



GERALDTON
SENIOR HIGH SCHOOL



COMMUNITY NEWSLETTER

TERM 1, 2025





FROM THE PRINCIPAL

From the Principal

Learning Now, for the Future is our moral purpose and it explains why we do what we do. At Geraldton SHS, staff and students are committed to doing their best each day. This is reflected in the classroom experience, student achievement and successful pathways.

The school community has anecdotally reported a good start to the 2025 school year. This has been supported by strategies aimed at improving the learning environment and support for students and staff. We are constantly learning, and changes have been made to better meet the current and future needs of our students and their families. Some of these changes include:

- The appointment of a Program Coordinator Literacy and Numeracy Specialist, Mrs Nicolla Taylor who is leading our whole school literacy and numeracy approach and supports the coordination of our MacqLit Literacy Program and Bond Blocks Numeracy Program.
- The appointment of a Program Coordinator Special Projects who is researching and exploring our current offering of programs and developing a proposal for an expansion of programs to cater for more students and their individual needs.
- A committed partnership through the Department of Education's Quality Teaching Strategy (QTS) with John Curtin College of the Arts who are working with staff across the school to enhance learning programs and assessments.
- The introduction of Year 7 Two-Way Science, Year 7 Arts Cultural Program and Year 7 additional literacy time with an increase of four hours to five hours of English instruction.
- The investment in a front office security system and the installation of a boundary fence to support improved safety for staff and students.
- The investment in several building and grounds projects such as the STEM refurbishment, re-surfacing of the

gymnasium floor, new canteen cool room and new air-conditioning for the Science building.

- The investment in new student seating around the school grounds.

The school has student voice on several committees now who guide the school's decisions and how ideas and projects are prioritised. These Committees include the Building and Grounds Committee, Future Business Planning Committee, School Board, P&C and their very own Student Leadership Team. The school continues to appreciate students and their ideas. We are very grateful to also have our Maajayimanha Mob (Indigenous Student Leadership Team).

My top three highlights for the Term are:

- Welcoming our new Year 7 group to the Geraldton learning environment. We have been pleased with how students have transitioned, and we continue to call upon our families to join us in partnership to support each students' learning journey.
- Our School Captains, Zade C. and Zoe H. and our Deputy School Captains Samarah D'S. and Charlize McD. who have addressed the school community and are working towards enhancing the student experience. A special acknowledgement to Jasmine W. who has been selected for the Western Australia State Student Council. Well done, Jasmine.
- Last year, the Geraldton SHS Swimming Carnival made the top three and it remains in the top three experiences for our school community. It was a great event, full of fun and inclusive vibes with all students trying their best.

I encourage you to please **SAVE THE DATE** for **Talking Together – Wanggajimanha our family event on 6 May, 4.00pm-6.00pm.**

Thank you for your continued support and we look forward to working more closely with our families and local community. Enjoy reading our first newsletter for 2025.

Karena Shearing
School Principal





ASSOCIATE PRINCIPAL

Student wellbeing and care: future directions

'Student wellbeing and care: future directions' (Department of Education, 2024) is our position on how school staff can best contribute to the mental health and wellbeing of students.

There are 3 ways in which staff can have a real impact on their students' wellbeing that are within their responsibility as educators

1. Connection and belonging: Fostering positive and safe school environments that create connection and belonging for students
2. Mastery and accomplishment: Providing high-quality teaching that gives every student a sense of mastery and accomplishment by building on their strengths.
3. Case management and referral: Ensuring that any student who is experiencing difficulties is identified and, in a systematic and planned way, connected to the support they need either inside or outside the school.

School wide systems, including the Student Services team structure and SEEK Instructional Model, implemented across all Learning Areas supports positive wellbeing in students.

Staff Health & Wellbeing

Promoting a culture of wellbeing contributes to creating a healthy and supportive workplace.

Health and wellbeing is an individual and shared responsibility. Our Wellbeing Committee is leading the work to build and maintain a healthy and safe work environment, mindful of staff wellbeing through our Staff Wellbeing Plan.

This term, the committee has reflected on how wellbeing, self-care and staff appreciation opportunities, are provided in each of the five wellbeing domains within our plan. The committee has reflected on our current practice to ensure a positive workplace culture and environment and identify strategies to grow this further.

Multi-Tiered Systems of Support

Multi-Tiered System of Support (MTSS) frameworks recognise the importance of

creating positive learning environments. We are working towards using an MTSS approach to ensure all students can succeed in their learning, have positive wellbeing and are engaged in aspects of their schooling. These domains are all interconnected and a range of whole school, small group and individual strategies are used across the school to improve student outcomes.

The MTSS Committee members are school leaders who each bring expert knowledge across the three domains, as well as providing an equity and diversity and cultural lens.

The MTSS Committee has been supported by Program Coordinators and initiative leaders to map the allocation of resources from across the school, to review and assess the effectiveness of interventions on student performance. The learning domain work is led by the Teaching and Learning Team, the engagement work by the PBS team and Student Services and Phys Ed are leading the wellbeing work, with a focus on the development of the whole school Social and Emotional Learning Plan.

Work Health & Safety Focus

Students, teachers and staff members have a right to feel safe at school. We need to ensure our school is a safe learning environment - free from the threat of violence.

To support this position, we adhere to the actions of the Standing Together Against Violence: Minister's statement on how families can help keep schools safe.

In addition to this document, we remind families and community members that the threat of physical harm or violence, online or in person, from parents, carers or visitors is unacceptable. Every student and staff member has the right to feel safe and be safe at school. Further information about what families can expect from the school, and what the school expects from families, can be found in the 'Connect and Respect' resources from the Department of Education.

Rhonda Kennedy
Associate Principal





DEPUTY PRINCIPAL YEAR 7 AND 8

Deputy Principal Year 7 and 8

It has been great to welcome our Year 7 cohort to Geraldton SHS. They have had a successful start to the year transitioning to Secondary school and taking part in a range of activities. It has been wonderful to see them learn team building skills with a paper bridge activity and their engagement in the Swimming Carnival.

Our Year 8 students have settled back into school and are meeting our behaviour expectations. They are all taking part in Form Games with their respective houses and striving to achieve their potential.

In Form all students are engaged with our Positive Behaviour expectations to reinforce our values of Respect, Responsibility and Doing Your Best. These values are at the heart of Geraldton SHS. Through our SEEK Instructional Model for learning, students have been exploring ways to resolve conflict and ensure that school is a safe place for everyone. We have explored kindness and the ways that our words can impact others. Students have also unpacked what it means to be a helpful bystander and how to seek support when conflict occurs.

Our Year 7 students completed NAPLAN testing in Week 6 and 7. NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine if students are developing the literacy and numeracy skills that provide the foundation for learning. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy. The

results can assist teachers by providing additional information about literacy and numeracy progress. Parents/carers can use NAPLAN reports, along with other school assessment reports, to discuss their child's strengths and areas for improvement with their teacher.

Our Year 7 students have been supported in their transition to High School with a series of transition sessions. It was lovely to meet some of you at our Year 7 Transition Day BBQ held in February. Since then, our Year 7 students have continued to develop

their social skills learning about ways to work as part of a team and engaging in a positive way with their teachers and peers. At the start of Term 2, all Year 7 students will take part in our final orientation program session, this will involve a range of activities focused on respectful behaviours and managing and resolving conflict.

