



Head of Teaching & Learning Report

Semester 1 has been a busy and rewarding time for students, with many opportunities to learn, connect with the community, celebrate diversity, and participate in meaningful activities.

Students proudly supported **Do It For Dolly Day**, raising awareness about the importance of kindness, inclusion, and standing up against bullying. We also came together for **Australia's Biggest Morning Tea**, raising funds and awareness for cancer research and support services.

Students embraced cultural awareness and inclusivity through celebrations and learning activities for **Harmony Day**, **NAIDOC Week**, **Mabo Day**, and **Pride Month**. These events encouraged respect for diversity, recognition of First Nations histories and cultures, and appreciation for the unique contributions of all members of our community.

Our students commemorated **ANZAC Day** through a range of activities, including the **laying of wreaths** and participation in the local **ANZAC Day Parade**. These experiences provided an important opportunity to honour and reflect on the service and sacrifice of Australia's veterans.

Stage 6 students participated in a **Wellbeing Excursion to Sydney**, engaging in activities designed to promote resilience, teamwork, and positive mental health. Students also attended the **Headspace HYPE Event**, where they explored strategies to support their wellbeing and build positive connections with others.

A variety of educational excursions enriched learning throughout the semester. Students visited the **Aquna Sustainable Murray Cod Farm**, gaining insight into aquaculture and sustainable food production. Excursions to the **Griffith War Memorial Museum**, **Regional Art Gallery** and **Griffith City Cinemas** provided valuable opportunities for learning, reflection, and social engagement.



Students also enjoyed a day of **fishing at Darlington Point**, developing practical skills while spending time outdoors.

Students demonstrated their commitment to the environment by participating in **Clean Up Australia Day**, helping to care for our local community and natural surroundings. They also took part in **LANDCARE sessions**, building valuable life skills and strengthening connections with community programs.

The semester featured several enjoyable fundraising and social events, including a successful **Trivia Night and Cake Stall**, which brought students, staff, families, and community members together in a fun and supportive atmosphere.

Students were also fortunate to participate in a **"Winderra" Dance Group Workshop**, where they engaged in cultural learning through movement, creativity, and performance.

Adding to the excitement of the semester was the highly competitive **Footy Tipping Competition**, with students and staff enjoying some friendly rivalry and keenly following weekly results.

We congratulate all students who participated in these events and thank the staff, families, and community members who helped make these experiences possible. We look forward to another exciting and successful semester ahead.

We are excited to have out two new Head Teachers, Angela Morris and Jenna Woodland, join us this term. Each of these teachers brings a wealth of experience and knowledge to our school. I would like to personally thank Brenda McKinnon for filling the role of Acting Head Teacher during Term 2 - Brenda worked tirelessly in this executive position and made our school run so much more smoothly during this period.

Jasmine Dossetor
Head of Teaching and Learning



Student Activities – Stage 5 English



Throughout Semester 1, Stage 5 students have explored a range of texts and developed their skills in understanding how language and images can communicate ideas and experiences. Students have engaged well with the class, particularly enjoying the creative, practical and visual activities.

In Term 1, our focus was on **language, culture and identity**, with a particular focus on Aboriginal voices and perspectives. Students explored poetry, videos, podcasts and informative texts. A key text was Iris Clayton's poem *The Black Rat*, where students looked at ideas around identity, racism, discrimination and resilience. Students also learnt about the features of podcasts before bringing their learning together to create their own mini podcast script based on the poem.

In Term 2, students moved into **Visual Literacy**, learning how images can tell stories and communicate messages without relying only on words. They explored a range of advertisements, book covers and illustrations and learnt how features such as colour, symbols, lighting, gaze, framing and composition can influence the way we understand an image.

Students had plenty of opportunities to put these skills into practice through activities such as analysing book covers, creating collages, designing their own visual texts and becoming **"Visual Detectives"** to find clues and meaning within images.

It has been great to see students grow in confidence when sharing their ideas and explaining their interpretations. The creative nature of both units has allowed students to approach English in different ways and show their understanding through both written and visual work.

