



**GERALDTON**  
SENIOR HIGH SCHOOL



# COMMUNITY NEWSLETTER

TERM 2, 2025





## FROM THE PRINCIPAL

### From the Principal

**This term, we have maintained a whole-school focus on improving student attendance.** The school community has actively engaged with various attendance incentive strategies, and the Student Services team has observed notable improvements in attendance among students on Attendance Improvement Plans. We sincerely thank our families for their ongoing commitment to enhancing student attendance.

Extensive research highlights the significant impact that family and community engagement can have on student educational outcomes. Importantly, this engagement goes beyond simply attending key school events; it involves families and community members participating in school planning and decision-making processes.

At Geraldton SHS this looks like:

- *Talking Together: Wanggajimanha Open Night* saw families engaging with a sample of learning experiences students are exposed to in the classroom and having conversations with staff sharing their thoughts and ideas. It also included a student music performance that created the perfect ambience for the event in the school's courtyard. Thank you to families who attend this event.
- Being a member of the School Board and contributing to discussions on school data reports and plans. It is also an opportunity to learn more about the school's leadership, challenges, successes and running of the school. If you are interested, please respond to vacancies when advertised via our school's community systems and social media.
- Growing numbers of families and community members attending the school's P&C Meetings and engaging in planning processes to improve the student experience. Meetings are held Week 7, each Term, 6.00pm at the school.
- Family and community representation on our idea generating and decision-making teams and committees, such as the Building and Grounds Committee, Cultural Reference Group and Future Business Planning Committee. Engagement on these teams is a great way for family and community members to provide feedback and be an active part of the change process alongside our staff and students.

If you would like to find out more please email:

[geraldton.shs.admin@education.wa.edu.au](mailto:geraldton.shs.admin@education.wa.edu.au)

#### **My three highlights for the Term are:**

- The completion of the perimeter fence to improve safety and security for our staff, students and families. Already, the fence has reduced the frequency of burglary and theft to school buildings and school property and there have been no incidences of intruders on-site during the school day.
- The School Ball will remain a memorable experience for me the arrival cars, the glitzy and glamorous dresses, the dapper suits, the dance moves to the music and the atmosphere. I want to express my gratitude and congratulate our families on their outstanding young people who attended the night – it was enjoyable for all. Thank you.
- Two-Way Science has continued to develop and grow for our Year 7 students. This Term they learnt on-country, exploring nature and culture. They were provided with an opportunity to collect native vegetation samples to study the biology of local plant species, gaining hands-on experience in understanding our natural environment. Later in the Term, students explore the cultural significance of these plants to the Yamatji People learning about traditional uses and the deep connection between the land and its First Nations custodians. These experiences reflect our commitment to fostering respect, responsibility, and a deeper understanding of the world around us. We are proud to support our students in exploring both the scientific and cultural aspects of our local cultural heritage.

I am also proud of our students who attended and played a role in various events this Term, such as our Sorry Day Service, Reconciliation Walk, Premier's Reading Challenge and the various Netball and Football Carnivals. You all do us proud representing our school showing *respect, responsibility and doing our best*.

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

**Karena Shearing  
Principal**







## ASSOCIATE PRINCIPAL

### From the Associate Principal

Over the last two years, a focus on providing a safe and orderly environment, driven by our Workplace Health and Safety plan has resulted in improved outcomes across a range of areas for our staff and students.

A restructure of Student Services has enabled extensive resourcing to provide targeted support to students through Year level teams. Each team uses data and consistent systems to monitor student progress and provide support at an individual, small group or cohort level. Strategies include individual student planning, small group intervention and cohort level activities to build a sense of belonging.

Positive Behaviour Support provides a whole school approach to managing student behaviour and students are explicitly taught expected behaviour on a regular basis. Focus behaviours are reinforced in all timetabled classes. Tier 2 systems support student behaviour and minimise disruptions to classroom teaching and learning. Effective partnerships between the school and families are pivotal in ensuring expected behaviour in students, especially where students need additional supports.

We work with a range of services from within, and external to the Department of Education to improve learning, wellbeing and engagement outcomes for students, using a case management approach. Our systems are aligned with a multi-tiered systems (MTSS) approach, and the Department of Education's Quality Teaching Strategy and Teaching for Impact.

Our incident management processes are well documented, and staff act confidently to manage incidents where students are in distress. A whole school emergency response process is in place and practised in a simulated situation.

Department of Education policy is implemented with fidelity, through strategic and operational planning. School level plans reflect

department policy, are implemented with fidelity and reviewed as required. School plans are shared via our website.

We continue to grow our cultural responsiveness and are informed by community voice. Staff and house shirts proudly encompass indigenous art, and planning is in place to further incorporate indigenous artwork around the school. We are progressing the implementation of Two-Way Science and an Indigenous Arts program.

Staff remain abreast of current best practice through a range of professional learning. School and Team leaders build knowledge and capacity in staff across the 3 MTSS domains through school development day and meeting time agendas.

There has been significant work in the physical environment, with the completion of the external perimeter fence. This has resulted in changes to school systems which enhance safety for students and staff, including changes to procedures for students waiting for buses, access to the school and entering and leaving the school, and vehicle movement on school grounds. Ongoing maintenance continues and we continually seek to advocate for improvement to our aging infrastructure.

Communication remains a focus so that all staff, students and families are advised of matters which directly affect them. Clear is kind. Staff and Student Wellbeing plans have been developed, in accordance with the Department's Wellbeing and Care documents, and we continue to influence the system on psychological safety in schools.

Moving forward, providing relevant and accessible learning programs to meet the needs of all our students remains a priority.

**Rhonda Kennedy**  
**Associate Principal**





## DEPUTY PRINCIPAL YEAR 7 AND 8

### Deputy Principal Year 7 and 8

Term Two has shone the light on our wonderful Year 7 and 8 students and their teachers. The sun still shines, and Winter has only made a brief appearance. With a few cold mornings under our belt, it's important to remember our uniform includes a school jumper and jacket. Students should not be wearing non-school logo jumpers, hoodies or beanies. It's also important that each student is school ready, and you can support your children by making sure that they have:

- Had a good night's sleep
- Eaten breakfast and have lunch or money for the canteen
- Bring a bag to school with pens, pencils and books.

Breakfast club is on each morning from 8.30am and students can access spare pens, pencils ect from student services if they have forgotten something.

At the start of Term 2, our Year 7 students took part in a team building morning where they worked on their collaboration skills to solve problems and design creative solutions. It was great to see them engage positively with each other.

Our transition program for our 2026 Year 7 students has begun and the transition team have been out to visit our local area primary schools. These visits enabled us to meet with Year 6 students and share information about the great experiences waiting for them at Geraldton SHS. We are looking forward to returning in Week 8 and 9 to deliver an engaging physical education lesson delivered by our Transition Coordinator, Mr Hadley-Rudolph with current students. In Term 3 each of our local area Primary Schools will be invited in for a morning of fun and engaging taster lessons to get an idea of learning at high school. We look forward to working closely with our future Year 7 students, their teachers and families. If you know any Year 6 students, please encourage them to complete their enrolment by 25 July 2025.

**GERALDTON SENIOR HIGH SCHOOL**

**IS YOUR CHILD CURRENTLY IN YEAR 6?**

Enrolment packs have been delivered to public Primary Schools within our Local Intake Area.  
Enrolments Packs can also be collected from the school office or online. For more information please call 9965 8400.  
**Enrol for Year 7 2026 by end of Week 1 Term 3.**

**2026 YEAR 7 ENROLMENTS ARE NOW OPEN**

**PRINCIPAL'S SCHOOL TOUR**  
18 Jun @ 3.30pm  
2 Jul @ 3.30pm  
Call 9965 8400 to book

[geraldtonshs.wa.edu.au](http://geraldtonshs.wa.edu.au)

**ACADEMIC PROGRAM of EXCELLENCE**

**APEX Applications open for 2026**

Unlock your child's potential with APEX — our dynamic specialist program in partnership with the CoRE Learning Foundation.