If you have any concerns about your child, please don't hesitate to reach out to any of the following team members:

- Deputy Principal – Ms Claire Croucher
- Program Coordinator of Student Services – Mrs Kate Davidson
- Atlas House Coordinator and Year 7 and 8 Coordinator – Mrs Levah Bairstow
- Student Support Officer – Mrs Natalie Schultz
- Aboriginal & Islander Education Officers – Mr Arthur Garlett, Mr Cory Dickerson and Ms Simone Yarran

Finally, we look forward to a fun and productive Term 2 and I am looking forward to welcoming all students at the start of Term 2. Best wishes for a safe and enjoyable end of term holiday.

Claire Croucher
Deputy Principal





Returning to where I went to school has been such a rewarding experience for me. The nostalgia of seeing what has remained since 1999 has been special, but what I've enjoyed most is meeting the students and experiencing their warm welcome. They've made an excellent start to the year, adjusting smoothly to their new timetables and building strong relationships with both new staff and fellow students. In every classroom, I've witnessed positive, interactive, and engaging teaching and learning.

The Year 9 students, in particular, are thriving as they get the opportunity to explore Specialist Subjects of their choice for the first time. It's wonderful to see their passions come to life. All timetables are now finalised, and changes will only be considered under exceptional circumstances. This helps support staff in establishing a stable classroom environment that promotes calm and focused learning.

The ongoing support from our Student Services Team is crucial, ensuring students' well-being is prioritised so they can focus on learning. Our team brings a wide range of expertise, ready to guide and assist students as they navigate the challenges of Year 9 and 10. If you have any concerns about your child, please don't hesitate to reach out to any of the following team members:

- Deputy Principal – Mr Brett Teakle
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- Program Coordinator of Student Services – Mrs Rita Twigg
- Mimosa House Coordinator and Year 9 and 10 Coordinator -Mr Tim Bowdell
- Student Support Officer – Miss Mikenna Schultz
- Aboriginal & Islander Education Officers- Mr Gordon Clinch and Mrs Janice Weir

Attendance remains a priority. To be considered "Regular," students need to maintain an attendance rate of at least 90%, which equates to missing no more than one day of school every two weeks.

Consistent attendance is crucial for students to reach their full potential, so remember, "every day matters."

Thank you once again to the school community for welcoming me back. I'm excited to work alongside the students and their families to ensure that their time at school sets them up for future success.

Brett Teakle
Deputy Principal





DEPUTY PRINCIPAL YEAR 11 AND 12

Deputy Principal's Newsletter – Years 11 and 12

As we begin the year, we take great pride in celebrating the achievements of our 2024 Year 12 students. Their dedication and hard work have led to impressive WACE results:

- **Year 12 Completion:** 32% (an improvement of 10%)
- **WACE Achievement:** 75% (up by 13%, surpassing Like Schools at 72%)
- **OLNA Achievement:** 78% (a 9% increase)
- **University-bound students:** 12
- **Merit Certificate awarded to ATAR Dux:** Samuel Wilson

These results reflect the perseverance and commitment of both students and staff, and we congratulate everyone involved in these accomplishments.

Preparing for a Successful 2025

As our Year 12 students navigate their final year, we remain committed to supporting them on their journey to success. While Term 1 featured highlights such as the Swimming Carnival and School Ball, there are several key dates in Term 2 that students and families should be aware of:

Term 2	Activity	Year Group
Weeks 2-3	OLNA Assessment Window A	10-12
Weeks 3-4	Externally Set Tasks	12
Week 5	Year 12 ATAR Mid-Year Exams	12
Week 6	SIDE ATAR Mid-Year Exams	11-12
Week 6	Year 12 Semester 2 Units Begin	12
Week 7	Year 11 ATAR Mid-Year Exams	11
Week 8	Year 11 Semester 2 Units Begin	11
Weeks 8-9	OLNA Assessment Window B	10-12

Year 11 Progress and Pathway Discussions

Year 11 students have now received their Progress Reports. Some students will be invited to meet with the Year 11 and 12 team to discuss their academic progress, effort, and potential pathways. These meetings will take place in the first few weeks of Term 2, and then again following the ATAR mid-year exams.

Senior School Subject Selections

Year 10 students will soon begin exploring their options for Senior School pathways. Those considering an ATAR pathway in Year 11 should be aiming for a **minimum B-grade** in their Year 10 mid-year reports. Teachers will provide recommendations to help students determine if ATAR is the best fit for their academic goals.

Subject selections will be made available online at the start of Term 3. Parents and carers are encouraged to attend a **Senior School Understanding & Subject Selection Workshop** in late Term 2 - please stay updated via our social media channels for further details.

We look forward to another term of growth and achievement and appreciate the ongoing support of our school community.

Kartini Signa
Deputy Principal



Year 7 and 8

Orientation and Year 7 Parent Welcome BBQ:

On Friday February 7, our Year 7 students took part in a full day program of Orientation workshops and activities to support their transition to High School.

The morning session with Mrs Davidson and Mr Hadley-Rudolph looked at our school values, our whole-school behaviour expectations and whole-school processes. With some brain breaks in between!

The midday sessions were facilitated by HeadSpace and NGALA and focused on what transition to High School looks like in 2025, how students can best support themselves and their wellbeing and ensure they are setting themselves up for success at school each day.



The afternoon sessions facilitated by Student Services, support and teaching staff and focused on team building, problem solving and getting to know each other. Parents and carers were invited to join us from 2:30pm onwards to meet key staff who work with the Year 7 cohort and enjoy a BBQ lunch with us.



The next Orientation session for Year 7s took place on Tuesday, 4 March this Term, as a morning session during Block 1 and 2. Students engaged in a team building and problem-solving activity, building newspaper bridges. Students had limited resources, and each member of the team had a specific role to play. The successful team with the winning bridge was the one which could support the most mini Mars bars.

Our final Orientation session will take place in Term 2 on Tuesday, 27 April. We look forward to working with the Year 7 students again on this day as they continue to be Learning Now, For the Future at Geraldton SHS.

Year 7 and 8 ACCESS Program:

Our Year 7 and 8 ACCESS Program aims to develop effective life skills for students, including understanding and handling themselves, their relationships, learning and work. Framed around the personal and social capabilities of self-awareness, self-management, social awareness and social management the program looks at a range of social and emotional learning topics.

To start this Term, topics covered include transition to High School, getting to know each other and team building. One team building activity students took part in last week was the spaghetti and marshmallow challenge. Students had 20 minutes to work together in teams using only 20 pieces of spaghetti, eight marshmallows and one length of tape to construct the highest free-standing tower. Well done to the winning teams!



STUDENT SERVICES

Year 7 and 8 Continued

Seeker Points:

At Geraldton SHS we acknowledge students who are upholding our school values of Respect, Responsibility and Doing Your Best with Seeker Points.

Seeker Points can then be used in two ways. Every Friday the 'Seeker Shop' is open in the Library and students can use their Seeker Points to purchase rewards such as stationary, fidget toys, sports equipment, canteen vouchers and more!

Alternatively, students can put their Seeker Points into the House raffle boxes outside Student Services and every Friday afternoon one winner is drawn and they receive a voucher to the value of \$20.00.