Madeleine Robinson & Madison Penrith
- English Teachers



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Student Activities – Stage 6 English

Throughout Semester 1, students have explored how English is used in everyday life to communicate ideas, experiences and different perspectives. Students have engaged well with the practical nature of the course and have had opportunities to connect their learning to real-world situations.

In Term 1, students completed the **On the Road** unit, exploring travel and the different ways travel experiences are represented.

Students looked at advertisements, travel blogs and promotional material, while also considering the practical side of planning a trip, including budgeting, transport and itineraries. They also explored some of the cultural, environmental and ethical considerations that can come with travel.

In Term 2, students studied **Telling Us All About It: English and the Media**. They explored news, advertising and other forms of media and looked at how language and visual features can be used to inform, persuade and influence an audience.

Students examined different perspectives in the media and considered how the choices made by media creators can shape the way we understand a story or issue.

Across the semester, students have participated well in class activities and discussions and have continued to build their confidence in reading, viewing and responding to a range of everyday texts.

It has been great to see students make connections between the skills we practise in English and the texts and media they come across in their everyday lives.

Madeleine Robinson & Madison Penrith
- English Teachers



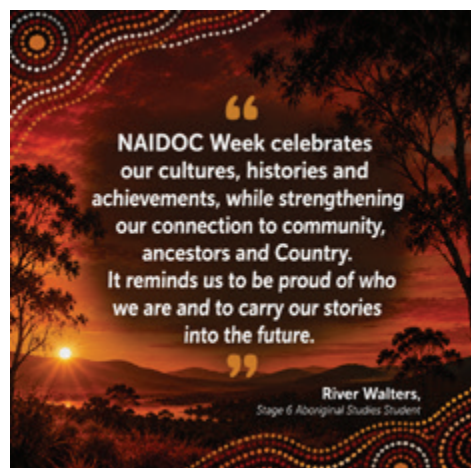
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*Across the semester, students have participated well in class activities and discussions and have continued to **build their confidence in reading, viewing and responding** to a range of everyday texts.*

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Student Activities – Aboriginal Studies



Throughout Semester 1, **Stage 6** students have explored Aboriginal history, culture, Country and identity. They have engaged really well with the class and have been willing to ask questions, share their ideas and take part in discussions and activities.

In Term 1, we focused on **Aboriginality and the Land**, looking at the strong and ongoing connection Aboriginal peoples have with Country. Students learnt about the Dreaming, Lore and Law, caring for Country and traditional land management. We also explored the impacts of colonisation, including Terra Nullius and land loss.

In Term 2, our focus moved to **Aboriginal heritage and identity**. Students learnt about the importance of culture and kinship and investigated missions and reserves, social justice, representation and the ways Aboriginal people continue to maintain and strengthen their identity and culture today.

A highlight of the semester was getting out into the local community. Students took part in a tour of the **Griffith Three Ways Mission**, giving them the opportunity to learn about local Aboriginal history and hear about the experiences of people from our own area.

We also attended a **National Sorry Day event at our local Aboriginal Medical Service**, where students joined with community to recognise the Stolen Generations and understand the importance of Sorry Day.

It has been great to see students build their knowledge throughout the semester, particularly when they have been able to connect what we are learning in the classroom with our local community and history.

Madison Penrith
Aboriginal Studies Teacher



Student Voice

"Indigenous voices are the heartbeat of culture. They give First Nations people the chance to tell their own stories and share their history and truth. They also show resilience by focusing on strength, keeping culture strong and continuing connection to Country."

– Joel Victor, Stage 6 Aboriginal Studies



Student Activities – Stage 5 Visual Arts

Throughout the first three terms, students have explored a range of creative projects that combined practical skills with artistic expression.

Students learned traditional **basket weaving techniques**, developing an appreciation for craftsmanship, design and cultural artforms. They also created **canvas artworks**, experimenting with colour, composition and painting techniques to communicate personal ideas and themes.

