



Head of Teaching and Learning Report

Throughout the term, WRCS students have been busy working in all subject areas. It has been great to see students working diligently to complete all set classwork and assessment tasks.

Throughout the term, students have engaged in a range of extra-curricular activities, including the following:

- In Week 5, all students participated in excursions to **Cocoparra National Park**, where they completed a hike. They were also lucky enough to visit **Altina Wildlife Park** where the meerkats were a favourite with both staff and students!
- In Week 8, WRCS celebrated **National Refugee Week** by viewing the film 'Cast From The Storm', which followed a group of young refugees as they produced and performed a play based on their own real-life experiences. The film was presented and introduced by Alan, from Griffith Refugee Committee. We thank Alan for giving us his time for this experience.
- In Week 9, we kicked off our **NAIDOC celebrations** by travelling to **Narrandera** to visit the 'Sandhills Artefacts' site with Michael Lyons. Staff and students visited a range of cultural sites and had the opportunity to eat a variety of native foods, including Witchetty Grubs!
- In Week 10, we continued our **NAIDOC celebrations** with different activities as planned and directed by our Stage 6 students. These students should be very proud of the work that they put in to create a fun and educational experience for Stage 5.
- A select group of students worked with **sculpture artist, Carla Gottgens**, to design sculptures to be created for the gardens of the new Griffith Base Hospital site. These students should be extremely proud of how they represented our wonderful school.



Students travel to Narrandera, and visit the 'Sandhills Artefacts' site.

Above: Maddy, Kalais and Alana.



Students involved in the sculpture workshops, working together with Carla Gottgens at the Griffith Regional Art Gallery.



Head of Teaching and Learning Report *Continued*

To conclude the term, we had an end-of-term assembly to celebrate the range of successes achieved by our hard-working students. The award recipients are listed below. These students should be very proud of their hard work and achievements.



*These students should be **very proud** of their hard work and achievements.*

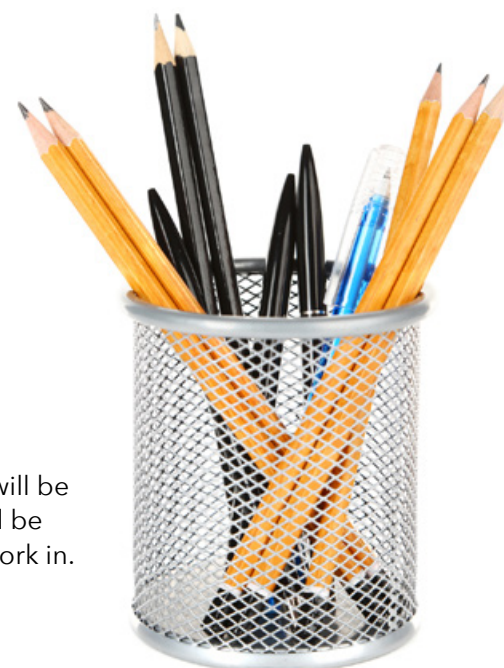


Stage 5		Stage 6	
ENGLISH	Melissa Banfield Alana Orake Tayla Nicholls Lauren Andreatta	ENGLISH	Brandan Furness Janice Mortlock
MATHS	Melissa Banfield Joel Victor Ben Jones Ashton Barnes Lauren Andreatta Bella Bates	MATHS	Janice Mortlock Mckenzie Dowell
SCIENCE	Ashton Barnes Stevi Ward Tayla Nivholls Marshall Milne Sophie Roth	SLR	Brandan Furness Tobias Johnson
HSIE	Tayla Nicholls Joel Victor	WELLBEING	Brandan Furness Janice Mortlock
PDHPE	Alana Orake Haley Marshall Joel Victor	ABORIGINAL STUDIES	Charlie Munday Janice Mortlock
SPORT	Luke Valenzisi Sherridan Skelton	VISUAL DESIGN	Janice Mortlock Mckenzie Dowell
WELLBEING	Melissa Banfield Luke Valenzisi Lauren Andreatta Tayla Nicholls	FOOD TECHNOLOGY	Tobias Johnson Janice Mortlock Brandan Furness
Head of Teaching and Learning Awards			
STAGE 5	Tayla Nicholls Lauren Andreatta		
STAGE 6	Janice Mortlock Brandan Furness		

The new school building is nearly ready for us to move in! We anticipate that we will be transferring there in the coming weeks. The move will be a big job, however it will be fantastic for both staff and students to have a purpose-built school to learn and work in.