The Year 7 and 8 students this Term engaged positively with both the Seeker Shop and the weekly raffle draw, keep up the great work!

Kate Davidson
Program Co-Ordinator Student Services
Year 7 and 8

Year 9 and 10

Year 9 and 10 Team Update

It's been an exciting start to the school year, and thankfully, not as hot as this time last year! I'm happy to be back as the Program Coordinator for Student Services and look forward to another fantastic year at Geraldton SHS.

It's been a pleasure to welcome our Year 9 students to the 9 and 10 team. While we got to know them as Year 8s last year, it's wonderful to see them step up as Year 9s and fully integrate into

our team.

So far, our Year 9s have completed NAPLAN. They demonstrated our school values of Respect, Responsibility, and Doing Your Best. Our Year 9s are also back competing in Form Games every Thursday morning. It's fantastic to see so many students joining in, having fun, and starting their day with a smile.

This year, we've introduced regular assemblies during form time for the Year 9 and 10 students. These assemblies, held once a fortnight on the steps outside the canteen, offer a chance to share important information, celebrate our achievements, and address any concerns as a year group.

Mr Brett Teakle, Mr Tim Bowdell, Ms Mikenna Shultz, and myself, Mrs Rita Twigg are excited to support our incredible students and look forward to celebrating many more successes throughout the year. If you have any questions, concerns, or would like to meet with any member of our team, please don't hesitate to reach out!

Rita Twigg
Program Co-Ordinator Student Services
Year 9 and 10



Year 11 and 12

Student Leaders

At the start of the Term we officially announced our 2025 Student Leaders at our Leaders Induction Assembly. As seniors of the school, the Year 12s lead by example and we are excited to see the contribution these students make over the year. Student Leaders provide a voice for all students, are involved in whole school committees and assist in the smooth running of events and special days. It is my pleasure to announce our Student Leaders for 2025 are;

School Captains: Zade Colley and Zoe Humphries

School Deputy Captains: Samarah D'Silva and Charlize McDonald

Music Captain: Ethan Dahlberg

House Captains:

Atlas: Lucy Brennan and Cooper Butler-Henderson

Mimosa: Jaden Roach and Mysha Finch

Sirius: Hayley Gibson and Chloe Marwood

Vega: Georgia Raffan and Caven Colley

There are always opportunities for student to be involved in leadership. If your child would like to be involved, please encourage them to speak to Student Services. Congratulations again to our Student Leaders of 2025.



Safer Internet Day

On Tuesday 11 February 2025 we celebrated Safer Internet Day – a Global Day of Action dedicated to raising awareness of online safety. We welcomed a range of students across all Year groups to the library where students were able to access the videos and games available designed to promote the safe use of the internet and technology. More information and resources are available on the Online Safety website at www.esafety.gov.au.

Mr Daniel Van Vastenhoven
Program Co-Ordinator Student Services
Year 11 and 12



Pictured above: Zoe Humphries and Zade Colley our 2025 School Captains, with Karena Shearing, Principal. .



STUDENT SERVICES

Aboriginal Education Support Coordinator (AESC)

It's been an exciting start to the year at Geraldton SHS, with Year 7 and 8 students diving into the newly developed Indigenous Arts Program. This program offers students a chance to engage deeply with the arts in a culturally safe and enriching environment. Designed to foster student involvement in the arts department, the Indigenous Arts Program emphasises hands-on learning and cultural appreciation. A key feature of the program is the active collaboration between the school's Aboriginal and Islander Education Officers (AIEOs) and the Arts staff. Together, they ensure that the content delivered is not only educational but also culturally appropriate, allowing students to learn in a respectful and supportive space. This innovative arts program at Geraldton SHS is not only a creative outlet but also an important step in fostering cultural understanding and respect among students. It's a fantastic start to what promises to be a year filled with learning, creativity, and community.

In one Year 7 classroom this term, students were introduced to a unique storytelling activity that combined movement and the use of tapping sticks. Through this activity, students learned to convey stories without words, relying on physical expression and rhythm. One memorable story featured the traditional process of making damper, which intrigued the students. Eager to connect further with the culture, students were excited to roll up their sleeves and bake their own fresh damper, which they shared with one another—a true community experience. Another highlight of the program involved students foraging around the school grounds for seed pods, which they then personalised and designed. These seed pods, now transformed into either musical instruments or decorative pieces, provide students with a tangible connection to the local environment.



In another Year 7 learning space students have been diving into the world of colour, contrast, and patterns to build their very own arts portfolios. This hands-on approach to the arts is allowing students to experiment with different techniques and develop their creative skills while gaining a deeper understanding of artistic concepts. Students have explored the significance of patterns in art, experimenting with designs that are both bold and meaningful. Looking ahead, the students are excited to continue their journey into understanding the vital role that art plays within Indigenous culture. They are eager to learn how art is not just a form of personal expression, but also a way to preserve and share cultural stories, knowledge, and traditions.



Aboriginal Education Support Coordinator (AESC)

In an inspiring blend of art, history, and hands-on learning, Year 8 students recently embarked on a creative project that connected them with the rich cultural traditions of Indigenous peoples. They began by transforming raw wooden sticks into tapping sticks—a traditional instrument used in ceremonies to maintain rhythmic beats during song and dance. Each student was provided with wooden sticks which they carefully sanded and smoothed to reveal the natural beauty of the wood. With patience and precision, they then used a wood burning tool to engrave unique designs onto their sticks. Energized by the success of their tapping stick project, some students have already started designing their own boomerangs.



In another dynamic Year 8 class, students are immersing themselves in a powerful dance performance set to the evocative sounds of Indigenous artists Mau Power and Archie Roach. The classroom has transformed into a vibrant dance studio where each student actively participates in mastering expressive movements that reflect the deep cultural roots of the song's melody. The performance is not just about learning choreography; it's an exploration of cultural expression and emotional storytelling through movement.



Also, this term, the Indigenous Leadership group known as the Maajayimanha Mob—meaning “becoming bosses/leaders” in Wajarri—embarked on their first On-Country excursion of 2025. Their destination was the culturally significant Chapman River – Spalding Park on Yamatji country, a place steeped in history and spiritual meaning. The leadership students were accompanied by our Aboriginal Education Support Coordinator - Kim Ryder, Stars Mentor – Caitlyn Curley, Clontarf Mentor – Jesse Phillips, Teacher – Grant Dodd, Geraldton SHS Cultural Reference Group members Alyce Whitby and Priscilla Papertalk. Throughout the outing staff, invited guests, and students came together to share their imperative cultural connections—stories, traditions, and personal reflections that underscored the profound significance of where they belong. These shared experiences not only reinforced the importance of cultural connections but also advanced the leadership values that the Maajayimanha Mob are developing. The excursion served as a powerful reminder that true leadership is deeply rooted in understanding and embracing one’s identity and cultural heritage. The day’s activities allowed the students to experience firsthand the beauty and wisdom of Yamatji country, fostering pride, resilience, and a strengthened sense of purpose.