More recently, students designed and produced **motif pillowcases**, creating original patterns and decorative designs inspired by visual symbols and motifs. Through these projects, students have developed their creativity, problem-solving skills and confidence in working with a variety of materials and artistic processes, while building an appreciation for both functional and decorative art.

Margot Chauncy – Teacher

Stage 6 Visual Design

Colour Theory

During Term One, students explored a range of concepts relating to 'Colour Theory'. We experimented with a variety of surface decoration techniques in preparation for designing and decorating their own pencil cases. Students could choose from a natural or black coloured canvas pencil case and then apply their name and an image or logo to the front and/or back of the pencil case.

Throughout this unit of work, students also learned about the colour wheel and a variety of colour schemes. They explored the historical and cultural perspectives of colour and pattern around the world. Practical activities included experimenting with a range of methods for creating and transferring text to paper and fabric, as well as applying colour, images and pattern to paper and fabric. Students developed their practical painting skills by using a variety of mediums such as watercolour paper, cartridge paper and fabric of different textures and densities.

Students completed this task successfully and their pencil cases looked very impressive! *(continued on page 6)*



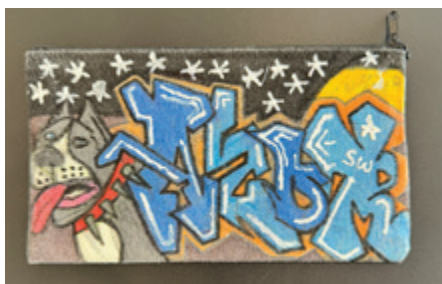
Colita Morgan-Murray



Jane Kidd



Zoe Hughes



Reilly Chapman



Alana Ford



Student Activities – Stage 6 Visual Design (continued from page 5)



Stevi, Manea, Lauren and Ashton



Britney Nuumaalii



River Walters

Wearable Design

During Term Two, students explored a range of concepts in the unit 'Wearable Design'. They worked through the design process to design and make their own hoodie jumper.

Throughout the unit students learned how to use a sewing machine and they created a range of seam and finishing samples using different types of fabrics. Once students finalised their designs and were confident with using the sewing machines and overlockers, we visited our local Spotlight store to choose fabrics, trims and accessories for the hoodies.

Making their own hoodies was certainly a learning curve for all students and they did an amazing job of getting through this challenging project. The construction of the hoodies is still progressing and will be completed mid-way through Term Three. We will then move onto a new unit exploring printmaking.

More photos of all our finished projects in our next newsletter!

Shannon O'Mara - Visual Design Teacher

New Lockable Cabinets

A huge thank you to the Apex Darlington Point Coleambally for the grant of \$740 to purchase two new lockable cabinets for our Art and Technology classroom.

We are now able to store our equipment and supplies securely, and in a location that is easy to access during class time when needed.

Thank you also to Riverina Storage in Griffith for sourcing and installing these new cabinets.



Pencil case designs in progress



Student Activities – Stage 5 Science

Semester 1 has been packed with hands-on learning and plenty of opportunities for our Stage 5 Science students to investigate how science connects to everyday life.

Term 1 saw us exploring the vast topic of energy, where we investigated how energy is transferred and transformed in different systems including the food we eat!

Through practical investigations, students built and tested electrical circuits, measured voltage and current, verified Ohm's Law, and compared the efficiency of different light globes. We also examined Australia's energy use and explored renewable and non-renewable energy sources, considering how scientific innovation can help create a more sustainable future. The semester concluded with students completing a practical investigation where they measured the difference in energy usage of LED's compared to Incandescent bulbs.

In Term 2, our focus shifted to disease and public health. Students investigated the differences between infectious and non-infectious diseases, explored how the immune system protects the body, and modelled how diseases spread through populations. We analysed real-world health data, examined the role of vaccinations and public health initiatives, and discussed the importance of evaluating scientific evidence in an age of online misinformation. As part of their assessment, students researched health issues affecting regional communities and produced a Community Health Report, applying both scientific knowledge and data analysis skills to real-world situations.

