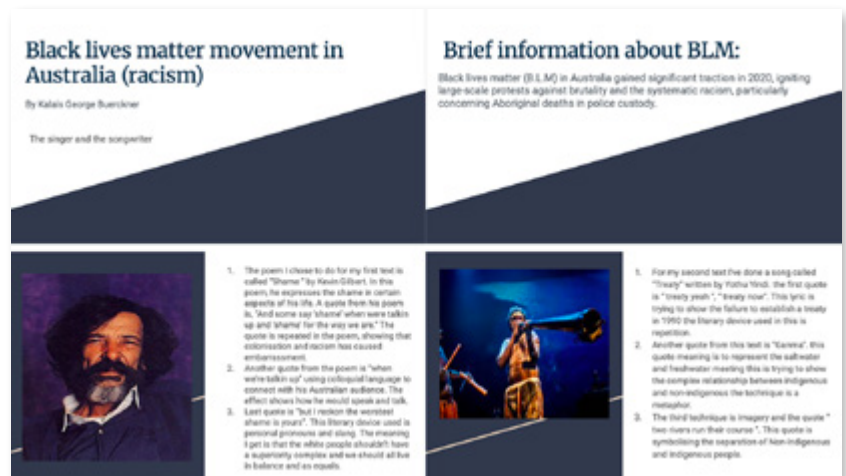
River Walter's work sample.



Alex Pelchen's work sample.



Kate Horley's work sample.



Kalais Buerckner's work sample.



Marlee Tagliapietra's work sample.



Student Activities – Stage 6 English

Stage 6 English

This term, our Stage 6 English class studied the unit *The Big Screen – English in Filmmaking*.

Students developed their skills in analysing how films are produced, promoted, received, and critiqued. The unit focused on becoming more critical viewers of film and understanding how filmmakers deliberately shape audience responses.

As part of this study, students viewed the documentary *Blackfish* and then stepped into the shoes of filmmakers themselves. For their assessment, they pitched their own documentary ideas, explaining the techniques they would use to engage an audience and enhance their storytelling. Topics ranged from how footwear can influence young people's confidence, to the important qualities of friendship, and even to controversial current events happening around the world.

Students did a fantastic job across the term, showing a strong understanding of how film techniques create meaning and impact audiences. To extend their learning, they also began working on their own short "pocket films" filmed at school, putting their knowledge into practice in creative and thoughtful ways.

Madison Penrith – English Studies Teacher



Student Voice

"The message was effective because who knew they were getting treated like that in captivity. It changed my perspective completely when I saw the calves were taken from their mothers because we wouldn't act any differently if that happened to us. My most memorable moment was when the guy was getting dragged under the water over and over again but never blamed the orcas for the way they acted."

– Joel Victor

"The key themes of the Blackfish were suffering, truth, control and responsibility. It makes the audiences feel awful because of how the orcas are being controlled by the workers there, the treatment and how they see trainers get killed."

– Colita Morgan-Murray



*For their assessment, they pitched their own documentary ideas, explaining the techniques they would use to **engage an audience and enhance their storytelling**.*



Posters by Joel Victor (above) and Eli Koerper (right).





Student Activities – Geography

Stage 5 Geography

This term in Geography, Stage 5 students studied the unit **Environments & Environmental Change - Riverina Agriculture & Global Comparison**. They explored the vital role natural environments play in supporting life, with a strong focus on the Riverina region.

Students investigated how processes like the water cycle, soil health, and biodiversity all work together in farming areas, and how these are affected by human activities such as irrigation, land clearing, and the pressures of climate change. They also compared the Riverina to similar agricultural regions overseas, giving them a global perspective on how farming and the environment are connected.



Research by River Walters.

WHICH SYSTEM IS MORE SUSTAINABLE

The Riverina Region is more sustainable than the Nile River because it is a manageable area in Australia focusing on sustainable agricultural and local support. Whereas the Nile River faces significant challenges with widespread pollution, water loss through evaporation, and severe flooding during rainy seasons

Research by Kaileigh Forrester.

For their assessment task, students compared the irrigation systems of the Riverina with either the Great Plains in the USA or the Nile River in Egypt.

They came up with thoughtful responses about sustainability, discussing the challenges and possible solutions around water use, farming practices, and environmental management.

The unit also encouraged students to consider different strategies for managing the environment, including those shaped by Aboriginal knowledge and perspectives.