STUDENT SERVICES

Aboriginal Education Support Coordinator (AESC)



The Maajayimanha Mob are:

Jorja C
Milia M
Savannah S
Violet-Mai R
Paul Y
Latrelle R

Bryce M
Natasha H
Malcolm R
Brendan H
Thomas M
Zachary G

Maddyson S
Kobe C
Melinie W
Johnas M
Marissa K

As Geraldton SHS continues in the developmental process of fully embedding Two-Way Science into its Year 7 programs, the ongoing collaboration between educators and the local Aboriginal community remains central. This partnership is not only enhancing the educational experience but also strengthening community bonds and ensuring that the wisdom of Indigenous culture is honoured and passed on. Recently, staff members participated in a dedicated Two-Way Science workshop designed to deepen their understanding of this unique program. Through this collaborative professional development, science teachers and local Indigenous knowledge holders came together to explore how traditional ecological wisdom, and modern scientific inquiry can complement each other.

As we move into Term 2, Geraldton SHS eagerly anticipates further integrating Aboriginal Education into our curriculum. Through initiatives like Two-Way Science and the Indigenous Arts Program, we look forward to seeing these culturally rich, collaborative learning programs take shape. with the valuable knowledge of our local Aboriginal community, setting a strong foundation for a more inclusive and meaningful educational experience.

Kym Ryder
Aboriginal Education Support Co-Ordinator



ENGLISH

The 2025 English Team is feeling enthused, energetic and optimistic with the youthful energy of Ms Amaya Greenwood and Mr Thomas Cairncross joining us this year. Mrs Kate Gilmore joined us in Term Four, 2024 and has become an asset with her interest in creating assessments that cater for different styles of learning. Ms. Courtney Bryant has responsibility for the Year 9 and Year 10 students aspiring to pursue an ATAR pathway in their senior studies at Geraldton SHS. Mrs. Diana Hansen's expertise is with improving literacy across Years 7 to 12, with OLN support and the delivery of Year 11 Foundation English. Mr. Matthew Jones works with the Year 11 VET, Year 11 and 12 General students with the addition of Year 9 and 10 English. Mr James Killow has been covering classes in Mr Corunna's absence, and his professionalism has been greatly appreciated.

ATAR English

We have ten Year 12 ATAR English students striving to achieve highly in their WACE Examination for University Entry. The Western Genre has been the focus this term with specific reference to the novella *Montana 1948* and finishing with Clint Eastwood's film, *Gran Torino*.

There are 29 students in the Year 11 ATAR English Course, and we hope to see them manage the academic rigour required to achieve success. Students must complete classwork and set homework, as a minimum. The development of a study schedule is highly recommended to maximise their examination results. The novel *Jasper Jones* by Craig Silvey and documentary, *The Final Quarter* are two texts being studied for their future assessments. Parents are encouraged to read and view these texts, providing an opportunity for valuable, thought provoking and interesting conversations to enhance your child's contextual understanding.

Debra Stone

Program Co-Ordinator English

Year 11 Foundation English

The English Learning Area at Geraldton SHS connects curriculum outcomes to students' futures

through real-world examples.

Students have been working on their second assessment task, which is the production of a multimodal presentation on careers they would like to pursue in the future. The students have wide and varied dreams and goals ranging from a Blacksmith, Carpenter, Tattoo Artist and an Aboriginal Ranger. The students' first task involved producing two TEEL paragraphs explaining their understanding of political parties and how a specific party's policies aligned with the student's own beliefs.

Mrs Diana Hansen – English Teacher

Year 10 English:

Teaching Year 10 English for 2025 we have Ms Courtney Bryant, Mr Matthew Jones, and Mr Thomas Cairncross. Our staff bring their passion for teaching English and their ardour for life beyond school, into the classroom.

Exploring the representation of stereotypes in visual texts and delving into the literary concept of the Bildungsroman Genre has been the focus this term. These texts provided the opportunity to discuss, examine and reflect on the difficulties and growth characters experience, like their age group.

The TV series *Daria* was studied to develop an understanding of teenage stereotypes and critique this representation. Students easily engaged in discussion as they recognised the impact of stereotyping in the real world, literature and media. This was followed by a study of short stories on the theme of "Growing up". These stories reflect the challenges young people experience, highlighting the growth and loss that happens as a result.

Outside of class, we are aiming to bring in our awareness of the world so that we can have more in-depth discussions on class content. So, keep watching movies, keep reading books, keep telling and listening to stories. Bring all that into class and we'll unpack it together!

Mr Thomas Cairncross – English Teacher



LEARNING AREAS

ENGLISH CONTINUED

Year 9

Year 9 students have been immersing themselves in a range of thought-provoking topics in English. They began by exploring important societal issues, using their persuasive writing skills to craft compelling letters advocating for meaningful change.

Currently, they are delving into the eerie and atmospheric world of Gothic literature. Students have been studying classic texts like Mary Shelley's *Frankenstein*, and *The Tell-Tale Heart* by Edgar Allan Poe, which have sparked fascinating discussions on suspense, atmosphere, and the role of setting and characterisation in creating a chilling effect.

As the term concludes, students will channel their creativity into writing a Gothic short story, set against the eerie backdrop of the Midwest. We cannot wait to see the spine-tingling tales they create!

Year 8

Year 8 have made a fantastic start to the year engaging thoughtfully with the conventions of memoirs and how they provide insight to identity. They explored how place, people, and memories shape who we are, analysing a series of memoirs to understand how writers bring personal experiences to life.

Students applied this knowledge creatively, crafting their own memoirs about significant moments in their lives. Their writing showcased deep reflection, strong emotional connections, and vivid storytelling, demonstrating both their understanding of the genre and their ability to convey personal experiences in an engaging way.

MATHS

Exciting News: Our Students to Compete in MAWA's 'Have Sum Fun' Competition

We are delighted to announce that our students will soon be competing in the Mathematical Association of Western Australia's Have Sum Fun Face-to-Face competition. This exciting event will be hosted at Champion Bay Senior High School on Friday, 28 March 2025, and brings together schools from across the region for a spirited mathematics challenge.

The *Have Sum Fun* competition sees teams of six students working together to solve complex mathematical problems over four fast-paced rounds. Designed in a quiz-night format, the event encourages collaboration, critical thinking, and a real love of mathematical problem-solving.

Our Year 8, 9 and 10 teams are looking forward to the challenge and have been preparing with enthusiasm. Unfortunately, our Year 7 students will be unable to attend this year due to a pre-scheduled Humanities and Social Sciences (HASS) excursion. We know they would have represented us proudly and hope they can participate in future competitions.

We wish all our students the very best as they represent our school in this engaging and prestigious event!



If you roll a coin A around coin B, how many times will the coin rotate?

HINT



SOLUTION:

<https://www.youtube.com/watch?v=FUHkTs-lpfg>



SCIENCE

Igniting a passion for Science

The Year 7 Science classes are buzzing with excitement as they begin learning how to safely use Bunsen burners in their experiments this term. It's a much anticipated hands-on experience for the 7s, and they are all very excited to dive deeper into the world of practical science and get their Bunsen burner licences. With Laboratory lessons students are eager to explore and experiment, develop their lab skills, and discover even more engaging and fun ways to learn science. It's shaping up to be an exciting year of discovery and hands-on learning.



Year 12s Launch into action

Year 12 Marine and Maritime students have enjoyed the start to their boating practical module this term. Fifteen students have taken part, from complete novices to those who already qualified for their Recreational Day Skipper ticket as part of their Year 11 TAFE course. Students began their learning by being able to identify risks and control measures on the boats to ensure they can keep themselves safe at sea. They then moved onto safe starting of the motor and how to rinse it through after use. Skills on the water so far have included safe departure and mooring of the boats as well as driving with due care and attention to other water users and aquatic life. We look forward to continuing our boating adventure for the remainder of term one and into Term 2.