Through STEM projects, academic challenge, and real-world learning APEX helps all learners including GATE students to thrive.

To find out more about this exciting program or enrol your child, please contact [geraldton.shs@education.wa.edu.au](mailto:geraldton.shs@education.wa.edu.au)

**CoRE** **GERALDTON SENIOR HIGH SCHOOL**

**Claire Croucher**  
Deputy Principal







## Deputy Principal Year 9 and 10

It's hard to believe I've now been in the role for six months. Walking through the corridors of Geraldton SHS, the very same school I graduated from 26 years ago, still feels surreal. What has stood out most in this time is the warm welcome I've received from our students. Their kindness and energy have made it feel like coming home.

I've had the privilege of visiting classrooms, attending excursions and participating in school events. Time and again, I've been incredibly proud of how the Year 9 and 10 students represent the school. Whether it's our Outdoor Pursuits students at back beach or students showcasing their talents at the Shore Leave Festival through cooking displays, to name a few, GSHS students continue to shine within the community.

### OLNA and NAPLAN

Congratulations to our Year 9 students, who have recently completed their NAPLAN assessments alongside our Year 7 cohort. Year 10 students have also undertaken their first round of OLNA (Online Literacy and Numeracy Assessment) as part of their Senior School pathway.

These assessments play an important role in helping us understand where to direct our teaching focus, both at a whole-school level and in identifying individual student learning needs. While we acknowledge that these tests can be stressful, we remind students that their effort is what matters most. By simply *"Doing Your Best,"* they are upholding one of our core school values. It is important to remember though that one test does not define a student's potential or future.

Year 10 students who have not yet met the OLNA requirements will have another opportunity later in the year, and then again twice in both Year 11 and 12.

### Career Taster Program

Throughout the semester, our Year 9 students have had the opportunity to participate in a variety of Career Taster experiences, coordinated by Mr Booth. These engaging programs will continue into Semester 2. I encourage students to express interest in opportunities that appeal to them. Once again, I've been proud of the way our students approach these experiences—with curiosity, enthusiasm, and respect for the broader community.

### 2026 Subject Selection for Years 9 and 10

In Week 3 of Term 3, our online platform for 2026 subject selection will open for current Year 8 and 9 students. More information will be shared at the start of the term, including how to access and use the platform. In the meantime, I encourage parents and carers to start conversations with their children about which specialist subjects they might wish to pursue next year.

### School Uniform

With the colder weather setting in, I'd like to take this opportunity to remind families of our School Uniform Policy, which is available on the school website [Parent Information>New Students>Uniforms](#) or via the link [New Students – Geraldton Senior High School](#).

If your child is unable to attend school in uniform for any reason, please contact Student Services or direct your child there. Our friendly staff are always happy to assist and will work with you to ensure students are set up for a positive day of learning.

**Brett Teakle**  
Deputy Principal





## DEPUTY PRINCIPAL YEAR 11 AND 12

### Deputy Principal Year 11 and 12

#### Term 2: A Time for Challenge, Assessment and Reflection

Term 2 is one of the most academically rigorous terms in the Senior School calendar—and rightly so. It is a time where students are provided with the opportunity to demonstrate their learning, growth and readiness for the next stage of their educational pathway.

Key Term 2 academic milestones include:

- OLN Testing (for eligible Year 10–12 students)
- Externally Set Tasks (ESTs) for all Year 12 Foundation and General pathway students
- Semester Examinations for all Year 11 and 12 ATAR students

These assessments form a vital part of the Senior Secondary landscape, contributing to WACE achievement, university entrance eligibility, and successful completion of courses.

We encourage all families to use this time to engage in open conversations with their children about their academic progress and wellbeing. Parents are warmly invited to contact the Senior School Team to discuss any concerns—either in person or by phone. Additionally, all teaching staff are available to provide up-to-date progress reports for individual students.

Together, we create a partnership that builds a culture of support, accountability and excellence.

#### Pathway Planning for Year 11, 2026 – The Journey Begins

Our Year 10 students have now commenced an important journey: preparing for Senior School. Pathway planning is a cornerstone of future success, and we are committed to ensuring our students and families are equipped to make informed choices.

This term has seen:

- A successful Parent Information Evening outlining Senior School pathways
- Course Information Sessions led by our dedicated teaching staff
- Release of the 2026 Senior School Handbook – now available on our school website

Looking ahead, each Year 10 student will participate in an Individual Course Counselling Session during Week 2 of Term 3. Parents are strongly encouraged to attend this meeting with their child. These sessions are crucial in supporting each student's understanding of their strengths, interests and career goals, whether they pursue an ATAR, General or VET pathway.

#### Stay Connected – Because Every Student Matters

At Geraldton SHS, we believe academic achievement and wellbeing go hand in hand. As the school of choice for Senior School education in our region, we are proud to offer programs and pathways that meet the diverse needs of our learners.

Thank you for your continued support and partnership—we are stronger together.

**Kartini Signa**  
Deputy Principal





# STUDENT SERVICES

## Year 7 and 8

### Form Games

We kicked off Term 2 with some serious fun! Form games are back, bigger, better and more competitive than ever.

Our House Coordinators take turns working with their Form groups to build house spirit, earn house points and get active and involved in hands on activities.

This Term the Year 7 and Year 8 students lit up the court with basketball free throws – score a shot and score a Seeker Point! The winning Form class also grabs an extra point for their tally. But the action didn't stop there, Frisbee Golf has been a hit a breaktimes this Term, with students competing for Seeker Points AND chocolates. The competition was fierce, the throws were wild, and the fun was non-stop.

It's awesome to see so many students getting involved, making memories, and enjoying the sunshine.

### Longest Kick

Term 2 also saw Student Services host its highly anticipated "Longest Kick" AFL competition, drawing enthusiastic participation from students across all year levels. The school oval was a buzz with energy as contenders lined up to showcase their kicking power and precision. The event, part of a broader initiative to promote physical activity and House spirit through structured breaktime activities, offered students a chance to compete in a fun and supportive environment. Cheers erupted with each soaring kick, and friendly rivalry kept the atmosphere light-hearted yet competitive as staff got involved too.

The competition saw some impressive displays of skill, with several kicks reaching remarkable distances. Prizes were awarded to the longest kicks in each age group, and standout performers earned bragging rights as the school's top boots.



### Primary School Visits

Our Transition Coordinator, Mr. Hadley-Rudolph and our Deputy Principal Years 7 and 8, Ms Croucher have been visiting local primary schools in our intake area to speak with Year 6 students about the exciting opportunities awaiting them in Year 7. During their visits, they share key information about our Transition and Orientation programs designed to help students feel confident and prepared as they move into high school. These sessions give students the chance to ask questions, meet familiar faces, and learn about the support systems in place to make their transition to Geraldton SHS as smooth as possible.

They also introduce students to specialised programs available, including STARs, CLONTARF, and our APEX program. These initiatives are tailored to support academic achievement, personal growth, and community engagement. STARs and CLONTARF focuses on mentoring and leadership for young Aboriginal and Torres Strait Islander students, and APEX offers an academic excellence program for high-achieving students. By attending these sessions, Year 6 students gain a clearer understanding of the opportunities ahead and are encouraged to start thinking positively about the journey into high school.



# STUDENT SERVICES

## Year 9 and 10

### Term 2 has flown by!

Our Year 9 and 10 students continue to meet fortnightly during form time. These sessions are a valuable opportunity to share important updates, deliver key messages, and stay connected as a team. As the weather cools down, we've recently moved these gatherings to the gym for everyone's comfort.

At our most recent Year 9 assembly, Mr. Booth spoke about an exciting opportunity for students to apply for the upcoming TAFE Tasters. These tasters allow students to spend a day at TAFE, explore a variety of courses, and start thinking about future pathways and careers—a fantastic chance to gain insight into vocational options!