By the end of the unit, they used their own fieldwork and research to suggest practical ways to make farming more sustainable and protect the environment for the future.

Brenda McKinnon & Madison Penrith
- Geography Teachers



Students referred to a variety of resources.

Comparing Riverina and Nile Irrigation methods

In agriculture, the term irrigation refers to the artificial application of water to the soil to assist in the growth of crops. It is a key component of modern agriculture, allowing farmers to grow crops in arid and semi-arid regions. The Nile River in Egypt has been irrigated for thousands of years, while the Riverina in Australia has developed modern irrigation systems in the last century.

Environmental consequences

The use of irrigation has significant environmental consequences. In the Riverina, the extensive use of irrigation has led to the depletion of the Murrumbidgee River and the surrounding environment. The Nile River, on the other hand, has faced significant challenges due to the construction of the Aswan Dam, which has led to the loss of fertile soil and the depletion of the river's natural flow.

Worldviews

The Riverina and Nile represent two different worldviews on irrigation. The Riverina represents a modern, sustainable approach to irrigation, while the Nile represents a traditional, less sustainable approach.

Soil: Foundation for Agriculture

Fertile soils in the Riverina support wheat, rice, and grape production. Healthy soil is vital for livestock grazing. Soil conservation helps prevent erosion and maintain productivity.

Biodiversity: Keeping Ecosystems Balanced

The Riverina is home to native birds, fish, and plants. Biodiversity supports pollination, pest control, and ecosystem health. Conservation areas protect endangered species.



Student Activities – Aboriginal Studies

Stage 6 Aboriginal Studies

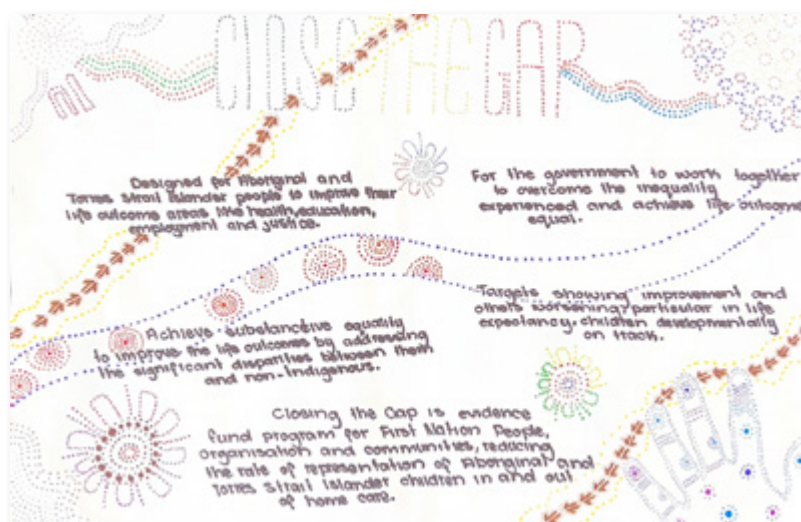
This term, our Stage 6 Aboriginal Studies class has been studying the unit *Social Justice and Human Rights: Comparative Study*, where they compared the experiences of Aboriginal communities in Australia with Native American and Alaskan Indigenous groups.

In education, students examined the impacts of colonisation and explored strategies that improve learning opportunities for Indigenous peoples. They looked at bilingual and bicultural programs, culturally relevant teaching, and government support to make education more inclusive and successful.

In health, students researched the differences in outcomes between Indigenous and non-Indigenous people and considered the effects of disadvantage and colonisation. They completed presentations on both Indigenous and government initiatives that aim to close the gap, such as community-led health projects and strategies to improve access to services and support.

Through these comparative activities, students are building their understanding of how local and international Indigenous voices continue to advocate for equity, cultural recognition, and the protection of rights. This work has encouraged them to think deeply about the future of equity and human rights.

Madison Penrith - Aboriginal Studies Teacher



Student Voice

"The legislation funded bilingual and bicultural education programs and created the Bureau of Indian Education to support opportunities for Native American and Alaskan students."

- Eli Koerper

Deadly choices program is a group of Aboriginal and Torres Strait Islander people that focus on children and young people to encourage healthy lifestyles and reduce the risk of chronic diseases.



'Deadly Choices' by Joel Victor.

Evaluation

I think its successful, They are trying to improve to help Aboriginal and Torres Strait Islanders with their mental health, success is measured differently across various initiatives



Research by Colita Morgan-Murray.