LEARNING AREAS

HASS

HaSS Department: Exploring Our Curriculum Term 1

Welcome to 2025 in the HaSS department where we have welcomed a few new teachers to the team. We have some exciting topics and activities to look at over Semester 1 starting with some great subjects.

Year 7 Geography: Water and Liveability

Water is a vital resource for all life on Earth. It is essential for drinking, agriculture, sanitation, and industry. In Australia, water is particularly precious due to the country's arid climate and frequent droughts. Understanding the importance of water helps us appreciate its role in sustaining ecosystems and human activities.

Australia faces significant challenges with water scarcity. Effective water management strategies, such as desalination, water recycling, and sustainable agricultural practices, are crucial to ensure a reliable water supply. In contrast, many regions in Africa struggle with severe water scarcity, impacting health, agriculture, and economic development. International efforts and local initiatives aim to improve water access and management in these areas.

Liveability refers to the quality of life in a particular area. Factors such as access to clean water, healthcare, education, and recreational facilities contribute to liveability. In Australia, cities like Perth and Melbourne are often ranked highly for their liveability due to their infrastructure, environment, and community services.

Year 8 History: Medieval Times

In Year 8 History, students delve into the fascinating world of the Medieval period. This era, saw the rise and fall of empires, the spread of religions, and significant cultural and technological advancements. Students explore the feudal system, the role of the church, and the daily lives of people during this time.

Year 9 History: Industrial Revolution and World War I

The Industrial Revolution, beginning in the late 18th century, transformed societies from agrarian economies to industrial powerhouses. Innovations in machinery, transportation, and manufacturing processes led to urbanisation and significant social changes. Students learn about the impact of these changes on people's lives and the environment.

World War I, also known as the Great War, was a global conflict that lasted from 1914 to 1918. It involved many of the world's great powers and resulted in unprecedented destruction and loss of life. Year 9 students study the causes, major events, and consequences of the war, as well as its lasting impact on the world.

Year 10 Economics: Economic Performance and Living Standards

In Year 10 Economics, students examine the economic performance and living standards of Australia and the world. They explore key indicators such as GDP, unemployment rates, and inflation to understand how economies function and grow. Additionally, students analyse factors that influence living standards, including income distribution, healthcare, education, and environmental sustainability.

By engaging with these diverse topics, students gain a comprehensive understanding of the world around them, preparing them for informed and active citizenship.



HASS CONTINUED

New Course for 2025 – HaSS in Action!

This year we started an exciting and contemporary General course with Year 11's. The Year 11 HaSS (Humanities and Social Sciences) in Action course, offered by the School Curriculum and Standards Authority (SCSA) of Western Australia, empowers students to engage with pressing social issues and develop a deeper understanding of their community and the world. This course covers a range of important topics, including:

- **Refugees:** Students explore the challenges faced by refugees, the reasons behind forced migration, and the global response to refugee crises. They learn about the importance of empathy and support for displaced individuals.
- **Homelessness:** This topic delves into the causes and consequences of homelessness, examining both local and global perspectives. Students investigate the social, economic, and political factors contributing to homelessness and discuss potential solutions.
- **Amnesty International:** Students study the role of Amnesty International in advocating for human rights worldwide. They learn about various campaigns and initiatives aimed at protecting individuals from human rights abuses and promoting justice and equality.
- **Foodbank:** The course highlights the work of Foodbank in addressing food insecurity. Students understand the significance of food distribution programs and the impact of community support in alleviating hunger.

Through these topics, the Year 11 HaSS in Action course encourages students to become informed, compassionate, and active citizens, ready to contribute positively to society.



Year 11 ATAR Modern History students are studying the USA Between the Wars for Semester 1 and have created a timeline of major events impacting the USA at the beginning of the 20th century.



LEARNING AREAS

HEALTH AND PHYSICAL EDUCATION

On Friday Week 4, Geraldton SHS held its Swimming Carnival, bringing together students, staff, and spectators for a day of fun and friendly competition. The weather was perfect, with clear skies and warm temperatures, making the event even more enjoyable.

Students took part in various swimming events, including individual races and relays. The four houses – Atlas, Mimosa, Sirius, and Vega – showed great team spirit, cheering for their teammates all day long. While the competition was intense, it was the positive attitude and sportsmanship that stood out the most. Everyone supported each other and helped the day run smoothly.

In the end, Mimosa House claimed victory, with strong performances in the pool and amazing support from the sidelines. Although Mimosa won, all houses should be proud of their efforts. The carnival was a great success and set a positive tone for the rest of the year.

House points

4th **Sirius** 364

3rd **Atlas** 566

2nd **Vega** 767

1st **Mimosa** 900

Individual award winners

Year 7 – Girls **R/U** Jorja 24pts **Champion**
Bronte 36pts

Year 7 – Boys **R/U** Ron 20pts **Champion**
Braxton 26pts

Year 8 – Girls **R/U** Alexis 28pts **Champion**
Aliyah 30pts

Year 8 – Boys **R/U** Mason 28pts **Champion**
Finn 30pts

Year 9 – Girls **R/U** Bianca 28pts

Champion Addie 32pts

Year 9 – Boys **R/U** Machida 20pts

Champion Trey 32pts

Year 10 – Girls **R/U** Javette 24pts

Champion Lexi 28pts

Year 10 – Boys **R/U** Darcy 16pts

Champion Bodhi 24pts

Year 11 – Girls **R/U** Kessie 20pts

Champion Alexa 36pts

Year 11 – Boys **R/U** Levi 22pts

Champion Adam 36pts

Year 12 – Girls **R/U** Lucy 22pts

Champion Hayley 30pts

Year 12 – Boys **R/U** AJ 24pts

Champion Troy 36pts

House Spirit Awards

Atlas – Dale and Chloe

Mimosa – Jorja and Romeo

Sirius – Holy and Alexis

Vega – Maddyson and Zeth



More photos on page 37



HEALTH AND PHYSICAL EDUCATION CONTINUED

Outdoor Education

Year 9-12 Outdoor Education students are currently diving into an exciting mix of aquatic activities, including bodyboarding, snorkelling, and surf rescue lessons. These hands-on lessons are designed to develop both their physical skills and water safety awareness. Students are gaining valuable experience in bodyboarding, learning the techniques to ride the waves with control and precision. In snorkelling sessions, they're exploring the wonders of the underwater world, observing marine life up close while refining their buoyancy and breathing techniques. Surf rescue lessons are focused on teaching essential lifesaving skills, preparing students to respond effectively in emergency situations. These dynamic lessons not only foster teamwork and resilience but also enhance students' connection to the environment and ocean safety.



THE ARTS

Wind Turbine Project



The 'St. Ives Renewables Project' is celebrating the commitment by the Gold Fields Gold Mining company to develop one of western Australia's largest renewable energy projects, worth \$300 million. The seven wind turbines will be built near lake Lefroy near Kambalda, Western Australia. Their four representatives, an engineer, photographer and art teacher came to Geraldton Senior High School to deliver three art and design workshops, to year 9, 10 and 11 students, as part of a touring schedule which have seen them travel to six schools between Geraldton and Kambalda. The students created designs, patterns and small sculptures which were photographed and will be professionally enlarged in Perth, to form decorations for the wind turbines which will power the mine. Set to be operational in 2025/26 the project is set to attract a lot of publicity, and Geraldton Senior High School along with the other schools will form a significant part of the media presentation.