In other news, our amazing Chaplaincy Team, in collaboration with Student Services and some wonderful grandparent volunteers, has been running lunchtime clubs that are open to all students:

- Tuesdays and Thursdays: The Chill Out Zone is open in the Chaplaincy room. It's a relaxed space where students can play games, chat with our chaplains and staff, or just take a break.
- Wednesdays and Thursdays: Join us in the Library for crocheting, knitting, and other creative crafts. No experience needed—everyone is welcome!

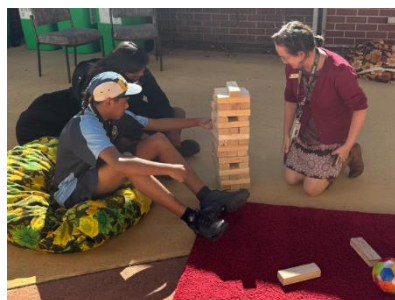
### OLNA Opportunity for Year 10 Students – Week 8

Year 10 students who missed the previous OLNA round will have another opportunity to complete it in Week 8. We encourage all eligible students to attend and take advantage of this important opportunity.

### Attendance Matters at Geraldton SHS

At GSHS, student attendance is a key focus. We are committed to working collaboratively with families to support regular attendance and ensure the best outcomes for every student.

If you have any concerns or would like to discuss support options for your child, please don't hesitate to contact the school to book an appointment with Rita Twigg or Tim Bowdell.





## Year 11 and 12

### Premier's Reading Challenge



GSHS was recently chosen to launch the Premier's Reading Challenge for 2025. We were joined by three amazing authors including: Askha, an award-winning graphic novelist and illustrator who has published more than ten books and graphic novels; Jayden Boundry, a Wadjak Ballardong Noongar and Badimaya Yamatji man who teaches Noongar language and is a storyteller with Ngalak Nidja; and finally Geraldton's own Holden Shepard, whose novels *Invisible Boys* and *The Brink* have taken the Australian literary world by storm.

Students were treated to amazing stories from the authors of their journeys from high school to their chosen profession. Any students who would like to register can log their progress and win weekly prizes. For more information, visit [Premier's Reading Challenge - Premier's Reading Challenge](#)

Get reading!



### Leavers Jackets

Our 2025 Leavers jackets arrived for our Year 12 students and don't they look great! Students were eagerly waiting for their arrival and have appreciated them on these cold mornings we've been having!

This year we are rolling out Leavers jackets for our Year 11 students who will graduate in 2026, giving them two winters worth of wear. The order has been processed and will hopefully arrive soon. Watch this space!



### Glitz and Glamour Ball

In April our students and invited guests embraced this year's theme of Glitz and Glamour wholeheartedly. With classic cars and fancy recent models delivering them to the venue, fantastic music and a delicious light supper, all who attended enjoyed a fantastic evening.





# ABORIGINAL EDUCATION

## ABORIGINAL EDUCATION SUPPORT COORDINATOR (AESC)

This term staff and students at Geraldton SHS were honoured to take part in the Aboriginal History Journey - *Koora Waangkininy Boodjar*, delivered by Renarta Coyne and Charmaine Climo from the Department of Education, North Metropolitan. Students engaged in powerful, immersive workshops that brought Aboriginal history and perspectives to life. Our staff also participated in an extended session, stepping into the roles of significant figures and communities — a deeply moving and impactful way to understand the enduring effects of Australia's history.

The strength of the experience was evident in the heartfelt reflections shared by participants, reinforcing the importance of learning through connection, empathy, and truth-telling. We extend our sincere thanks to Renarta and Charmaine for leading us on this journey. Together, we continue walking toward a deeper, shared understanding of Aboriginal history and culture.

In addition, during Reconciliation Week, our staff and students actively engaged in a range of meaningful activities that celebrate unity, culture, and connection. The week began on *National Sorry Day* with a solemn and respectful ceremony attended by staff, students, and invited guests. Together, we honoured the enduring connection between past, present, and future generations. As part of the ceremony, participants planted purple hibiscus flowers - the official symbol of the Stolen Generations. This simple yet powerful act symbolised remembrance and recognition, representing the scattering and resilience of those affected. Chosen for its hardiness and wide presence across Australia, the purple hibiscus also reflects compassion and spiritual healing through its vibrant colour. To ensure every student could engage meaningfully, the ceremony was live-streamed into classrooms throughout the school. This allowed the entire school community to reflect on the significance of Sorry Day and deepen their understanding of its impact on Aboriginal and Torres Strait Islander peoples.





## ABORIGINAL EDUCATION SUPPORT COORDINATOR (AESC) CONT

Later that day, the school community came together to share a slice of cake—a symbolic gesture of unity and togetherness. In the courtyard, students also enjoyed face painting, which brought colour, joy, and a sense of celebration to the day, helping to create a vibrant and inclusive atmosphere. These shared moments of reflection, celebration, and connection remind us of the importance of walking together on the journey toward reconciliation.



In the spirit of understanding and reconciliation, students and staff participated in the local annual event — the *Wanarayimanha National Reconciliation Walk*. Students proudly walked from Geraldton SHS to join the wider community, making their way from Rocks Laneway along the foreshore and back again. Throughout the walk, they displayed respect, unity, and pride, honouring the significance of the journey and what it represents.



To cap off the day, mentors from the Clontarf Foundation hosted a lively lunchtime football match that brought energy, fun, and community spirit to the school grounds. The match featured a friendly showdown between staff and students, with the staff narrowly claiming victory under the classic “next goal wins” rule. Year 12 student Peter was recognised as player of the match. It was a day filled with connection, reflection, and celebration — a meaningful step forward in our ongoing journey toward reconciliation.

This term, we also farewelled valued members of our Aboriginal Education Team. We extend our heartfelt best wishes to Renee Smythe, Gordy Clinch, and Corey Dickerson as they embark on their next chapters. Each of these staff members has made a significant contribution to Aboriginal Education at Geraldton SHS, playing an important role in supporting our students, strengthening cultural connections, and promoting inclusive education. Their dedication and impact will be remembered, and they leave behind a meaningful legacy in our school community.



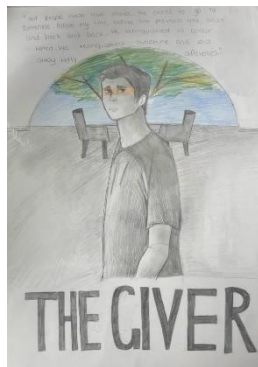
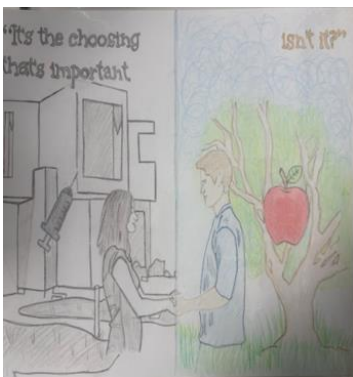
# LEARNING AREAS

## ENGLISH

### Year 12 General English

All students have completed the Externally Set Task which required them to read a short narrative extract and produce two short answer responses which would demonstrate their control of vocabulary, spelling and sentence structures. Higher achieving students will have included a discerning range of textual evidence to explain how language choices shaped their impression of a character. An understanding of how one or more values were revealed through narrative techniques was the second part of the one-hour assessment. Students were prepared for this through the explicit teaching of these skills and understandings by Ms Gilmore, Ms Greenwood and Mr Jones.

Year 12 General student work demonstrating their understanding of ideas through a visual representation.



Year 11 General English students Jack and Livinia working on the final stage of their feature article writing about a memorable place.