It has been fantastic to see students embracing practical investigations, building problem-solving skills, asking thoughtful questions, and growing in confidence when communicating scientific ideas. We look forward to another really exciting semester of science ahead!

Brad Radovanovic - Teacher



Stage 6 Agriculture

Deep Dive into Prime Lamb Production

Term One saw our **Stage 6 Agricultural students** jump headfirst into the mechanics of animal production systems, placing a strong emphasis on prime lamb breeding. Throughout the term, students engaged in rigorous feed analysis to understand optimal livestock nutrition, deciphered Australian Sheep Breeding Values (ASBVs) to evaluate genetic potential, and examined key reproductive strategies necessary for running a profitable farm enterprise. By combining theoretical genetic concepts with practical hands-on management techniques, the class developed a holistic understanding of how data-driven decisions directly impact meat quality, yield, and overall farm sustainability.

Plant Nutrition and Cropping Trials

Shifting our focus to plant production systems in Term Two, students turned their attention to broadacre cropping with an intensive study of wheat and barley. The cohort investigated the essential requirements for successful crop establishment, analyzing soil nutrition, strategic sowing rates, and integrated pest management strategies. The highlight of the term was the launch of our ongoing experimental cropping trials, which saw students prepare, plant, and monitor their own plots. These hands-on trial sites will remain active over the coming months, allowing students to track crop performance, disease pressure, and growth stages all the way through to our final harvest in November.



Student Activities – Stage 5 Cooking

Term 1: Food Safety

Students explored the factors that influence food quality, including food safety, storage, sensory characteristics and functional properties of food. Through a range of practical cooking experiences, they investigated how ingredients behave during food preparation and developed skills in food presentation, plating and evaluation. Students completed a practical assessment and digital portfolio showcasing their understanding of food quality and presentation techniques.

Term 2: Food Sustainability

This term, students explored the concept of food sustainability and investigated how food choices impact the environment, economy and society. Through practical experiences, students prepared dishes such as ANZAC biscuits, zucchini slice, vegetable rolls, muffins and other recipes that promoted reducing food waste, using seasonal ingredients and making sustainable food choices.

Students also discussed the importance of supporting local food systems and developing responsible food habits for the future.

Together, these units have helped students develop practical cooking skills while building an understanding of safe, sustainable and responsible food practices.

Margot Chauncy - Teacher



Stage 6 Food Technology

Term 1: Food Quality and Presentation

Students explored the factors that influence food quality, including food safety, storage, sensory characteristics and functional properties of food. Through a range of practical cooking experiences, they investigated how ingredients behave during food preparation and developed skills in food presentation, plating and evaluation. Students completed a practical assessment and digital portfolio showcasing their understanding of food quality and presentation techniques.

Term 2: The Australian Food Industry

This term, students have been investigating Australia's food industry, with a particular focus on the local Griffith region. They have explored the journey of food from production to consumption, examined the role of agriculture and food businesses, and investigated emerging technologies, food legislation and quality assurance practices. Through excursions to local food producers and industry experts, students have gained valuable insights into the significant contribution of the Riverina region to Australia's food industry.

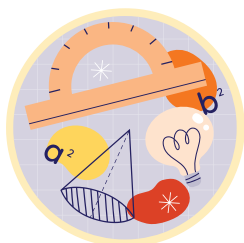
Together, these units have helped students develop a greater appreciation of food quality, food production and the important role the Australian food industry plays in supporting communities, the economy and future food security.

Margot Chauncy - Teacher





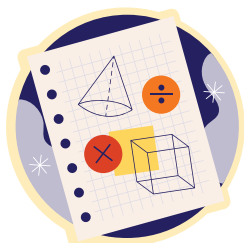
Student Activities – Mathematics



Stage 5 Mathematics

Stage 5 Mathematics students hit the ground running in Term One by exploring the properties of geometrical figures and mastering calculations for both 2D area and 3D surface area across a range of complex shapes. Building directly on these spatial reasoning foundations, Term Two expanded into three-dimensional volume measurements before introducing practical trigonometry, where students learned to apply sine, cosine, and tangent ratios to solve real-world right-angled triangle problems.