Mr Mike Thomas Program Co-Ordinator - The Arts



LEARNING AREAS

MUSIC

Year 7 Instrumental Music: A Great Start!



At Geraldton Senior High School, we are excited to celebrate the success of our Year 7 students in the Instrumental Music program. Our new

musicians have made a great start to the year, showing enthusiasm and commitment in their lessons. They are off to a fantastic beginning, with many already showing progress.

Learning a musical instrument is a fun way to develop memory skills, hand-eye coordination, concentration and also reading and mathematical skills.

A reminder to all Year 7 musicians - consistent practice is the key to success! Aim for at least 20 minutes of practice per day, or follow advice given by your teacher. Keep your instrument clean and look after it. Regular practice will ensure that you continue to improve and develop.

We are fortunate to have a talented team of teachers leading our students. Ms Alida Wright is guiding the vocalists and conducting Vocal Ensemble, Josh Crothers is working with the guitar and percussion students and coordinating the Rock Band and Guitar Ensemble, Ms Anne Williams is teaching the woodwind instruments and conducting the Senior Band, and Ms Leonie Courtney is coordinating the program and teaching the brass instruments as well as conducting the Junior Band. I extend a huge thank you to them for helping to make the start of the year go smoothly and relatively hassle free.

We are impressed with the behaviour and commitment demonstrated by our Year 7s so far. Your hard work is laying the foundation for a bright future. Keep up the great work, and together we will continue to put Geraldton SHS on the musical map in our fantastic community!

James Booth
Music Teacher

DESIGN AND TECHNOLOGIES TEXTILES

Fashion and Textiles Programs off to a fantastic start!

Year 9 and 10 Fashion and Textiles students have started the academic year with tons of enthusiasm for the new teaching programs that have been introduced at Geraldton SHS. Students have had the opportunity to create inspiring fashion mood boards, try their hands at fabric printing and tie dye techniques and Year 10s have shown some impressive hand embroidery skills.

Watch this space for more inspiring fashion and textiles to come this year!

Ms Carly Gray – Technologies Teacher



DESIGN AND TECHNOLOGIES

Design and Technologyin progress

We have been having a wonderful time in Design and Technologies this year. Senior school classes are in the middle of substantial design projects including Jewellery, Jewellery boxes and stools that may be the feature of the next newsletter.

Please see below for some of the lower school workshop moments

*Mr Lewis getting into the finer things
of life in Jewellery*

*Year 9 students focusing on some
very fine points*



*In the zone, lost
in time*



*Earth wind and
fire, the beginning
of a new creation.*



LEARNING AREAS

DESIGN AND TECHNOLOGIES CONTINUED



*Revealing the inner beauty of a timber breadboard
Year 8 Technologies*

*Brushing up on some useful skills. Smiles
are free!
Yr 10 Mechanical Workshop*



*Safety first with Mrs Gray
and the Drop Saw
Year 10 woodwork*



Customising their slatted stools, making piles of mess and heaps of progress. Year 10 Woodwork



*Year 11 Building and
Construction,
Carpentry, plastering,
painting and tiling
already covered*

*Some very able young
people*



FOOD TECHNOLOGIES

For our first cook in Home Economics this year, we learnt correct peeling and knife skills whilst making Veggie stick creations with French onion dip. Students worked well as a team to come up with a fun creative way to present our veggie platters. We'll be done year 7s!!! Amazing job!!!



PROGRAMS AND VET

VOCATIONAL INDIVIDUALISED PROGRAM (VIP)

Vocational Education: A Great Start for Our Students

At Geraldton Senior High School, we believe in providing our students with diverse pathways to success. One of the most effective ways to prepare for the future is through vocational education, which equips students with practical skills and hands-on experience in various fields.

Year 11 and 12 Vocational Education @GSHS 2025



Aboriginal School Based Training Year 10



These certifications represent a significant milestone in our students' educational journeys, providing them with the skills and qualifications needed to enter the workforce or pursue further education.



VOCATIONAL INDIVIDUALISED PROGRAM (VIP)

University Talks

Our recent visit from Perth's universities was a resounding success! Geraldton University Centre hosted the event which has designed to let students see the local options available in their hometown. Students had the opportunity to explore future pathways and engage in insightful workshops at some of Western Australia's top institutions, including:

- University of Notre Dame
- Curtin University
- Murdoch University
- Edith Cowan University
- University of Western Australia
- Geraldton University Centre

Presentations on Future Pathways: Each University provided comprehensive presentations on the various academic and career opportunities available to our students. These sessions were incredibly informative, helping students understand the diverse options they can pursue after high school.

Engaging Workshops: Students participated in interactive workshops that focused on skills and industries of the future. These hands-on activities were not only educational but also a lot of fun, sparking curiosity and excitement about potential career paths.



Looking Ahead

We are committed to providing our students with the resources and experiences they need to make informed decisions about their futures. This visit was just one of many initiatives aimed at preparing our students for success be it subject selection for our Year 10 students or applying for a university place for our year 12's.



PROGRAMS AND VET

VOCATIONAL INDIVIDUALISED PROGRAM (VIP) CONTINUED

The Year 10 students in VIP have commenced their Work Experience program. Students have been placed with host employers from local businesses in a variety of industry areas for the term. This is a chance for the students to start exploring a career pathway of interest to them and gain insight and hands on experience into an industry and the occupations within it.

Prior to being placed with an employer, VIP students participated in a variety of work readiness activities that included:

- Completion of the WorkSafe Smartmove Certificate - a Work Health and Safety online educational program required for students entering a work placement
- White Card Training – delivered through RTO Onsite Construction Training
- Online First Aid Courses - from St John First Aid, First Aid for Me online program allowing students to learn skills quickly through a personalised course
- Future Moves Program – a condensed version delivered by JobLink Midwest, students completed profiling activities and developed a Career Action Plan

We would like to thank the following local businesses and organisations for providing a Work Experience opportunity for the VIP students to develop their skills for work and ask the Geraldton SHS community to consider supporting these employers in the future.

Technical Maintenance Support

Verlindens Electrical Geraldton

Burney's Auto Repairs

Geraldton Toyota

Dome

Sheetmetal Co

Desert Sands Mechanical

SMS Group WA

Geraldton Building Services and Cabinets (GBSC)

Hosken Electrical

Hair Vault & Co

Mansom Engineering

Twomeys Mining and Engineering Pty Ltd

AFGRI Equipment

Road Runner Mechanical Services

Julie O'Malley

VIP Teacher



VOCATIONAL INDIVIDUALISED PROGRAM (VIP) CONTINUED



PROGRAMS AND VET

LIGHTHOUSE

Our students with Special Educational Needs (SEN) have had an exceptional start to 2025, thanks to our dedicated and compassionate Learning Support team, which includes highly skilled Education Assistants. In 2025, our primary focus for Learning Support is to enhance student education and preparedness through increased awareness and more inclusive practices.