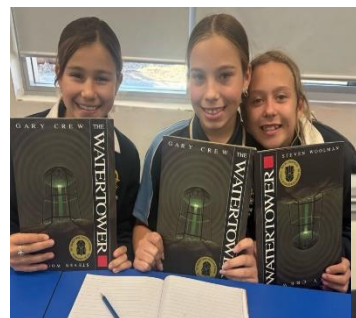
### Year 11 ATAR English

An important skill to develop in Year 11 ATAR English is the ability to write extended responses and create imaginative or interpretive texts under timed conditions to unseen texts, questions and prompts. To demonstrate their analytical skills, students have created a visual representation of the key idea or ideas from their novel study and explained their interpretation in a multi-modal presentation. This assessment provided the opportunity for a wide range of creative thinking and further development of oral communication skills.



### Year 7 English

Visual Literacy has been the focus this term with the study of picture books. Students have analysed *The Watertower* by Gary Crew, *The Rabbits* by John Marsden and Shaun Tan, and *The Little Refugee* by Anh Do. Students have received explicit instruction for writing TEEL paragraphs and their assessment focused on the elements of construction such as vectors, lighting, colours, salience and symbols.





## MATHS

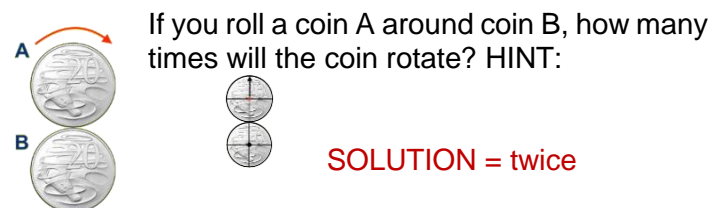
Well, here we are — halfway through the school year for Lower School, and two-thirds of the way through for the Year 12s, who finish at the end of Term 3.

In Lower School last term, we had MAWA's 'Have Sum Fun' competition. The students, to be fair, found it a challenging but worthwhile experience. Our take is that, at the end of the day, they enjoyed themselves — and one team managed to place equal fourth.

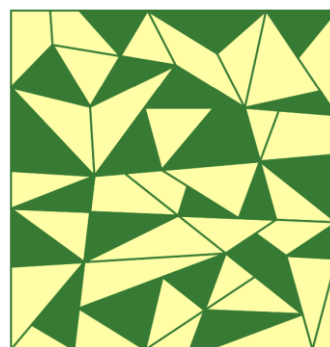
Next term, Year 10s will be making their Mathematics course selections for Year 11. There are five courses of increasing difficulty. Maths teachers will be making recommendations based on Semester One performance, indicating the highest-level course a student is eligible to study. It is important to understand that choosing between, for example, Mathematics Essential and Mathematics Applications is not the same as choosing between, say, Photography and Woodwork. Please encourage your child to have conversations with their teachers so they can gain a clear understanding of the recommendations given.

On another note, we've had some pleasing results in our Senior School courses. No names for now, to preserve anonymity ahead of Semester One awards. However, it's worth highlighting the performance of one of our students. GSHS is in partnership for one of our courses with five other schools, all completing identical assessments. From a combined schools group of 32 students, this student placed second — just 0.4 marks off the highest score.

Remember last term's puzzle? The answer was coin A will complete two rotations as it travels around B.



**This term's puzzle:** find the regular five pointed star in the picture below.



# LEARNING AREAS

## SCIENCE

### Year 9 APEX Unearths the Power of Rare Earths in Eneabba

At the end of last term our Year 9 APEX class took their learning beyond the classroom, braving the heat to explore real-world science in action.

From the rare earth metals mined in Eneabba to their application in operational wind farms, students saw firsthand how science shapes our world. They examined the Monazite stockpile, a key rare earth mineral and learned about its growing role in Midwest employment.

The day also included a close-up look at the rehabilitation of closed mine sites, highlighting sustainability in mining. Before heading back, the group enjoyed a well-earned lunch at the ILUKA compound mess hall.

A huge thank you to Dan, Ben, and the ILUKA team for an insightful experience, as well as Suzy from the CoRE Learning Foundation for organizing this amazing opportunity.



### Seaside Science: Year 12's Hands-On Study of Coastal Ecosystems

Year 12 Marine and Maritime students spent a series of Wednesday mornings at the beach during Term 2. Their task was to use quadrats with transect lines to study the marine wrack that had washed up on the beach. Students laid transect lines along the low and high tide lines then used their species ID card to identify the different types of marine plant present in the wrack that had washed up on Separation Point beach. Back in the classroom they analysed their data as part of their course work to look for patterns and make conclusions around biodiversity and weather patterns in the Geraldton area.





## SCIENCE CONTINUED

### Squid Science: Year 7 Students Dive into Classification

Year 7 Science students embarked on an exciting hands-on journey into marine biology by dissecting squids. This engaging activity allowed them to explore the unique anatomy of cephalopods, including features like the mantle, beak, and ink sac. Through this practical lesson, students gained a deeper understanding of marine life and the adaptations that enable squid to thrive in their ocean habitats. Additionally, the dissection served as a practical application of their studies in biological classification, helping them to identify and categorize the squid within the broader context of marine organisms.



### TwoWay Science Learning

Our Year 7 students this term started on an exciting Two Way journey to connect their curriculum with the land and culture. They have collected native vegetation samples from around the school grounds to study the biology of local plant species, gaining hands-on experience in understanding our natural environment.

At the end of term students will explore the cultural significance of these plants to the Yamatji people with an incursion, learning about traditional uses, culture and the deep connection between land and its First Nations custodians.

These experiences reflect our commitment to fostering respect, responsibility, and a deeper understanding of the world around us. We are proud to start this journey with our students in exploring both the scientific and cultural aspects of our local cultural heritage



# LEARNING AREAS

## HUMANITIES AND SOCIAL STUDIES (HASS)

The Year 7.2 class shared the “Koora Waangkininy Boodjar’ Aboriginal History Journey led by Renarta Coyne and Charmaine Climo and they were fully engaged in this workshop. Together we have been able to gain or enhance our understanding of Aboriginal culture, history and connect with each other through this learning journey. This was a powerful experience leading up to Reconciliation Week.



In Year 9, the APEX class has been exploring World War I, followed by a unit on Civics. During the WWI component, students engaged in mapping the political boundaries of Europe as they stood in 1914. They then examined the shifting frontlines of the Allied and Axis powers, investigated key theatres of war, and focused on the contributions of Western Australian Aboriginal soldiers—those who fought and died, as well as those who served and returned. Pictured are Liam, Cailin, Bianca, Bella and Zannah finishing off their tracing of Europe and Northern Africa.



Year 12 Modern History students thoroughly engaged with their Semester One study of Modern China and the leadership of Mao Zedong. Their investigation focused on China's distinctive approach to Communism and how it evolved over time—a topic made even more relevant by its continued prominence in global affairs. Students also explored the significant reforms introduced during the era of Deng Xiaoping, which helped shape the modern China we recognise today. We commend the class on their strong exam results and look forward to their continued success in the remainder of the year.





## HEALTH AND PHYSICAL EDUCATION

### Year 11 Outdoor Education Day Trips

In Weeks 1 and 2, Year 11 Outdoor Education students recently took part in their exciting Day Trip packed with adventure and hands-on learning. The day kicked off with a morning of snorkelling, where students explored marine life and practiced their skills learnt during the year. After working up an appetite, they put their camp cooking abilities to the test, preparing a hearty outdoor lunch they prepped and cooked themselves. The afternoon was filled with high-energy surf rescue games, giving everyone the chance to build teamwork and essential lifesaving skills. It was a great day.

### Year 9 Outdoor Education Day Trips

In Weeks 4 and 5, Year 9 students embraced the outdoors during their recent Outdoor Pursuits Day trips, beginning with a scenic 5km bushwalk around the Chapman River. Surrounded by nature, they developed navigation and environmental awareness skills while enjoying the fresh air and stunning views. Students then cooked their own camp-style lunch, learning practical outdoor cooking techniques. The day wrapped up with an action-packed afternoon of bodyboarding, where students hit the waves to build confidence in the surf and have some well-earned fun.

