



**GERALDTON**  
SENIOR HIGH SCHOOL



# COMMUNITY NEWSLETTER

TERM 1, 2026





## FROM THE PRINCIPAL

Learning Now, for the Future is our moral purpose and guides us in our work to support all students and staff achieve their best. It sits alongside our school values, Respect, Responsibility and Doing our best which keep us moving together, in the right direction and helps us honour our school motto, The Seeker Finds.

This is the first year of the 2026–2030 School Business Plan, which will guide our priorities, strengthen student outcomes, and support continuous improvement across all areas of our school community.

### ***Aim High – Teach for our future***

Learning Areas and section teams have reflected on 2025 student achievement and developed Learning Area Plans for 2026. These are informed insights and targets to ensure best practice and learning opportunities for students. The ongoing implementation of the SEEK Instructional model provides high impact teaching for all students.

### ***Empowering leadership***

The school has already received positive feedback on the quality of our student leaders, and this has resulted in opportunities for these young people to represent the school in the community, ensuring their voice is heard as they represent their peers.

The experience and expertise of our staff, is recognised through a range of internal leadership positions, culminating in the leadership provided through our Leadership Team.

### ***Collaborative Relationships and Partnerships***

Families are our most important partners in education; we seek to ensure productive communication, respond to feedback and engage families in learning and we are guided by our Aboriginal staff and families as we progress our cultural responsiveness. Collaboration with employers and community organisations support positive learning, engagement and wellbeing outcomes for students.

### ***Inclusive and Engaging Environments***

Our expectation is for every student to have regular attendance, and we put supports in place to enable this to happen. Support could look different for many students, and we provide this through intervention programs and work with internal and external partners. We are continuing to improve the physical environment for the whole school community.

### ***Resources for Success***

Human, physical and financial resources are allocated to ensure quality learning activities that are supported by allied professionals, quality teaching and pastoral care providers, including an extensive Student Services Team.

### ***Supporting Student Growth and Pathways***

Literacy and numeracy remain a focus, and we use data to ensure student progress through preferred pathways, enabling students achieve to their potential.

We need to keep revisiting our school business plan to ensure it stays relevant, adapts to changing needs, and continues to effectively guide our goals and priorities.

All families are invited to see our work in action and contribute to success for all students. Please join us on our Reporting to Parents Day – Wanggajimanha, April 22 to continue the conversation. I look forward to working together with you this year.

**Mrs Rhonda Kennedy**  
**Principal**





## DEPUTY PRINCIPAL YEAR 7 AND 8

It has been a wonderful start to the year welcoming our Year 7's and returning Year 8's. Our Year 7 Cohort have had a great start to their secondary schooling, taking part in a range of activities and learning team building skills and demonstrating our behaviour expectations. It was lovely to meet so many Year 7 families at our welcome sausage sizzle.

Our Year 8 students have settled into the school year, meeting behaviour expectations, engaging in learning and taking part in a range of Form activities as well as representing their respective Houses and striving to achieve their potential.

In Form, all students have been exploring our Positive Behaviour expectations to reinforce our values of Respect, Responsibility and Doing our 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 Week 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 teachers.

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**  
**Year 7 and 8**





# DEPUTY PRINCIPAL YEAR 9 AND 10

## A Warm Welcome to 2026

We're delighted to welcome all new Year 9 and Year 10 students and their families to Geraldton SHS. It's been wonderful to see students—both returning and brand new—settling in with confidence. With so many new enrolments, a few timetabling hiccups were inevitable, but our students have shown impressive patience and resilience as everything falls into place.

### Your Year 9 and Year 10 Team for 2026:

- Mr Brett Teakle – Deputy Principal
- Mrs Katherine (Kate) Davidson – Programs Coordinator, Student Services
- Mr Tim Bowdell – House Coordinator

## NAPLAN and OLNA

Term 1 saw our Year 9 students complete NAPLAN. We remind families that these assessments are simply one tool that helps us understand where students may need extra support—they do *not* define a child's ability or future success. Encouraging students to try their best is all we ask.

