

Term 4 Executive Report

As we wrap up Term Four, we reflect on an incredible few months filled with learning, growth, and community spirit. It has been a busy and rewarding term for both students and staff, and we are excited to share some of the highlights.

We would like to begin by expressing our thanks to the **Karralika Group** for providing weekly counselling sessions for some of our students. Their ongoing support has been invaluable in promoting wellbeing and ensuring that our students have access to the help they need.

This term was filled with exciting excursions and events. A group of students travelled to Leeton to participate in the **FUSE Cup - Esports Competition**, where they showcased their teamwork and digital skills in a fun and competitive environment. Our entire school also attended the **Griffith Careers Expo**, giving students the opportunity to explore future pathways and gain insight into a wide range of careers. Another major highlight was the **Canberra excursion**, where students enjoyed a jam-packed three days of learning and adventure in our nation's capital. In addition, students completed **Work Experience Week**, and we extend a big thank you to all the local businesses that welcomed our students and provided valuable real-world experience. To complement classroom learning, students also participated in a range of farm visits, deepening their understanding of agriculture and sustainability. We would like to thank Paul from **McKinnon Farming** and Jason from **Dossetor Farming** for sharing their valuable knowledge and expertise.

Community engagement and awareness were also key focuses this term. All students attended an informative presentation by **CEDAT (Community Education Drug and Alcohol Training)**, which provided important education on drug and alcohol awareness. We proudly celebrated **Bandana Day**, raising money and awareness for young people with cancer, and also marked **Pink Day** in support of breast cancer awareness. A special thank you goes to Di, who generously donated a large jar of pink treats for our guessing competition, adding a fun twist to the day.

We also enjoyed some wonderful celebrations together. Our **Swimming Carnival** was a fantastic day filled with fun activities and friendly competition. Later in the term, staff and students came together for a festive **Christmas lunch** and **Secret Santa**, spreading holiday cheer and strengthening our sense of community. To finish the year on a high note, we held our **Graduation Dinner**, celebrating the achievements of our Year 10 and Year 12 graduating students. Congratulations to all of them on reaching this important milestone!

Finally, we would like to acknowledge the professional growth of our staff. Maddy and Veronica each completed professional learning this term, continuing their commitment to excellence in education and supporting the success of our students.

As the year draws to a close, we wish all families a happy and safe holiday period.

Thank you for your ongoing support throughout the year. We look forward to another fantastic year ahead!

Jasmine Dossetor (Head of Teaching and Learning) and Jessica Harris (Wellbeing Coordinator)



WRCS 2025 Year 12 Graduates: Charlie Munday, Janice Mortlock and Tobias Johnson.



Canberra School Excursion

Earlier this term, WRCS students and staff embarked on a whole-school excursion to the nation's capital, Canberra!

Students had the opportunity to visit Parliament House (Albo was sadly absent as he was on his honeymoon), The Australian War Memorial, Hijinx Hotel, Questacon, The National Museum and much more! Well done to all students on their excellent behaviour, we hope you had the best time!

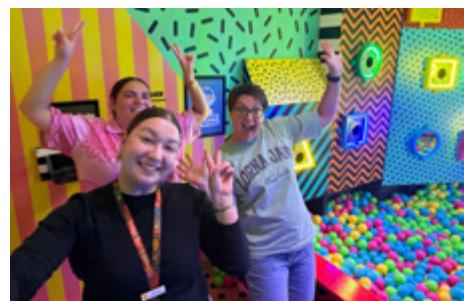
**Madeleine Robinson, Jessica Harris, Bradley Radovanovic,
Sarah D'Aquino & Madison Penrith - Supervising Teachers**

"I enjoyed the Hijinx Hotel because it helped all of us learn to work together, I also enjoyed hanging out in our rooms with our friends."

- Marlee Tagliapietra

"I thoroughly enjoyed the war monuments, and I also enjoyed the Anzac Parade Tour that allowed us to learn about specific soldiers in war."

- Marshall Milne



Student Activities – Food Technology

This term in Food Technology, students have completed the unit '**Food Availability and Selection**', looking at what factors can influence a person's decision-making skills regarding food consumption. For their assessment task, students created and designed their own food truck, considering what ingredients they would need to supply the truck and how they would 'market' their truck to potential customers.

This term, students cooked a variety of meals, including rice paper rolls, cinnamon scrolls, Nando's fakeaway, gingerbread men, tiramisu cups, and much more!

Stage 6 concluded the term by cooking and preparing a whole-school Christmas lunch, during which Santa made a special visit. Well done Stage 6 on another wonderful year of Food Technology. I hope that there is lots of cooking during the school holidays!