### Year 12 Outdoor Education Day Trip

In Week 2, Year 12 students took on an epic challenge during their Outdoor Education Day trip, starting off with an exciting morning of bodyboarding, where students hit the waves to build confidence in the surf and feel energised for the day ahead. They then completed a 20km bike ride along the stunning Geraldton coastline. Starting at the Esplanade and making their way up to the Chapman River mouth, the ride offered breathtaking views and plenty of opportunities to test endurance and skill. Along the way, students took part in team-building activities and friendly bike riding competitions, adding fun and camaraderie to the journey. The students paused their journey with a well-deserved camp cooking lunch at the river mouth, where students relaxed and reflected on their achievements. After lunch and a quick game of futsal, the students packed up and made their way back to school.

### Netball Carnival

The recent Netball WA – Midwest Gascoyne High School Carnival was a fantastic display of teamwork, sportsmanship, and school spirit. Our two Year 9 teams and one Year 10 team gave it their all on the court, showing great skill and determination throughout the day. A special congratulations goes to our Country Week team, who played brilliantly and took out the top spot in their division—an outstanding achievement! Well done to all players and coaches involved!

### Girls AFL Football Carnival Wrap-Up

What a massive effort from our girls on Friday in some wet and slippery conditions! Despite the challenging weather, our team showcased outstanding skill, determination, and teamwork—finishing the carnival with an impressive 3 wins and just 1 loss.

The day kicked off with a tough game against Geraldton Grammar, but the girls didn't let that early loss define them. They bounced back with grit and passion, securing strong wins against Nagle Catholic and Champion Bay. Their resilience and sportsmanship were on full display throughout the day!

Many of the girls often find themselves playing against each other in the Youth Girls competition, so it was fantastic to see them come together on the same side and showcase some incredible collective team skill. The carnival was a great display of talent and passion for the game.

A huge congratulations to Geraldton Senior High School, who finished at the top of the ladder. Well done to all teams involved for a fantastic day of footy!



# LEARNING AREAS

## THE ARTS

### Music, dance and drama events Term 2

#### Matilda the Musical

Rehearsals are well under way for our end of year school musical, Matilda The Musical Jr. Cast members have been sized up for their costumes, our costume making club have been working hard to get our “school uniform” ready to share with you all.

We are very proud of our hard-working team of almost 60 students and staff involved in the performance on stage, back-stage, prop and set design, sound and lighting, and costume design. We are all very excited for the final show which will take place at Geraldton SHS on 26 and 27 November.

#### Dance

Our Year 8 Indigenous Art girls have been working on learning and choreographing a dance to the song “Freedom” by Mau Power, which they performed at the Sorry Day morning tea on May 28.

#### Instrumental Music Programme & ensembles Geraldton Music Festival

Our school ensembles including the Concert Band, Vocal Ensemble and Rock Band will be performing at the Geraldton Music Festival, which was held at the Batavia Hall, Geraldton Grammar School on the 26th and 27th of June, Thursday and Friday of Week 9, Term 2.

The festival involved a number of ensembles from Geraldton schools, performing in different divisions: Concert Band, Jazz Band, Contemporary Ensemble, and Primary School Ensemble. There was adjudicator to provide feedback to each of the acts and award a winner for each division.

#### Perth Hills and Wheatbelt Band – Memorial Concert

The Perth Hills and Wheatbelt Band are coming to stay in Geraldton to work alongside local musicians in preparing for and performing at a community concert and ceremony to commemorate the 80th anniversary of the end of WW2. The event is supported and organised in connection with by The City of Geraldton, The Memorial warden and the Memorial Guides, and the local Navy cadets. Some of our Geraldton SHS musicians will be working alongside the professional Perth band on the 18<sup>th</sup> and 19<sup>th</sup> July, with the final ceremony being held in the evening of the 19<sup>th</sup> at the HMAS Sydney memorial.

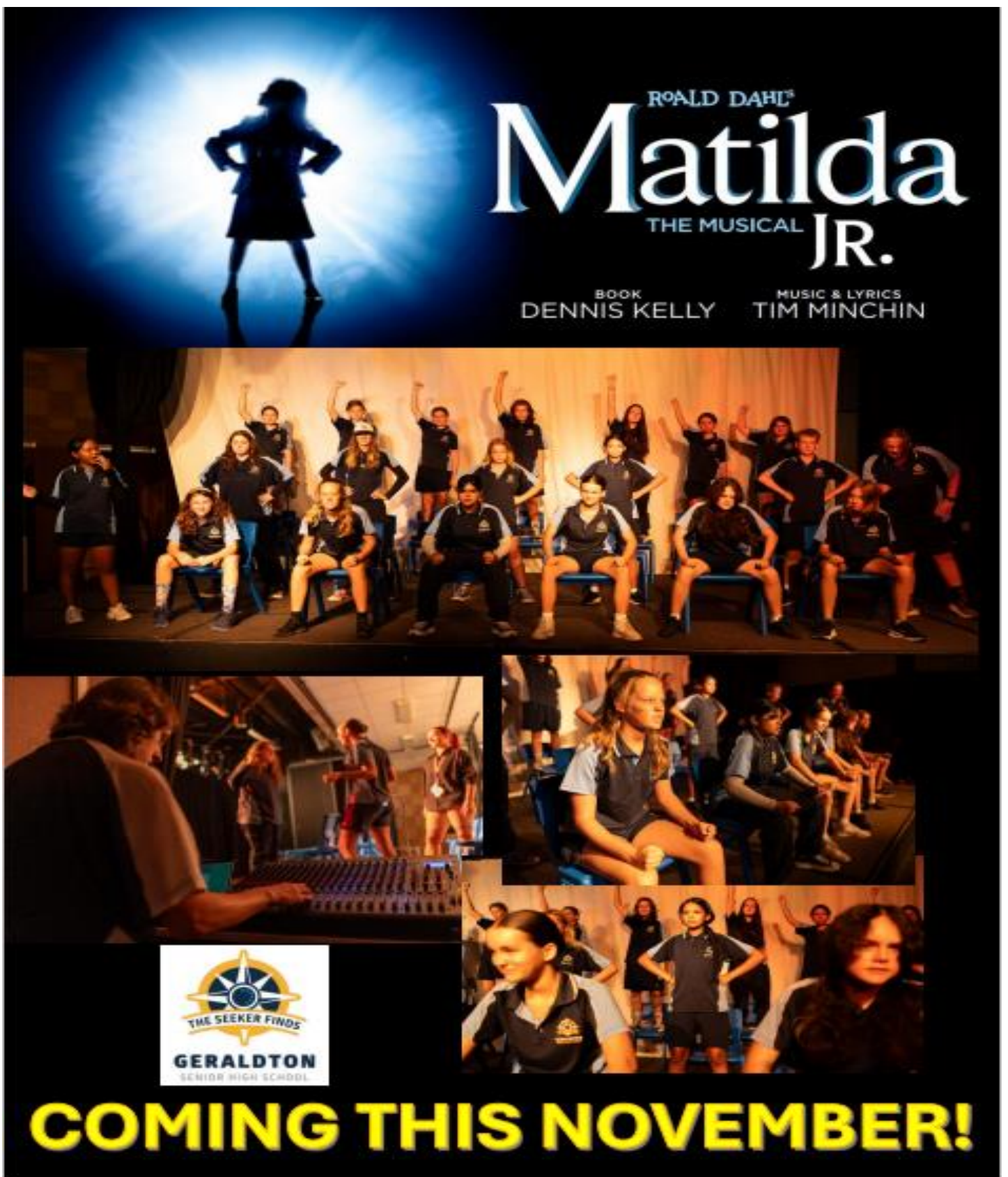
#### Steven Mead - Brass Workshops and Concert

Some of our more experienced Geraldton SHS brass students have been invited to participate in a once-in-a lifetime opportunity to receive guidance, and play alongside world-famous euphonium soloist, Steven Mead, who has agreed to visit Geraldton in June.