I look forward to another busy and successful term at WRCS.

Jaz Dossetor





Student Activities

English

Stage 5 English Studies

This term, Stage 5 English students have been developing and refining their visual literacy skills, through engagement with a range of graphic novels by Shaun Tan. We began our unit by ensuring we had a solid understanding of what is meant by the terms visual text and visual literacy. We brainstormed the different types of visual text, such as: photographs, posters, films, album artwork, paintings, drawings and book covers.

Students had a good understanding that visual literacy is our ability to interpret and create meaning from images, which may be presented in a range of formats.

For their assessment task, students were asked to select a graphic novel by Shaun Tan, before conducting an independent study of their chosen text.

They were then required to create a PechaKucha-style presentation in which they used metalanguage to interpret the images.

What is a PechaKucha?

- Chit-chat in Japanese, a unique presentation style.
- These presentations are known for telling stories through images rather than text and are typically brief.
- They use the 20x20 rule, where each presentation consists of 20 slides, and each slide is displayed for only 20 seconds, automatically progressing to the next one. This results in a total presentation time of 6 minutes and 40 seconds.
- Whilst each image is shown, the presenter speaks for 20 seconds.

Kirsty Cammish, English Studies Teacher

Stage 6 English Studies

Stage 6 English Studies students have worked diligently to complete a study of the unit English and the Media: Telling Us All About It.

Through engagement with a wide range of media, they were able to obtain a detailed understanding of how audiences can be manipulated by the media and developed their ability to identify these techniques.

For their assessment task, students were asked to select a current news story of interest, before composing a 500-word report on how the presentation of the same story from two different media outlets varied.

Students selected a range of news events to compare, including:

- The feud between rappers Kendrick Lamar and Drake.
- The recent turbulence event on the Singapore Airlines flight from London to Singapore.
- Police visiting the parents of non-attende school students in the UK.
- Colonial statue toppling.

Kirsty Cammish, English Studies Teacher



*Through **engagement** with a wide range of media, they were able to obtain a **detailed understanding** of how audiences can be manipulated by the media and **developed their ability** to identify these techniques.*





Student Activities *Continued*

PDHPE

Stage 5 PDHPE

This term, Stage 5 have studied the topic Sexual Health. This topic equips students with the knowledge and skills to make informed decisions regarding their sexual well-being.

Covering topics such as reproductive anatomy, contraception, STIs, consent, and healthy relationships, this education fosters respectful attitudes and effective communication.

For their practical component, students have PARTICIPATED in weekly golf lessons at the Griffith Golf Club. Learning from a golf professional, each student can now confidently chip, drive and putt. All of Stage 5 is to be congratulated for their consistent engagement and dedication in PDHPE!

Maddy Robinson, Stage 5 PDHPE Teacher



Skills for Life

Stage 5 Skills for Life

This term, Stage 5 have made and designed a variety of clay products for skills for life. The students have meticulously shaped and moulded their clay to create a garden gnome, a hanging sloth planter and a burger coaster stack.

Students have recently begun the next part of their unit, knitting and sewing. Currently the plan is to each create a knitted square that will become a woolly blanket for the school.

Maddy Robinson, Stage 5 Skills for Life Teacher



Students pictured, moulding their clay:

Upper left: Sherri and Zoe

Lower left: Bella, Lauren and Soph

Right: Jett, Reilly and Joel



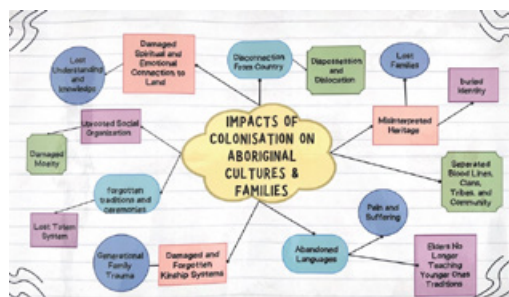
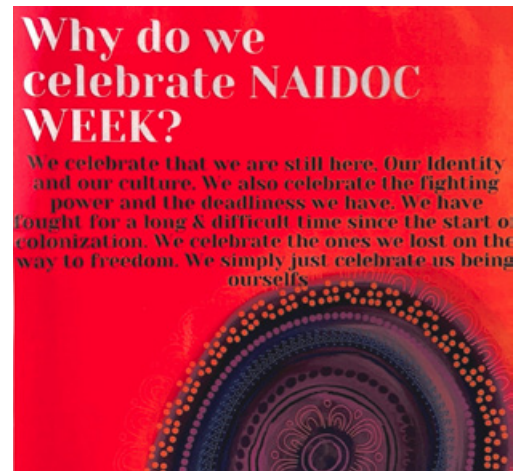
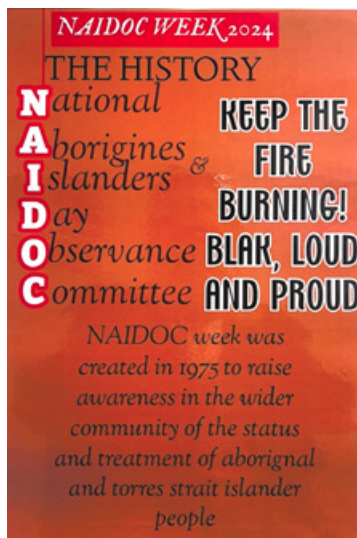
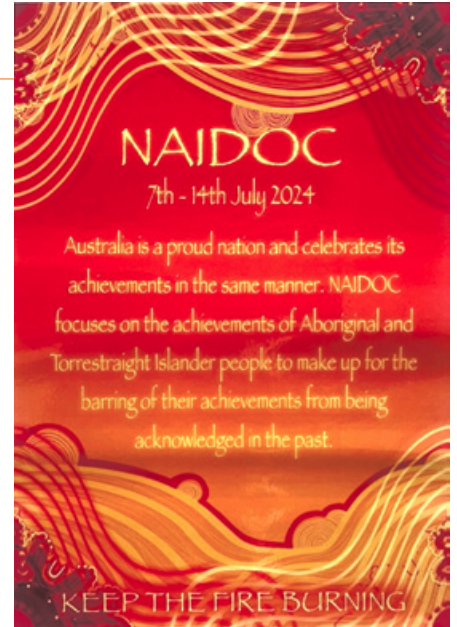
Student Activities *Continued*

Aboriginal Studies

Stage 6 Aboriginal Studies

This Term in Aboriginal Studies, Stage 6 students have studied the topic "Heritage and Identity", exploring Aboriginal social systems, cultural diversity, and the effects of invasion on Aboriginal communities.

Focusing on our local Aboriginal community, the Wiradjuri nation, students have created mind maps on how Heritage and Identity have been impacted since colonisation. Students have also examined how Heritage and Identity is still celebrated by organising and running this year's NAIDOC activities promoting the continuation of local Aboriginal knowledge and culture.



Charlie's Mind Map

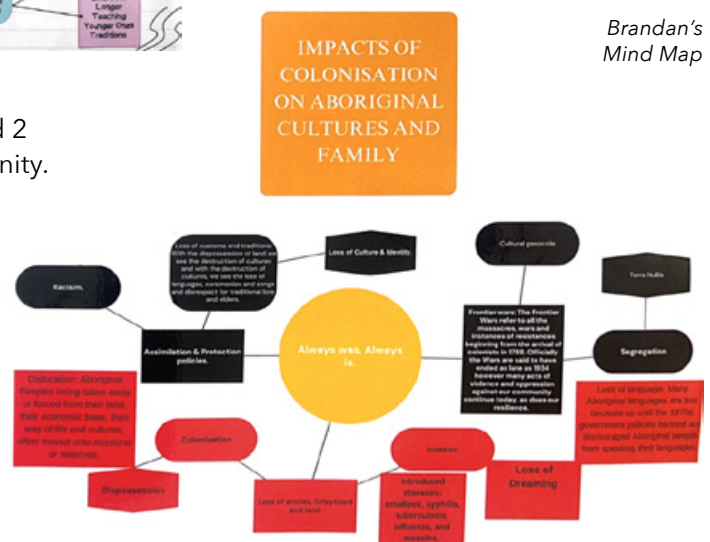
Brandon's Mind Map

Students have created informative posters and organised 2 days' worth of activities for the whole school and community.

The NAIDOC activities students have organised include arts and crafts lessons, a community lunch, traditional Indigenous games along with several activities focusing on the importance of NAIDOC week.

Stage 6 have been incredibly involved throughout the Terms' activities and have shown a great interest in this topic. Well done!

Madison Penrith, Aboriginal Studies Teacher





Student Activities *Continued*

Food Technology

Stage 6 Food Technology

This term, Stage 6 have explored the Australian Food Industry, looking closely at our local town and what Griffith has to offer with produce, agriculture, culinary options and food production.