Madeleine Robinson - Food Technology Teacher





Student Activities – Mathematics

Stage 5 Mathematics

During Term 4, students concentrated on developing their understanding of **equations** and how they can be used to represent and solve mathematical problems. Students worked through solving linear equations, including equations with brackets, fractions and unknowns on both sides. Emphasis was placed on showing clear, logical working and understanding the balance concept when solving equations.

Throughout the term, students applied their equation-solving skills to a variety of problem-solving contexts, including worded problems and real-life scenarios. Students were encouraged to check their solutions and explain their reasoning, helping to build confidence and accuracy. This focus on equations provided an important foundation for more advanced algebraic topics and prepared students for further study in Stage 6 Mathematics.

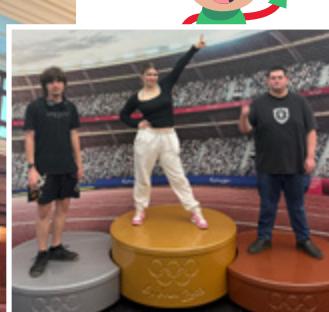
Brenda McKinnon & Bradley Radovanovic

Stage 6 Mathematics

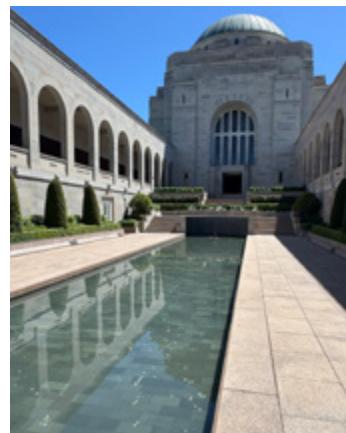
During Term 4, students focused on developing their statistical understanding and data analysis skills. **Year 11** students studied **Bivariate Data** and the **Normal Distribution**, learning how to interpret scatterplots, identify relationships between variables, calculate and interpret correlation, and analyse data using measures such as mean and standard deviation. Students also explored how normal distributions can be used to model real-world data and identify unusual results.

Year 12 students extended their statistical knowledge by studying **Summary Statistics and Interpreting Data** in more complex contexts. They analysed data sets, compared distributions using statistical measures, and interpreted information presented in a variety of graphical and numerical forms. Emphasis was placed on drawing conclusions from data, identifying trends and patterns, and communicating findings clearly – valuable skills that support further learning and practical application beyond the classroom.

Brenda McKinnon & Bradley Radovanovic



**More from
our Canberra
Excursion**





Student Activities – Aboriginal Studies

ABORIGINAL STUDIES UPDATE

YINDYAMARRA RESEARCH

at Western Riverina
Community School



- ✓ Respectful research
- ✓ Community voice
- ✓ Ethical inquiry

This term, our **Stage 6 Aboriginal Studies** class has been completing the unit *Yindyamarra Research: Respectful Inquiry through Community Voice*. Students focused on learning how to carry out research in a respectful and culturally appropriate way when exploring issues that affect Aboriginal communities.

Students designed their own online surveys about topics such as cultural identity, education, health, connection to Country, and community wellbeing. They learned how to write clear and respectful questions, how to consider ethics when researching Aboriginal perspectives, and how to collect information from community members. After receiving responses, students used graphs and simple statistics to help explain what their results showed.

Students also explored recent news around Treaty in Australia, including the important progress happening in Victoria. This helped them understand how Aboriginal communities continue to push for recognition, justice, and a stronger voice in decision-making.

Through this project, students have strengthened their understanding of Aboriginal perspectives, the impacts of colonisation, and the importance of respectful research practice. Their work this term has shown curiosity, maturity, and a growing awareness of how Aboriginal voices guide community change.

Madison Penrith - Aboriginal Studies Teacher

Wiradjuri Perspective of the NAIDOC Week Experience and Meaning

Tick all that apply. How is NAIDOC Week advertise?

4 responses

Social Media	4 (100%)
Videos	0 (0%)
Email	3 (75%)
Websites	2 (50%)
Poster	3 (75%)
Direct	2 (50%)

As its an important date, it is also important that it is advertised in many ways as possible and it is as shown in the data above.

Survey Statistics, Tobias Johnson

Financial Barriers to Accessible Healthcare for Aboriginal People

Jane kidd

This topic is to focus on the issues Aboriginal people in healthcare services.

The topic I have chosen for my Aboriginal studies report is 'Financial barriers to accessible healthcare for Aboriginal people'. This report shows Aboriginal perspectives on the topic of healthcare and the financial barriers people may face.