This will involve a series of workshops with Steven Mead and the Geraldton City Band, leading to a combined concert on June 12 at the QEII upper hall, which is open to the public and guaranteed to be an amazing performance.












ROALD DAHL'S

# Matilda JR.

THE MUSICAL

BOOK  
DENNIS KELLY

MUSIC & LYRICS  
TIM MINCHIN



**COMING THIS NOVEMBER!**





# LEARNING AREAS

## DESIGN AND TECHNOLOGIES

### Fashion & Textiles Costume Club

Passionate students from various year groups have eagerly dedicated themselves to weekly gatherings in Mrs Gray's textiles room, collaborating to research, design, and craft costumes for the highly anticipated production of *Matilda the Musical*, set to take the stage later this year. Their creativity and design expertise have been nothing short of exceptional, bringing a vibrant energy to the entire process. Stay tuned for more inspiring fashion and textile creations coming your way!



### Shore Leave Festival

Geraldton SHS Year 9 amateur chefs were in slicing and dicing mode at the recent Shore Leave Festival. Under the watchful eye of celebrity chef Don Hancey (WA food ambassador) a select group of GSHS students cooked up a storm at the official 'Kids in the Kitchen' event at the festival.

Thank you to our wonderful Year 9 participants and to Mr Booth for coordinating the event. Chef Don was so impressed that he is already planning to come back for more cooking with our students in 2026. Current Year 8 students get ready!





# ACADEMIC PROGRAM OF EXCELLENCE

## ACADEMIC PROGRAM OF EXCELLENCE (APEX)

### APEX Students Dive into Real-World Learning

It's been a busy and exciting semester for our Academic Program of Excellence (APEX), with students in Years 7 and 9 starting their projects, participating in fieldwork.

All APEX students began the term by participating in the Big Science Competition, testing their scientific reasoning and problem-solving skills against peers across the country.

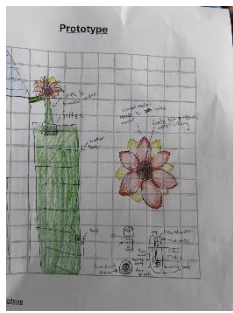
In Year 7, students launched into a project-based learning unit titled *The Mighty Murchison*, inspired by local geography and environmental issues. Linking their studies in Humanities and Science, students examined the role of water in our lives and its importance in regional communities. A highlight was the field trip to Ellendale Pool, where students conducted water testing, made geological observations, and completed field sketches of the area. They also explored Aboriginal perspectives of the land, listening to Dreamtime stories shared by Mr Grant Dodd, including the legend of the Beermurra and the serpents that formed the Murchison River.

Back in the classroom, the learning continued with investigations into mineral discoveries in the Murchison, rainfall patterns in the Mid-West, and water-saving innovations used in Australia and abroad. Tying in English and Technologies, students used their research to design creative water-saving inventions and wrote poems and short stories inspired by the rocks and waters of our region.

Our Year 9 APEX students tackled a project called *Critically Electrified*, exploring the science, politics, and ethics of rare earth minerals. They kicked off their inquiry with a site visit to Eneabba and Iluka's Rare Earth Minerals facility. On-site, they learned about the complex processes of mineral extraction, environmental rehabilitation, and biodiversity protection, as well as the economic and industrial significance of rare earths for our region and the nation. The trip also brought together their classroom learning in chemistry and physics, as they studied energy production, filtered minerals from sand, and discussed how wind turbines convert kinetic energy into electricity.

Throughout Term 2, students have applied this knowledge in practical ways—designing and building their own wind turbines while also researching the geopolitical and environmental impacts of rare earth mineral trade. They've explored current and proposed government policies, Aboriginal land rights, and the ethical considerations of mining in culturally sensitive areas. Groups will make a documentary that brings together their learning across Science, HASS, English, and Technologies, demonstrating critical thinking and a strong awareness of both local and global issues. Final presentations and copies of their final work will be shared with the Iluka staff who showed us around their minesite.

It's been a wonderful semester of learning for APEX students, full of meaningful experiences that connect directly to the WA Curriculum while also fostering curiosity, creativity, and critical engagement with the world around them.





# PROGRAMS AND VET



Certificate II Autonomous Workplace Operations



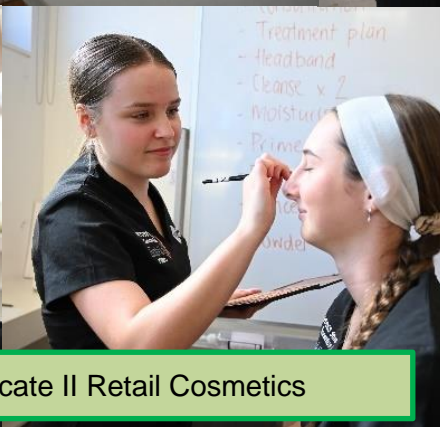
Certificate II Hospitality



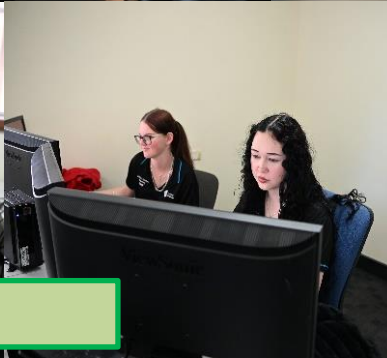
Certificate III Visual Arts



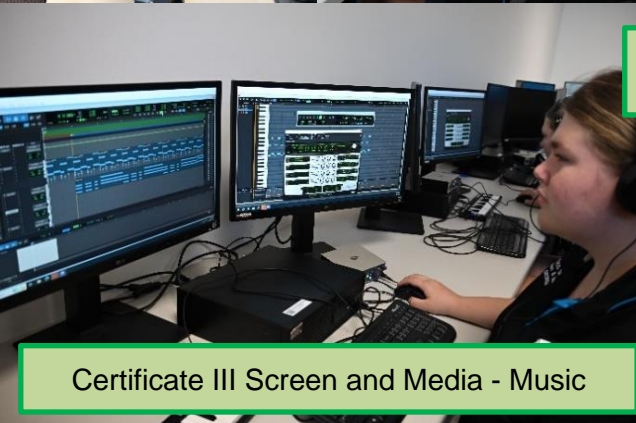
Certificate II Retail Cosmetics



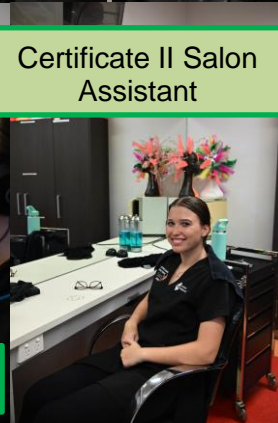
Certificate III Business



Certificate III Laboratory Skills



Certificate III Screen and Media - Music



Certificate II Salon Assistant



Certificate IV Preparation Nursing



Vocational Education Delivered to Secondary Schools (VETDSS) provide students an opportunity to combine a VET qualification while studying at school. Look out for 2026 applications early Term 3!







Certificate II Automotive



Certificate II Fishing



Certificate II Rural Operations



Certificate II Building and Construction



Certificate II Cookery



Certificate II Engineering – Metal Fabrication





# PROGRAMS AND VET

## VOCATIONAL INDIVIUALISED PROGRAM (VIP)

### Year 10 VIP

The Year 10 students in VIP continued to develop their employability skills through their Work Experience Program this term. Many students remained with their Term 1 host employer to develop further their practical skills in a specific occupation, while others elected to try out a different industry experience.