For their assessment task, students were required to design a digital advertisement, convincing a tourist on why they should visit Griffith. To help shape their understanding of the local food industry, students partook in multiple school excursions in the region.

The first excursion was to the Aquna fish farm where students spoke to an expert about the growing Aqua sector here in Griffith. Some brave students had the chance to catch a fish!

For the second outing, students had the opportunity to go to the Catania Fruit Salad Farm and speak with Joe the owner about Griffith's history and agricultural sector. The students had the chance to try a variety of different fruits including finger limes and persimmon.



Tobias catching a fish at Aquna Fish Farm.



Above and right: Aquna Fish Farm excursion.



Left and below: Joe and the Stage 6 Food Tech class at Catania Fruit Salad Farm.





Student Activities *Continued*

Stage 6 Food Technology *(continued)*

Stage 6 Food Tech are congratulated on continuing to deliver excellent meals every Wednesday! Well done.

Maddy Robinson,
Food Technology Teacher



Tobias and Di, working hard.



Charlie, plating up.



Nevada, decorating cupcakes.

HSIE

Our focus this term has been on "Migration Experiences". Students investigated migrant's stories and their experiences in coming to Australia. Because Griffith has a strong Italian migrant history, students followed the Italian Heritage Trail locating the plaques that identify some of the original businesses that migrants built in the early days of Griffith.

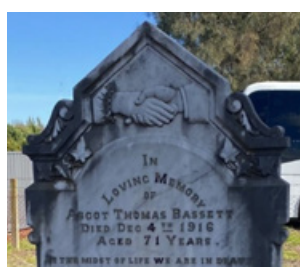
Throughout this excursion students also explored the Bagtown cemetery finding information on the people buried there even recognising some of the local last names. Students also had a guided tour around Yoogali identifying buildings established during this time period that are still used today. It was fantastic to see how interested the students were about Griffith's rich history.

"Something interesting that I found was that there are a lot of plaques on the walls up the street that I never noticed until now" - Lauren

"The youngest person buried in the Bagtown Cemetery was a 1 day old baby, they weren't even named yet." - Tayla

"Something that I thought was interesting is that the Lady of Pompeii Church has been in Yoogali since 1930." - Sophie

Sue Tyrrell and Madison Penrith, HSIE Teachers





Student Activities *Continued*

Visual Design

Stage 6 Visual Design

Stage Six students have been highly engaged throughout Term Two conducting artist studies. We began the unit by viewing different types of graffiti and engaging in a debate as to whether it should be considered art or vandalism. We used the following prompts to kickstart our debate:

- *Graffiti is a form of artistic expression that allows individuals to convey their messages, emotions, and creativity in a public space.*
- *Graffiti is often created without permission and constitutes vandalism, defacing public and private property without consent.*
- *Graffiti often serves as a platform for social and political commentary, raising awareness about important issues such as inequality, discrimination, and environmental degradation.*
- *Graffiti-covered surfaces can attract crime and vandalism, creating an environment that feels unsafe for residents and visitors.*
- *Unlike traditional forms of art found in galleries and museums, graffiti is accessible to everyone, regardless of socioeconomic status, providing opportunities for individuals to engage with art in their everyday lives.*

Students were then introduced to the works of British street artist, Banksy. Students were intrigued by his work and his anonymous identity. In fact, many of the students believe that with the right resources, they would be able to identify him in no time! Students created their first 'one-pager' based on Banksy, a single page in their art diaries in which they required to present information about the artist, complemented by visuals. The one-pager activity was great practice for students, as this was also a task option for their portfolio assessment!



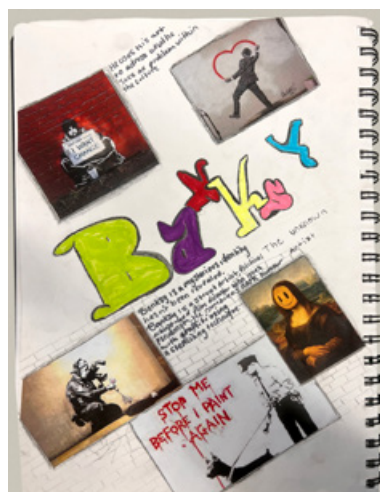
Brandon's Graffiti collage.



Nevada's Banksy art analysis.



Brandon's Graffiti collage.



Brandon's Banksy one-pager.



Banksy one-pager, by Tobias.