I created my survey using google forms and had my survey checked over by my teacher to ensure that it is respectful. My teacher then sent my survey to Aboriginal people in the Griffith community. I received 4 responses from my survey. One of my respondents was over 30 years old, three of them being older than 40 years old.

Does the travelling to appointments make it hard to access healthcare?

4 responses



The results from my survey showed that all four of the respondents travelled to their appointments via car, two people saying that travelling to appointments makes it difficult to

Do you think Aboriginal people can easily access healthcare?

4 responses



access healthcare while the other two say that travelling isn't a problem.

During my research I found that my responses have mainly come back as fifty-fifty. In my survey two of my respondents say that cost and transportation are the main issues to accessible healthcare. My respondents each had different answers for the long responses but they all interlinked in some way. My respondents said that people should be giving more information to the public, they also mentioned saving separate appointment slots just for Aboriginal people.

Report Excerpt, Jane Kidd



*They learned how to write **clear** and **respectful** questions, how to consider **ethics** when researching Aboriginal perspectives, and how to collect information from community members.*

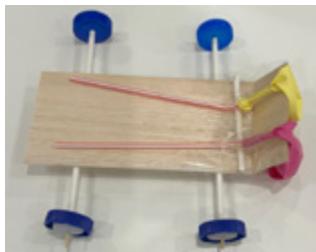




Student Activities – Science

Stage 5 Science

In Term 4, Stage 5 Science students explored **Physics and Motion**, building an understanding of how and why objects move. Students developed their knowledge of **Newton's Three Laws of Motion** and used these principles to explain changes in speed, direction, and motion in everyday contexts.



Learning throughout the term was highly hands-on, with students conducting investigations that examined the relationships between distance, time, speed, velocity, and acceleration. Using model cars and measured distances, students collected data, calculated speeds, and represented motion using graphs and motion diagrams. These activities helped students develop confidence in analysing results, identifying patterns, and linking experimental evidence to scientific explanations.

Students also explored how forces act on objects, including situations involving balanced and unbalanced forces.

Design challenges such as balloon-powered karts and the egg drop challenge encouraged students to apply their understanding of force, mass, and acceleration to real-world problems.

Through testing and refining their designs, students experienced how small changes can significantly affect motion and outcomes. Across the unit, students used mathematical reasoning to support their understanding of motion, applying simple formulas to calculate speed, acceleration, and force.

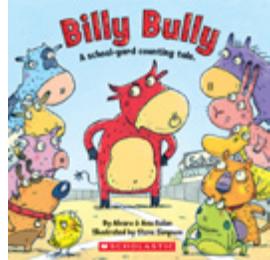
Overall, Term 4 provided students with meaningful opportunities to engage with science as an active, inquiry-based subject, developing both skills that will support them in navigating an ever-changing world.

Brad Radovanovic





Student Activities – English



Stage 5 English

This term in **Stage 5 English**, students explored our unit *Picture Books with Purpose*, where they learned how picture books can teach important messages about kindness, friendship, and the impact of bullying.

We looked closely at stories like *Billy Bully* and *Stand Tall, Molly Lou Melon*, paying attention to how colour, character expressions, and simple language help younger readers understand big ideas. Students also learned how a picture book is structured, with a clear beginning, middle and end that shows a problem, a consequence, and a positive message.

Using everything they learned, students began planning their own anti-bullying picture books. They created characters, settings and simple storylines and learned how to write in a way that is clear, rhythmic and engaging for younger audiences. Students used Canva to experiment with illustrations, practising how images and words work together to tell a story.

It's been a creative and meaningful term, and students have shown great imagination and maturity as they designed stories that promote kindness and empathy.

Madeleine Robinson & Madison Penrith
- English Teachers

Stage 6 English

This term in **Stage 6 English Studies**, students have been working through our unit *The Pursuit of Happyness*, where they explored how films can communicate powerful ideas about perseverance, identity, and future pathways.

Throughout the term, students analysed key moments from the film, examining how Chris Gardner's determination, hope and resilience helped him overcome significant challenges. As part of their learning, students made connections between the film's themes and their own lives, discussing what success, happiness and personal growth look like for them.



Students also built essential workplace literacy skills through practical tasks ... These tasks helped students develop confidence in presenting themselves for future job and training opportunities.



Students also built essential workplace literacy skills through practical tasks, including writing résumés, drafting professional cover letters, and beginning a vision board that reflects their goals, strengths, and values. These tasks helped students develop confidence in presenting themselves for future job and training opportunities.