Term 2 saw some students commence developing their practical skills in Childcare, Marine Engineering, Welding and Plumbing with a new host employer. We would like to thank the following local businesses for giving these students opportunities to gain new hands-on experiences: GE Group Australia, Bambi Augustus St, Goodstart Early Learning Wonthella, Sun City Plumbing and Bayside Marine.

We would like to encourage our school community to consider supporting these local businesses where possible.

The occupation and industry experiences for the VIP students are an important part of career exploration and will inform the student's decision making about Year 11 Courses and Pathways. The 2026 course selection process for Year 10s will commence early Term 3.





## GIGAMAN GAWALA (GG)

This year, our Year 12 Gigaman Gawala class is excited to be working at Central Regional TAFE to achieve a valuable skill set. Building on the success of last year's program, we are proud to introduce the AE386 Work Safety in Construction course for the second year in a row.

The AE386 course provides students with an essential introduction to working in construction, emphasizing safety and accuracy in planning, setting up, and beginning a construction project. Throughout the course, students will learn to use tools and equipment safely, understand the rules and procedures for safe work on site, and complete their White Card requirements.

We believe this program will equip our students with job-ready skills as they prepare to finish school this year. In Term 3, the students will apply their learning by constructing a retaining wall at school, complementing the planter boxes created by the 2024 class.

We look forward to seeing the positive impact of this program on our students' future careers.





# PROGRAMS AND VET

## LIGHTHOUSE

### WORLD AUTISM AWARENESS DAY



Autism Spectrum Disorder (ASD) is a lifelong neurological condition that affects the way individuals interact and communicate with others and experience the world. The word Spectrum reflects the unique combination of characteristics each individual holds.

In 2007, the United Nations General Assembly declared 2 April World Autism Awareness Day (WAAD), and the day has been observed worldwide since 2008 to raise public awareness of ASD.



This year, the library was a hub of information and activities where Staff and Students of Geraldton SHS came together to recognise WAAD 2025. Special Needs EA, Mr Jimmy Gray was instrumental in organising the event which was enjoyed by all who attended. The space allowed for conversations to be had, questions asked and experiences shared. Thank you, Mrs Wendy Harris, for allowing the use of the library as well as setting displays.



We had several games going and activities involving staff and students, chess, checkers, connect four, uno and some Lego building. Bringing a lot of our students and staff together who wouldn't usually engage with each other and was a good representation of our kids from across the year groups.





## LIGHTHOUSE CONTINUED

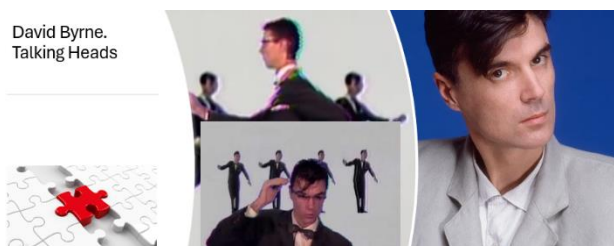
We had a chillout area at the back with settees, pillows and different fidget spinners. We had our Year 11 and 12s relaxing in this area, talking about fidget spinners and why they're important and useful to students with autism.



Around our middle table we had our theme of the Jigsaw puzzle, which would be connected and added to. Getting students and staff to colour, draw a representation of their thoughts or feelings in support of autism awareness. The final piece would be a collage of jigsaw puzzle pieces reflecting our community within GSHS.



David Byrne.  
Talking Heads



Throughout the day we had several songs playing related to musicians who were on the spectrum, ranging from classical to current pop tracks. This coincided with a presentation sent to forms to celebrate its heroes and heroines. That autism has been a part of our history and its peoples. We hope to see you next year, for Autism Awareness 2026 and a big thankyou to all involved who made it a lovely afternoon.

# PROGRAMS AND VET

## WARLUGURRA WALGAMANYULU (WW)

### Term 2 Highlights

Term 2 for Warlugurra Walgamanyulu (WW) has been full of crafting, creativity, cooking and croquet!!!

Within their HPO course, the competition has been fierce as the Year 11 and 12s have pulled out all the stops with their newly learnt skills in croquet. The girls have been enjoying the short walk across the road to the nearby croquet fields where they have been expanding their knowledge on the finer techniques of croquet warfare. Using their “battle” mallets to batter the oppositions ball away from the hoops, the students fought their way around the croquet pitch, both teams racing to score seven goals before the other. Strategy and critical thinking skills were also involved in planning out game tactics with angles needing to be analysed carefully to succeed in achieving the winning shot through each hoop.

The girls have also been engaging in regular cooking sessions, aiming to build on their repertoire of healthy and balanced meals from multiple cuisines. Some of the dishes include Vietnamese Salad, Healthy Snickers Bars, Chilli Korean Cucumber Salad, Coconut and Carrot Slaw, Banana Muffins and Oatmeal Slice to name a few. After their cooking sessions, the girls have been researching how different ingredients can provide different health benefits, and how to substitute ingredients to make meals healthier, but still tasty!

Through ASDAN, the girls are exploring a variety of cultures by learning about the history of different countries woven textiles and originating fabric crafts. The students have taken to macrame, crocheting and knitting with great enthusiasm, welcoming the helpful guidance and instruction of Mrs Twigg's mum. The girls were very proud to have made a variety of items in which they were able to show off their hard work and improved

technical skills. We were also able to apply some Mathematics to these crafts by practicing converting inches to centimetres when measuring out our macrame lengths for our pot plant hangers, and by counting how many square knots were needed to create our macrame keychains or counting out the right number of stitches when learning to knit scarves.

In EALD, students are currently deepening their awareness of important and influential Indigenous and Torres Strait Islander peoples across a range of industry fields and time spans. This topic tied in with the WW girl's most recent class excursion trip to the Geraldton University Centre where they completed an activity on career pathways of local influential Indigenous women. It was an interesting experience for the students to discover so many strong Indigenous women in many different career paths and the variety of alternate pathways the women took to reach their current career goals. Opportunities such as this visit allow the girls to continuously improve and broaden their vocabulary and knowledge of the wider world. Throughout the excursion, the girls showed high levels of engagement and strong participation in respectful discussions with the lovely Geraldton University Centre hosts.

Lastly, well done to all the WW girls who sat their most recent OLN round and to our fabulous Year 12s who also completed their Externally Set Exams.









# PROGRAMS AND VET

## FOLLOW THE DREAM (FTD)

In partnership with Geraldton SHS, the Department of Education, and the Polly Farmer Foundation, the Follow the Dream Tutoring program caters for all Aboriginal and Torres Strait Islander students and is open four mornings and four afternoons per week in the Language and Cultural Centre, as well as Tuesday mornings and Thursday mornings in the Clontarf building.

The Language and Cultural Centre, and Clontarf building are both equipped with a kitchen and separate learning areas where tutors provide academic support and career advice to participants. The learning areas have desktop and laptop computers along with a range of other learning materials.

Through a wholistic approach, our dedicated staff provide specialised literacy and numeracy support, specialist tutoring, personalised pathway plans, one-on-one mentoring, and practical experience to tailor learning programs and resources specific to students' educational needs.

Academic enrichment and active participation lie at the heart of the program, and through this lens, we have seen an increase in student enrolment. Our numbers increased from thirty at the end of term one, to forty-eight to date. This positive increase is strongly influenced by our dedicated team of tutoring staff who commit their valuable time before school and after school to provide academic support for students in the program.

Students also engage in a range of extra-curricular activities to broaden their horizons, build resilience, develop confidence, and promote cultural pride within themselves.

To celebrate attendance at tutoring throughout each week, students are invited to have pancakes and nutella on Thursday mornings. This celebration is to encourage students to dream big, as data has shown that students who participate in the program gain a strong sense of belonging, enjoyment of school, and are more likely to achieve WACE.

Overall, students who are part of the 'Follow the Dream Family' gain a sense of identity, belonging and purpose.