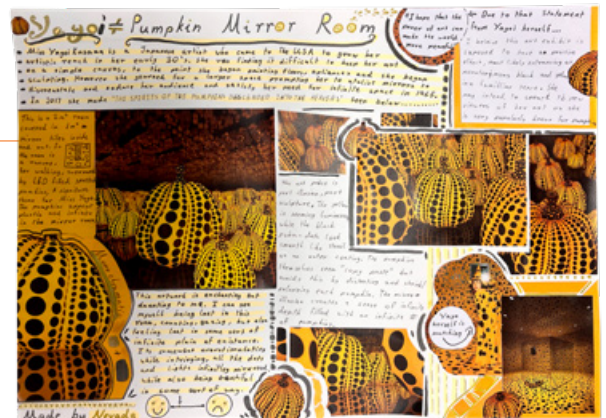


Student Activities *Continued*

Stage 6 Visual Design *(continued)*

Students selected an artist from the following list, before conducting an independent study of that artist and compiling a portfolio of four tasks.

- Piet Mondrian
- Vincent Van Gogh
- Andy Warhol
- Blek le Rat
- Keith Haring
- Jackson Pollock
- Pablo Picasso
- Yayoi Kusama



Nevada's Yayoi Kusama 1-pager.



Above:
Nevada's
Yayoi
Kusama
1-pager.

Right:
Janice's
Yayoi
Kusama
1-pager.



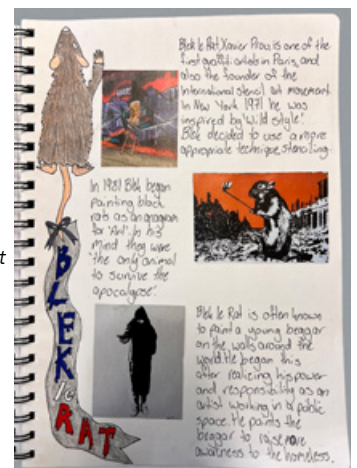
Above:
Brandan's
Keith
Haring
1-pager.

Right:
Charlie's
Blek Le Rat
1-pager.



Above:
Janice's
Yayoi
Kusama
1-pager.

Right:
Charlie's
Blek Le Rat
1-pager.



Here's what some of the students had to say about the unit:

"This was a very fun and interactive unit and we got to explore non-conventional art forms. I enjoyed creating one-pagers in my art diary and it was very interesting learning about famous graffiti artists. We were able to use our own interests and express this in the different activities for our portfolio." - Charlie

"I found this Visual Design unit to be very immersive and it had a lot of character which assisted with research and design. My favourite part of the unit was researching the different artists who I didn't know about." - Nevada

"Mainly I liked how we were able to use the one-pager activities to use our creative freedom!" - Janice

Kirsty Cammish, Visual Design Teacher



Student Activities *Continued*

Mathematics

Stage 5 Mathematics - Green

It has been fantastic to see students making connections and growing in confidence in Maths this term.

Hearing them say "I get it!", or "That was fantastic!" in relation to Maths is very rewarding!

It has also been great to see students working with other students to explain processes which consolidates their learning as well as building positive relationships with their peers.

Sue Tyrrell

Stage 5 Mathematics - Red

During Term 2, Stage 5 Mathematics explored the topic areas of Area, Surface Area, Volume, and Trigonometry. They have worked well in group activities, sharing their learning experiences in practical contexts, consolidating their learning through completion of a topic test.

Students were able to demonstrate a developing knowledge and understanding of these topic areas and enjoyed opportunities to complete practical activities to further their working mathematical skills.

Brenda McKinnon



Mathematics

Stage 6 Advanced/Standard

Students spent this term further exploring functions, defining the derivative from first principles, and understanding and applying differentiation methods. These methods included the product rule, the chain rule, and the quotient rule. Given the complexity of this topic area, a large amount of time was spent to ensure students were able to identify the appropriate rule to use in given situations. Students were then exposed to a variety of real life and abstract problems, honing their skills to apply to these scenarios.

Brenda McKinnon

Numeracy

This Term in Numeracy, Stage 6 students have continued to explore the Numerical Thinking and Mathematical Reasoning process throughout a number of topics. Students have completed activities to consolidate their understanding of Fractions and Decimals, Chance, Metric Relationships along with Length, Mass and Capacity. We have used practical activities throughout the term that students have been really engaged in. Students were able to show their understanding of new concepts throughout their assessment 'Ticket Task'.

Great effort from Stage 6 this term, well done!

Madison Penrith, Numeracy Teacher