To support their understanding, students completed guided worksheets, film-viewing activities, and reflections that encouraged them to think deeply about their strengths and the qualities that make them capable young adults.

It has been a thoughtful and engaging term, with students showing maturity, effort, and honesty as they connected the messages of the film to their own futures.

Madison Penrith - English Teacher

Student Voice

"Chris Gardner's story shares experiences with myself due to having challenging days and still persevere through them. There are days where I don't want to participate or go to certain things like school, but I know the right thing to do, and I push through those feelings."

- Isabella DenHouting



Student Activities – Geography

Stage 5 Geography

This term in **Stage 5 Geography**, students have been exploring our unit on Human Wellbeing, where they examined how and why wellbeing varies across different countries and regions around the world. Students investigated key indicators such as life expectancy, literacy rates, access to clean water, income, and the Human Development Index (HDI), learning how these measures help geographers understand global inequality.

Throughout the term, students analysed real-world data using maps, tables, and choropleth mapping activities. They compared wellbeing in countries such as Australia, Ethiopia, and Japan, identifying patterns and discussing the environmental, economic, and social factors that shape people's quality of life. These activities helped students recognise how location, climate, access to services, and levels of development all influence opportunities for different communities.

A special highlight of the term was the opportunity for students to participate in excursions to local farms. During these visits, they conducted fieldwork observations, examining land use, agricultural practices, water availability, and environmental conditions across different properties. These observations formed an important part of their final assessment task, where students used the fieldwork data to compare rural Australian agricultural systems with those in developing countries.

As part of their learning, students also completed hands-on tasks such as creating choropleth maps, carrying out school-based fieldwork simulations, and working through structured worksheets that supported data analysis and interpretation. They developed their geographical skills through graphing activities, evaluating wellbeing indicators, and drawing conclusions about global inequality.



Students showed strong engagement with the fieldwork, thoughtful reflection during class discussions, and growing confidence in applying geographical concepts to both global case studies and their own local context.

It has been a productive and insightful term, with students demonstrating curiosity, critical thinking, and a mature understanding of the complex factors that influence human wellbeing around the world.

A special thank you to Jason from Dossetor Farms and Paul from McKinnon Farming for generously supporting our students' learning throughout the term. Their time, knowledge, and willingness to share their farming operations greatly enriched our fieldwork experience and helped students make meaningful real-world connections to their studies.

Brenda McKinnon & Madison Penrith
- Geography Teachers





Student Activities – Visual Design



1.



2.



3a.



3b.



4.



5.



6.



7.

During Term 4, **Stage 6 Visual Design** classes studied Product Design. The school made the exciting purchase of a Cricut Maker 4 machine for students to use during this unit of work. This new machine, paired with the Cricut Design Space computer software app, allows students to design, print and cut a wide variety of materials and designs.

The Cricut machine has the capability to cut adhesive and heat transferrable vinyl, cardstock, balsa wood, leather, acrylic, and so many other materials. It can also engrave thin metals and acrylic, as well as write and draw.

It presented staff and students with a steep learning curve as we all tried to figure out how to use it! We have all made so much progress, helping each other discover new skills throughout the term.

Students have created many amazing products using the Cricut machine such as personalised coffee cups, glass drink bottles, t-shirts, photo frames, Christmas cards, celebrations cards, graduation cards, key chains, key tags, coasters and others.

Students documented their design work in their Visual Art Diaries, and this was marked along with their final product for the last assessment task of the year.

Congratulations to all students on such a fine effort in Visual Design this year.

Shannon O'Mara - Visual Design Teacher

Artworks by: 1. Sophie Roth; 2. Charlie Munday; 3a. & 3b. Britney Nuumaalii; 4. Lauren Andreatta; 5. Joel Victor; 6. Jane Kidd; 7. Eli Koerper.



Student Activities – Agriculture

Stage 6 Agriculture

During Term 4, our Stage 6 Agriculture students concluded their cropping program by harvesting wheat, barley, canola and lupins that they had grown throughout the year in small plant boxes. Students were responsible for monitoring plant growth, managing inputs and recording observations as the crops developed, before harvesting and analysing their results at the end of the season.

Of the crops grown, **barley proved to be the most successful**, with one group achieving an impressive yield equivalent to almost **7 tonnes per hectare** when scaled up from their plant box results. Wheat and canola also provided valuable learning opportunities, while the lupin crop struggled to establish and largely failed before harvest, highlighting the challenges that can arise in crop production.

As part of the program, students completed their **Farm Product Study** based on the crop they were growing, allowing them to directly link theory with practical experience. Using their own crops as case studies, students investigated production methods, inputs, management decisions and potential markets.