We prioritise supporting students to attend class and engage with the learning provided by their specialist teachers whenever possible. We foster a mindset of resilience, encouraging students to give their best effort while also preparing them for moments when things don't go as expected. If a classroom becomes overstimulating or a SEN student faces challenges in engaging with their work, we offer a calm, alternative workspace where they can focus on their tasks in a more individualized setting. Our Learning Support staff provide assistance in this space before students return to class with their completed work. Additionally, we offer a designated area for students who may feel dysregulated, allowing them time to manage their emotions before re-engaging with their work and returning to class.

As the term progresses, we remain inspired by the belief that “Every student can learn, just not on the same day, or in the same way.” – George Evans.

The Learning Support lower school classes have been busy with Mrs Tioke in their first few weeks of this term.

The ASDAN class is participating in activities and completing tasks in ASDAN, working towards achieving their certificates for one, or maybe two courses by the end of the year. These courses have a community and active lifestyle focus, with the students doing work at school and visiting the Geraldton community according to the section in focus. Some of the places they will visit in the near future will be: the seal rocks; the foreshore; the Greenough River; and the Art Gallery.

The two Year 7 Lighthouse classes are focusing on the school's values of Respect, Responsibility, and Doing Your Best. They complete a reflection on their own past week and how they have demonstrated the values each lesson. One class has shown the seniors of Geraldton respect by making them very creative Easter cards and drawings through a Centacare initiative and they love having Mossi with them on a Monday. The other class has participated in a school scavenger hunt and sports quiz, where the competitive spirit is definitely alive and well.

We look forward to seeing all of these students achieve their goals, have fun, and learn valuable life lessons whilst doing it.



ACADEMIC PROGRAM OF EXCELLENCE (APEX)

Our Academic Program of Excellence is in its third year. Wow! We now have three year groups (Year 7 to 9). Students in APEX complete an accelerated curriculum to allow for exciting and academically enriching activities throughout the year.

Our amazing Science and HASS teachers, along with Ms Bryant from English attended a professional learning day with CoRE Learning Foundation co-founder, Ms Suzy Urbaniak OAM. We were educated in the CoRE learning model with a focus on STEM and STEAM learning in the classroom. We broke into Year 7, 8 and 9 teams to look at the different project-based learning that each group would do and planned the cross-curricular priorities, experiments, field trips and learning activities. In Week 8, Year 7 students went to Ellendale Pool to start their *Mighty Murchison* investigation into water in our region. Year 9s visited Eneabba and the Illuka mine site to begin exploring the theme of *Critically Electrified*. Their study will take them further into the importance of rare earth elements (very topical considering Trump is pursuing them in Ukraine) and how they will form an integral part of our Western Australian exports. Each project is completed with an appreciation of impacts on Aboriginal and Torres Strait Islanders, their perspectives and within the wider context of sustainability. Pictured are students breaking down their project components and familiarising themselves with what will be achieved.

The Big Science Competition has been booked! APEX students will complete the competition during class time in May. This is a chance for students to challenge themselves and see how they place against other students across the state and country.

WA students have been invited to design a unique mission patch for the Mission to Mars. Several APEX students have taken on the challenge with the hope that the winning design will be used on astronauts' suits.



PROGRAMS AND VET

WARLUGURRA WALGAMANYULU

Warlugurra Walgamanyulu Aboriginal Engagement Girls Group

The Warlugurra Walgamanyulu (WW) Program Coordinator, Miss Claire Garnaut, and the EALD and Mathematics teacher, Miss Rachel Mckay, would like to extend our warmest welcome to the 2025 Year 11 and Year 12 Indigenous Girls and to introduce the newly structured WW program. Or as Year 12 student Kaitlyn. L says, “Kaya” (Hello) or “Wanju” (Welcome) in her traditional Noongar language. The restructuring of the WW program began in 2024 with significant collaboration between Geraldton SHS staff, the Aboriginal Education Team, AIEO’s and members of STARS. The main goal behind the restructuring of the WW program was to look at ways in which we could collectively come together to support the engagement, social and emotional wellbeing, and academic improvement for all Aboriginal girls enrolled in the program.

The newly structured course includes EALD English (at either Foundation or General level), Mathematics, Health Studies and Physical and Outdoor Education (HPO), Cert II Skills for Work and Vocational Learning, Visual Arts, and a newly introduced subject called ASDAN (taught by Mrs Jen Tioke and Mrs Rita Twigg), which allows the girls to look at various aspects of ‘The Wider World’. ASDAN allows for the girls to develop and learn new skills through participating in activities designed to increase their knowledge and understanding of ‘The Wider World’ around us. Over the course of the year, the girls collect evidence, photos and work samples to collate into a portfolio that showcases the achievement of their skills, abilities, participation and engagement throughout the ASDAN coursework.

So far this year, Year 11s have revised TEEL

Paragraphs in EALD and whole numbers, money, addition and subtraction in Mathematics. As well as this, students are learning about ‘Moving Between Cultures’ in EALD, which links to the ASDAN topics Section A - My Culture and Section F - Food. One of the main focuses in EALD for our Year 12s, is looking towards their futures with topics such as finding ‘My Ideal Career’ which are based around real world skills that will enable students to achieve success in the future. Similarly, in Mathematics they have been enjoying revising their Four Operations with regards to money, fractions and decimals.

In HPO, Physical Education lessons have allowed students from both Year 11 and Year 12 to try their hand at sports such as Badminton, Volleyball and most recently, Croquet. The Outdoor Education program also facilitates students in both Year 11 and 12 to learn about beach safety, conduct tube and board rescues and will lead into snorkelling activities next term. With a focus on healthy lifestyles and nutrition this semester in the theoretical aspects of the course, students have also had the opportunity to explore and cook some healthy recipes. Despite some bewildered looks from some of the girls at the ingredients, some were pleasantly surprised with their results!

More opportunities to learn, grow and develop will be provided throughout the year for both the Year 11 and Year 12 girls through the combined efforts of all staff involved with the WW program. We look forward to sharing future updates about our experiences through on Country activities, ‘The Wider World’, visits to significant places, and other work-related opportunities. Until then, students Marissa. K and Honey. L say, “Urda” or “See you later” in their traditional Wajarri language.

Thank you,





PROGRAMS AND VET

FOLLOW THE DREAM

Term 1 – Follow the Dream

The Polly Farmer Foundation (PFF) Follow the Dream (FTD) initiative provides academic support for Geraldton SHS students through our after-school tutoring program, and our newly formed Year 11 and Year 12 Mirnungu Leaders program.

As a participant of the FTD program students have access to practical and necessary support to grow their life skills and gain exposure to different options for their future. Data has shown that students who participate in the program have a sense of belonging in and enjoyment of school and are more likely to achieve WACE.

FTD has a holistic approach that engages program participants, program staff, families, schools, partners and supporters. It also creates a sense of belonging, connection to others and connection to culture.

FTD has five pillars which guide the fundamental needs of students to empower each to achieve positive academic outcomes: Belonging, Capabilities, Experience, Academic and Empowerment. Through these five pillars, students at Geraldton SHS are following their dreams and kickstarting their passion for learning. Students attend after-school tutoring up to four times per week and engage actively with their tutors, so they are well prepared to embark on successful career pathways and to identify as leaders and role models amongst their peers, families and communities.