Native American Language Preservations Act 2006

Name of program and target audience

The native american language preservation act of 2006 is designed to assist in the preservation of traditional languages and sacred traditions. It is aimed towards young native american people and their families.



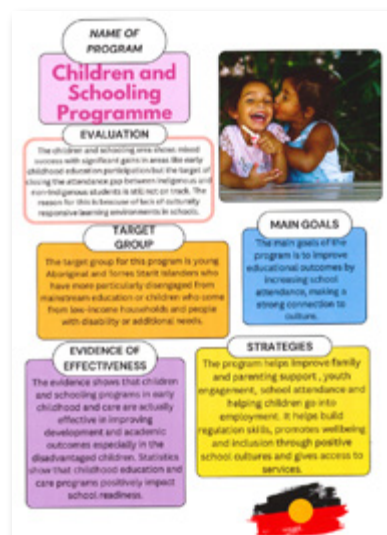
Main goals

The main goal of this program is to teach people their native languages, traditions, beliefs and overall their cultural history. It's estimated that 170 native languages are still spoken in America today, approximately half the amount spoken when they were first colonised. Experts say that of those still spoken, at least 20 of them are predicted to be entirely forgotten and lost by 2050. This preservation act aims to keep all 170 languages spoken and never lost again.

'Closing The Gap' poster by Manea Orake and Stevi Ward (left).

Research by Charlie Munday (above).

Lauren Andreatta's program poster (right).





Student Activities – Visual Design

Stage 6 Visual Design

Stage 6 Visual Design classes studied Public Art during Term 3. Students researched and analysed different examples of Public Artworks from all around the world to gain inspiration for creating their own artworks.

We also explored different artistic techniques including using watercolour paints, acrylic paints, stencilling, stamping, different types of markers, blending colours and materials, and experimenting with textures.

Students used their visual art diaries to create a series of artworks experimenting with different techniques.

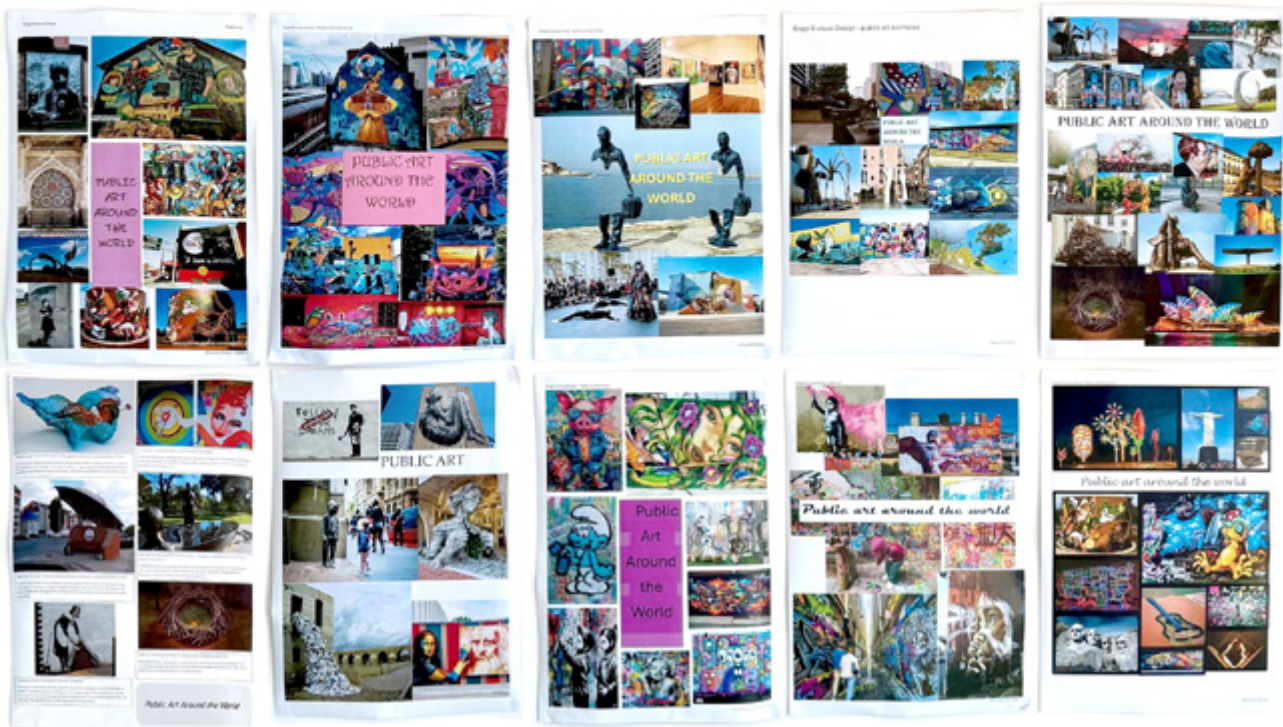
We took inspiration from the internet and students followed their own interests.