While results varied across the crops, the experience provided students with a realistic understanding of the factors that influence agricultural success.

Term 4 offered a strong conclusion to the year, reinforcing key Stage 6 Agriculture concepts through hands-on learning, reflection and real-world application.

Brenda McKinnon, Agriculture Teacher

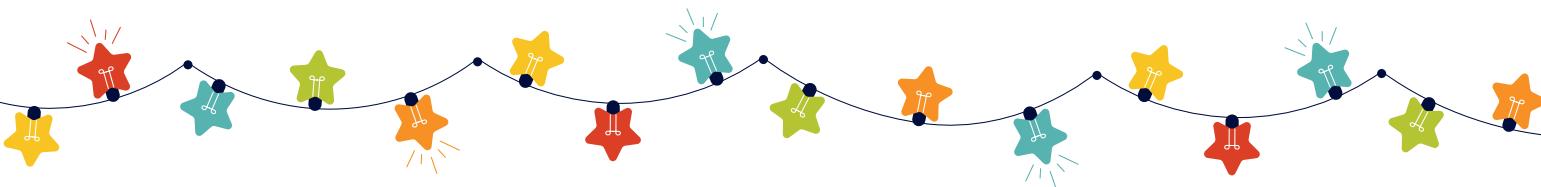


TERM 4 NEWSLETTER

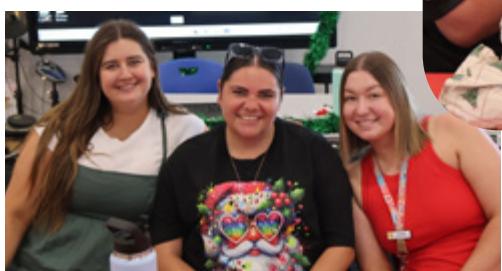
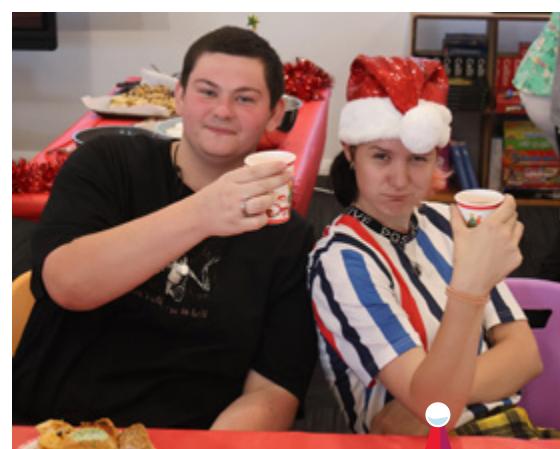
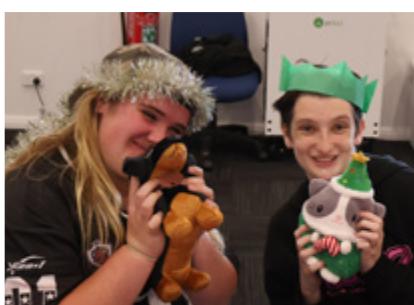
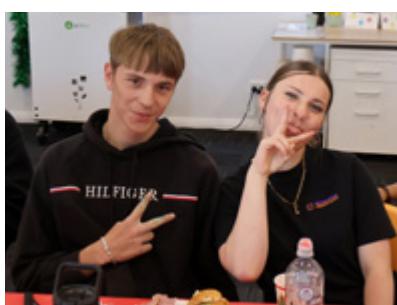
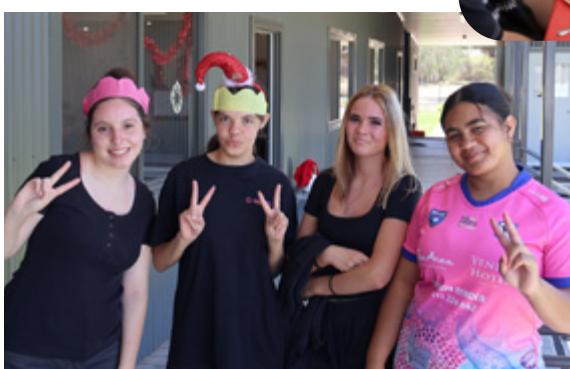


WESTERN RIVERINA
COMMUNITY SCHOOL

December 2025



Our Christmas lunch event with 'Secret Santa' gifts was held in the last week of term 4. Lunch was prepared by our Food Technology students. It was a great way to finish the term.



The team at Western Riverina Community School
wish everyone a safe and very happy Christmas!