Through personalised learning plans, specialist tutors provide one-on-one tutoring to each student as well as educational and emotional support, and encouragement. Tutors enrich literacy and numeracy skills and bring activities that enrich

learning and broaden horizons.

Mirnungu Leaders

Mirnungu Leaders is a program delivered to our Year 12 students. Geraldton SHS have co-designed the FlexiTrack High program delivered by Murdoch University to help our students develop the skills needed to succeed at University. The structured and supportive learning experience allows students the opportunity to seek an alternative pathway into University.

FlexiTrack High utilises the most effective evidence-based teaching and learning approaches and is delivered as a blended program utilising both online independent study and dedicated class time.

Mirnungu Leaders also identify as FTD students and are supported by PFF and Murdoch University. Students have access to tutors who guide and assess their student learning experience and support the FTD Program Coordinator to deliver the program in a culturally responsive manner. Students attend timetabled classes in the Language and Cultural Centre up to eight times per week, where they are immensely engaged in their learning and actively model cultural leadership.

Term 2 – Tutoring

To cater for all students, tutoring sessions will be available each morning and every afternoon from Monday to Thursday.

All students from Year 7 to Year 12 can attend up to four times per week on the day(s) suitable to them.

	Monday	Tuesday	Wednesday	Thursday
AM	8:00 – 8:45	8:00 – 8:45	8:00 – 8:45	8:00 – 8:45
PM	3:30 – 4:30	3:30 – 4:30	3:30 – 4:30	3:30 – 4:30



CLONTARF

Clontarf 2024 Report

This year the Geraldton Clontarf Academy celebrated its 20-year anniversary in Geraldton. We continue to maintain a strong relationship with the school and work towards our shared goal of engaging Indigenous boys in education.

In 2024 students had the opportunity to develop themselves through our learning areas of education, sport, leadership, wellbeing and employment.

Education

In 2024, 16 young men completed Year 12 with the Geraldton Clontarf Academy with one student achieving WACE. This is the highest number of students to complete Year 12 with the Geraldton Academy in the last four years. The OLNA test is still the greatest barrier to students achieving a WACE.

The Academy started the year with 115 students engaged in the Academy and finished with 104. This represents a retention in the programme of 90%. Average attendance for the year was 71%. We have reviewed the challenges with attendance including marking of attendance, TAFE issues for the GG programme, Academy operations and attendance follow-ups. Adjustments have been made to all these areas for 2025 which we believe will assist with improving attendance.

Sport

Sport gives academy members the opportunity to develop skills, resilience, sportsmanship and enables staff to mentor and model behaviour through play.

Morning training runs twice a week before school and assists in building healthy habits and promotes exercise. 68 morning training sessions were delivered and attended by an average of 28 boys per session. Each training session is followed by a cooked breakfast where the boys share a meal, and presentations are held to acknowledge the efforts of Academy members.

The Academy attended three football carnivals, two basketball carnivals and an indoor cricket carnival with our Year 8 and 9 team winning the Midwest Cup Football Carnival. All carnivals were run in line with Clontarf values promoting fair play, respect and sportsmanship which we call the Clontarf Spirit.

Leadership

Clontarf staff promote leadership by acting as positive role models and mentoring Academy members. The Academy attended 13 camps in 2024 to various locations including Cervantes, Kalgoorlie, Perth, Shark Bay and our major trip to Brisbane/Gold Coast. These camps expand the students' world view by experiencing new places and activities, improve communication and interpersonal skills through interactions with other Academies and Clontarf partners and give staff an extended period to build relationships and model behaviour.

Within the local community Academy members participated in community clean-ups, volunteering, buddy reading at local primary schools and umpiring primary school carnivals.

Wellbeing

Clontarf promotes physical and mental wellbeing by assisting students to access local health providers and encouraging healthy lifestyles.

Geraldton Regional Aboriginal Medical Service completed 74 health checks in 2024 which assess students mental and physical wellbeing. Seven students received referrals for further assessment based on the outcomes of these health checks. The Academy hosted 6 health sessions during the year which covered drug and alcohol, sexual health, mental health and nutrition.



PROGRAMS AND VET

CLONTARF CONTINUED

Employment

Support to improve employment outcomes was provided through exposure to the workplace, developing work ready skills, and obtaining documentation required for work. Fourteen worksite visits occurred across the mining, oil and gas, defence, retail, logistics, police, fire and rescue, and health industries. Year 11 and 12 students participated in an employment forum with 14 local partners which gave them the opportunity to discuss job opportunities and build a network for future employment.

Our L2P driving programme funded by the Road Safety Authority assisted 14 students to obtain their learners permit and 6 students to obtain a provisional licence.

All Year 12s completed a transition plan with our employment officer and will be supported into employment or further study in 2025.

The Geraldton Clontarf Academy has created many opportunities for our Academy members to develop themselves and improve life outcomes throughout the year. Whilst we acknowledge the need to improve attendance and have put actions in place to achieve this, the growth in Year 12 completion is a positive trend which we see continuing into the future.



STARS FOUNDATION

Stars Foundation Induction Day: A Day of Learning, Bonding, and Fun

To begin the new year at Stars, we held a full-day induction session for our current members—an inspiring group of Indigenous girls who are embarking on their journey with us. This induction was an essential step in welcoming them into our program, introducing them to the values that define Stars, and setting clear expectations for their involvement.

Throughout the morning, we focused on our four core pillars: **Respect, Pride, Honesty, and Commitment**. These values are at the heart of everything we do, guiding the way our students interact with each other, their mentors, the school and their broader community. Our discussions were engaging and interactive, ensuring that each girl understood not only what these values mean but also how they can embody them in their daily lives as active members of Stars.

Following our induction session at school, we took the girls to the Aquarena for an afternoon of water-based fun and team bonding. The excitement was palpable as the girls and staff challenged themselves on the BIFF and enjoyed various water games. Laughter, encouragement, and teamwork filled the air, creating a wonderful opportunity for both staff and students to connect, strengthen relationships, and form new friendships.

This special day was more than just an induction—it was a celebration of community, sisterhood, and the exciting journey ahead for our new Stars members. We look forward to seeing these young women grow, support one another, and thrive within the Stars Foundation.



STARS FOUNDATION CONTINUED



PROGRAMS AND VET

SWIMMING CARNIVAL





PROGRAMS AND VET

OTHER NEWS

At the end of last year, our school community came together to recognise the exceptional efforts of several dedicated teachers who went above and beyond in their extracurricular roles. These teachers were presented with Certificates of Appreciation for their unwavering commitment and hard work outside the classroom.

These educators have made a significant impact on students' experiences, helping to foster a well-rounded educational environment. Their passion for supporting students in a variety of activities, from music to athletics, has truly enhanced the school community, making it stronger and more vibrant.

We are incredibly grateful to these teachers for their dedication and enthusiasm. Their efforts do not go unnoticed, and we look forward to seeing even more amazing things from them in the coming year.

Thank you to all our educators for everything you do to make our school a place of learning, growth, and fun!



SOCIAL MEDIA



WANGGAJIMANHA

Talking Together

Geraldton Senior High School invite you and your family to join us at our open night where you can meet our teaching staff.

 Tuesday 6 May 2025
 4pm to 6pm

 Geraldton Senior High School, Main quadrangle
No RSVP necessary.






Learning Now, for the Future

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