Brenda McKinnon - Teacher



Stage 6 Mathematics

Stage 6 Mathematics students tackled several high-level, practical applications across the first half of the year, starting Term One with an exploration of trigonometry alongside networks and critical path analysis to optimise real-world scheduling and connection problems. Term Two shifted the focus toward practical financial and quantitative skills, diving deep into rates and ratios before strengthening algebraic modelling techniques. Together, these units equipped students with the vital problem-solving tools and mathematical reasoning required for both future workplace scenarios and everyday decision-making.

Brenda McKinnon - Teacher



Stage 5 HSIE (History)

Term 1: Australians at War - World War II

Students explored Australia's involvement in World War II, investigating the causes of the war, key military campaigns and the experiences of Australians both on the battlefield and on the home front. They examined the roles of soldiers, women, and Aboriginal and Torres Strait Islander peoples, while also considering the impact of wartime propaganda, government controls and the lasting significance of the ANZAC legend.

Term 2: Migration Experiences in Australia

This term, students have been investigating migration to Australia from 1945 to the present. They have explored the reasons people migrate, the impact of government policies such as the White Australia Policy and "Populate or Perish," and the experiences of migrants and refugees. Students have also examined how migration has shaped Australia's multicultural identity and contributed to the nation's social, cultural and economic development.

Together, these units have helped students develop a deeper understanding of the events, people and experiences that have shaped modern Australia and its national identity.

Margot Chauncy - Teacher





Meet our New Teachers



Name: Angela Morris

What is your role at WRCS?

I'm Head Teacher, English and Careers Teacher.

Where did you grow up?

I grew up in the Riverina on a farm out at Goolgowi and at Warburn in later years.

What inspired you to become a teacher?

I was inspired to become a teacher after a family holiday through Longreach and checking out the School of the Air set up. I was fascinated by how students my age at the time could learn in that unique setting and thought teachers were amazing if they could teach in that setting.

What is your favourite subject or topic to teach?

I love teaching English and Careers. I also really enjoy teaching Art when and where I can!

What do you enjoy doing outside of school?

I love being with my young family, usually doing something outside or reading!

Do you have any pets? Tell us about them!

I have two Border Collie's, Dolcie and Ted and 6 chickens! We love our doggos and enjoy taking them up the hill for walks.

What is your favourite book, movie, or TV show?

I have a list of books I've loved reading but most recently I've enjoyed anything with a strong female protagonist in a naturalist setting like, 'Where the Crawdads Sing' and a classic and favourite to teach is 'To Kill a Mockingbird'.

What is a fun fact about you that might surprise people?

I was driving by the time I was 6!

If you could travel anywhere in the world, where would you go?

I'd probably head straight to Europe and spend a lot of time exploring all the incredible countries over there!

What is one piece of advice you would give WRCS students?

Stay open to new opportunities!

Name: Jenna Woodland

What is your role at WRCS?

Head Teacher

Where did you grow up?

Born and raised in Griffith

What inspired you to become a teacher?

Not so much what inspired me, as who. Ray Signor was my grade 5 & 6 teacher and he supported me to become more confident and to express my opinions. He was a fantastic teacher, and a fantastic person. I wanted to do something meaningful like that, to contribute to someone's life in that way. I was lucky enough to work alongside him in my first few years of teaching which was incredible. We are still friends to this day! I was very lucky to have had many inspiring teachers throughout my schooling.

What is your favourite subject or topic to teach?

My absolute favourite subject is Literacy/English. I also love teaching History.

What do you enjoy doing outside of school?

I love spending time with family and friends, studying and playing in my band.

Do you have any pets? Tell us about them!

No pets these days.

What is your favourite book, movie, or TV show?

My favourite book series is Throne of Glass by Sarah J. Mass.

What is a fun fact about you that might surprise people?

I won a bucking mechanical bull contest once!

If you could travel anywhere in the world, where would you go?

Prague

What is one piece of advice you would give WRCS students?

The relationship you have with yourself is the most important and valuable you'll ever have!