For the final assessment task for this unit, students collaborated to design two group artworks that will be displayed in the school on completion.



The Visual Design classes really enjoyed this unit of work and can be very proud of the achievements they made during the term.

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





More from
our Stage 6
Visual Design
students.



Student Activities – Mathematics

Stage 5 Mathematics – Algebraic Techniques

This term, Stage 5 Mathematics students have been focused on mastering Algebraic Techniques, a core topic that forms the foundation for much of their future mathematical learning.

Students have explored key skills such as simplifying, expanding, and factorising algebraic expressions, as well as substituting values and solving equations. Through a range of interactive and structured activities, they have developed a stronger understanding of how algebra can be applied to represent and solve real-world problems.

In addition to the core topic, students extended their knowledge by working through more complex algebraic processes within their respective courses. These included using algebra to model practical situations, rearranging formulas, and connecting algebraic representations to graphical ones. Across both pathways, students have shown growing confidence and accuracy in their algebraic reasoning – a vital step in preparing for the challenges of senior mathematics.

Brenda McKinnon & Bradley Radovanovic

Stage 6 Mathematics – Financial Mathematics

During Term 3, our Stage 6 Mathematics students have been exploring key areas of financial understanding that connect mathematical concepts to everyday life.

Year 11 students focused on Financial Mathematics, developing their knowledge of interest and depreciation, income and taxation, and budgeting for household expenses. Through practical problem-solving activities, students learned how to apply these skills to real-world financial situations, building confidence in managing money and understanding long-term financial planning.

Year 12 students undertook the more advanced topic of Advanced Financial Mathematics, extending their learning into arithmetic and geometric sequences and series.

They also explored the practical applications of compound interest and annuities, examining how these concepts are used in investments, loans, and retirement planning. This challenging topic required persistence and logical reasoning, and students demonstrated great commitment in tackling complex financial problems that reflect real-world scenarios.

**Brenda McKinnon &
Bradley Radovanovic**





Student Activities – Agriculture

Stage 6 Agriculture

Stage 6 Agriculture students have been hard at work this term with their cropping trials, growing small plots of wheat, barley, canola, and lupins here at school.

Throughout the term, students have closely monitored the growth of their crops, carefully measuring and applying specific amounts of water to ensure fair and accurate results. They have watched their plants progress from tiny seedlings to strong, healthy crops, gaining firsthand experience of the challenges and rewards involved in agricultural production.

As part of the project, each student has also undertaken focused research into a crop of their choice, developing a deeper understanding of the processes involved in producing winter crops. The plant plots are now beginning to seed, and students are looking forward to the exciting stage of harvesting their efforts.

On Wednesday 3 September, students extended their learning beyond the school grounds with a visit to a local dryland broadacre farm owned by Paul McKinnon.



This excursion provided an invaluable opportunity to see large-scale winter cropping in action and to connect their classroom trials with real-world farming practices. The visit helped reinforce key agricultural concepts and inspired students to consider how the techniques they have used on a small scale can be applied in commercial farming.

Brenda McKinnon, Agriculture Teacher





Student Activities – Food Technology



Stage 6 Food Tech

Stage 6 Food Technology have continued to cook and create some delicious meals this term!

For their theoretical lessons, students studied the topic 'Nutrition' looking at how to ensure that they maintain a healthy diet and understanding of positive food choices throughout the lifecycle.

For their assessment task, students had to create a weekly meal plan for a teenage profile ensuring that all nutritional needs are met. They then created 3 individual recipes to support their findings.



For their practical lessons, students cooked and prepared chicken stir fry, nourish bowls, nachos, macaroons, protein balls, sliders, spaghetti and meatballs, protein shakes, beef tacos, Weetbix slice and leek soup!

All Stage 6 students should be very proud of how far they have come in the kitchen, and I look forward to one more term of 2025!

**Madeleine Robinson -
Food Technology Teacher**