## STARS FOUNDATION

### Exploring Aboriginal History Through the Blanket Activity

This term, our Year 7, 11, and 12 Stars students had the invaluable opportunity to take part in the *Blanket Activity: Aboriginal History Journey – Koora Waangkininy Boodjar*, facilitated by Renarta and Charmaine.

The Blanket Activity is a powerful, interactive learning experience that uses blankets to represent the land and family groups of Aboriginal Australians. As the session progresses, blankets are gradually taken away or reduced in size, symbolising the devastating loss of land, life, and culture resulting from colonisation. This immersive experience is designed to highlight the historical and ongoing impacts on Aboriginal communities in a way that is both emotional and educational.

Understandably, the girls were nervous and unsure of what to expect when they first entered the room. However, from the moment they stepped onto the blankets, the Year 7 students demonstrated maturity, empathy, and deep respect. They remained fully engaged throughout, with our senior students showing wonderful leadership by guiding and supporting their younger peers on this emotional journey.

The activity left a lasting impression on all who attended. In the discussions that followed, both students and staff expressed how profoundly they had been moved. Many commented on how much they had learned about our shared history and the realities faced by Aboriginal people.

Several of the girls shared that the visual and interactive nature of the session helped them understand the true impact of colonisation more deeply than ever before. It brought history to life in a meaningful way, helping to foster empathy, awareness, and a greater appreciation of Aboriginal culture and resilience.

We are incredibly proud of how our Stars students engaged with the experience and grateful to Renarta and Charmaine for guiding us through such a powerful learning journey



## CLONTARF ACADEMY

Our Year 10-12 Clontarf Cup camp kicked off on Tuesday, Week 9, Term 1, with an exciting drive to Perth. The boys were full of energy and anticipation as we made our way down, and along the journey, we made a special stop at the Lobster Shack in Cervantes. This stop provided us with an opportunity for a worksite visit, where we learned about the history of the lobster industry and the processes involved in catching and preparing crayfish for sale. The team was also introduced to employment opportunities in the area, sparking conversations about potential career pathways for many of the boys.



On Wednesday, the highlight of the camp was the annual Clontarf Cup event, where our team played in Division 1. The boys gave it their all throughout the day, showcasing their athleticism and determination. They remained undefeated in the competition until the grand final, where they faced a tough opponent in Scotch College. Despite their valiant efforts, our team fell short in the final. The event was a fantastic opportunity for the boys to bond, not just with each other, but also with other teams and participants in the competition. They learned valuable lessons about resilience, sportsmanship, and the importance of staying positive even when the odds are stacked against them. The grand final loss was tough, but it provided an opportunity for growth and reflection, helping the boys to see the value in both winning and losing. On the final day of the camp, Thursday, the group began the journey back home. After an

exciting and exhausting couple of days, everyone was ready to head back, but the memories of the camp and the experiences shared would last a lifetime. The boys had learned more than just football skills; they had also gained a deeper understanding of teamwork, leadership, and how to work hard towards a common goal. Overall, the Clontarf Cup camp was an enriching experience that provided the boys with much more than just a sporting event. It was a chance for personal development, learning, and bonding that went beyond the field. The camp successfully blended fun, competition, and learning opportunities, leaving everyone with great memories



### Term 2 Clontarf News

The Geraldton Clontarf Academy has had plenty of activity in Term 3. The boys have worked hard on and off the training track to develop themselves.





## CLONTARF ACADEMY CONTINUED

### Perth Basketball Camp

Our Year 8 and 9 boys made the trip to Perth in Week 5 to compete in the Central North Region Basketball Carnival. The boys played with great sportsmanship and our A grade team won two games and drew two games just missing out on the grand final.



### Morning Trainings

We still have a number of boys braving the cold and wet mornings to come to morning training. Our budding chefs have been cooking up feasts of bacon and eggs and pancakes to feed the boys.



### Police Football Game

Our senior boys teamed up with Champion Bay to play football against the Geraldton Police. It was a fun afternoon had by all and a great way to build strong relationships in the community.

### Worksite Visits

We have attended worksite visits to Aurizon, GBSC, Kmart and BCF this term during team time. These have been great opportunities for our young men to explore local job opportunities and hear from the employers and their personal experiences in the workplace.

### Mock Interviews/Work Ready Documents

The Year 12s completed mock interviews with our partners at Kmart learning techniques to use for future job interviews. They also worked with our employment officer Ben Heusler to update their work ready docks and complete employment plans.



### Beachlands Primary School Visit

Our Year 11's visited Beachlands Primary School to deliver buddy reading and a football clinic. It was a great opportunity for our boys to develop their leadership skills and have a positive influence on the next generation.



### Coral Coast Cup

Our Year 8 and 9 boys travelled to the Coral Coast Cup in Carnarvon in Week 8. The boys were undefeated and won the carnival. The Carnarvon Clontarf Academy did a great job in hosting a seamless event.





# GLITZ AND GLAMOUR SCHOOL BALL 2025









# GLITZ AND GLAMOUR SCHOOL BALL 2025





## SOCIAL MEDIA

### Learning Now, for the Future

Geraldton Senior High School is in the heart of Geraldton townsite, in the Midwest of Western Australia. The school and its community are succeeding in providing equity of opportunity for our students.

We invite you to view our informational video for key messages about our school vision, values and opportunities from our School Principal, Mrs Karena Shearing. You will find it on our website under our enrolments/book a tour tab 📺

<https://geraldtonshs.wa.edu.au/enrolments/book-a-tour/>

**Enrol now for 2026!**

@Education WA

#GeraldtonSHS2026 #GeraldtonSHS2025

#learningnowforthe future #educationmatters #proudschool



**GERALDTON SENIOR HIGH SCHOOL**

# JOIN US



## Principal's Tour with Q&A Session

Meet the Principal | Tour the Facilities | Explore our Programs | Ask Questions

TERM 2	TERM 3	TERM 4
Wed 18 Jun @ 3:30pm Wed 2 Jul @ 3:30pm	Wed 6 Aug @ 3:30pm	Wed 22 Oct @ 3:30pm

**Learning Now, For the Future!**

Register your interest by emailing: [geraldton.shs@education.wa.edu.au](mailto:geraldton.shs@education.wa.edu.au) or phoning: 9965 8400

Meet in reception: 19 Carson Terrace, Geraldton



**GERALDTON SENIOR HIGH SCHOOL**

### IS YOUR CHILD CURRENTLY IN YEAR 6?

Enrolment packs have been delivered to public Primary Schools within our Local Intake Area.

Enrolments Packs can also be collected from the school office or online. For more information please call 9965 8400.

**Enrol for Year 7 2026 by end of Week 1 Term 3.**

## 2026 YEAR 7 ENROLMENTS ARE NOW OPEN



[geraldtonshs.wa.edu.au](https://geraldtonshs.wa.edu.au)

**PRINCIPAL'S SCHOOL TOUR**  
18 Jun @ 3.30pm  
2 Jul @ 3.30pm  
Call 9965 8400 to book

📺 What a fantastic evening!

We were thrilled to welcome our Year 10 families to the Year 11 2026 Information Night at Geraldton Senior High School on Wednesday! It was wonderful to see such strong support as students begin planning the next exciting stage of their learning journey.

We're now looking forward to the individualised course counselling sessions in Term 3, where students will receive tailored advice to help shape their senior school pathway.

🌟 The future is bright, and we're excited to walk alongside our students every step of the way!

#GSHS #FutureReady #SeniorSchoolPathways #CourseCounselling #Year11Journey  
#GeraldtonSHS2025 #GeraldtonSHS2026



We were very proud of all students who demonstrated our school values, Respect, Responsibility, and Doing Our Best during our Evacuation Drill on Wednesday afternoon. See more



Facebook QR Code:

Instagram QR Code:





**GERALDTON**  
SENIOR HIGH SCHOOL

*Learning Now, for the Future*



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