Year 10 students will sit their first round of OLNA in Term 2. A successful result contributes toward the WA Certificate of Education in Year 12. If a student doesn't pass on their first attempt, it's not a failure, just a step in the learning process. They will have multiple opportunities to demonstrate their skills before the end of Year 12.

## E-Rideables

Thank you to all families for supporting the Department of Education's policy on ebikes and scooters. A reminder that students must be 16 years old AND in Year 11 or Year 12 to bring an erideable to school. If a younger student brings one, we will contact home to arrange collection.

## Attendance Matters

As students move into the middle years of high school, attendance often begins to slip. Yet research consistently shows that attendance is one of the strongest predictors of academic success.

Here's what the numbers look like:

Attendance	Days Missed Per Year	Days Missed Over High School	Equivalent Years Lost
90%	20	120	0.6
80%	40	240	1.2
70%	60	360	1.8
60%	80	480	2.4
50%	100	600	3

If getting your child to school is becoming difficult, please reach out. Mrs Kate Davidson is the first point of contact for Year 9 and Year 10 families, and our team is here to help find practical solutions.

## Navigating Adolescence

The middle years of high school bring enormous social and emotional change. Friendships shift, priorities evolve, and relationships, both with peers and parents, can feel more complicated. It's completely normal, but it can also be deeply upsetting for young people.

We often see this distress surface as conflict, especially online. Social media can amplify small issues and carry them into school life. Families can help by:

- reassuring students that changing friendships are a normal part of growing up
- encouraging calm conversations rather than conflict
- supporting social media age restrictions to give young people space away from online pressures

The Positive Parenting Program (Triple P) offers excellent resources and workshops to support families through this stage:

<http://www.triplep-parenting.net.au>

## Looking Ahead

I'm excited to continue working with our Year 9 and Year 10 students throughout the year. I also look forward to meeting families at Wanggajimanha, held on the first Wednesday of Term 2.

Together, we can make 2026 a positive, productive year for every student.

**Mr Brett Teakle**  
Deputy Principal  
Year 9 and 10





# DEPUTY PRINCIPAL YEAR 11 AND 12

## From the Desk of the Deputy Principal – Senior School

Welcome back to another exciting year at Geraldton SHS! Whether you are just beginning your senior school journey or are standing on the threshold of your final year, there is a palpable energy in the air.

Our goal this year is simple: Work hard, support one another, and celebrate every milestone along the way.

### Year 11: The Journey Begins

To our Year 11 students—welcome to the big leagues. Whether you have chosen an ATAR path, a general pathway, or a VET course (at school or TAFE), this is the year where your effort directly shapes your future.

Pro-Tip: Success in Senior School isn't just about being "smart"; it's about communication. If you are struggling with a workload or a concept, tell us! Your teachers and lecturers are your biggest advocates. Communicate early so we can help you achieve your best.

### Year 12: The Final Countdown

Our Year 12's have already hit the ground running. You should now have your **WACE Tracker** from Form class. This document is your roadmap—it shows exactly what gaps need to be filled to ensure you graduate in October.

We have three solid terms left together. Let's make them count so that when we stand together at the Valedictory Ceremony, we are celebrating a 100% success rate!

### Important Dates & Milestones

Academic success is our priority, but the memories you make outside the classroom are what you'll carry with you forever.

- **Term 1:** The Year 12 Only Swimming Carnival
- **Term 2: Wanggajimanha** (Talking-Together) Parent-Teacher Interviews. With OLNA, Externally Set Tasks (ESTs), and Exams looming, this is a vital check-in point. We also have the excitement of Country Week to look forward to! and not to forget the "A Night in Paris" Ball (Keep an eye out for photos in the Term 2 newsletter!)

- **Term 3:** The final academic stretch. Seekers Week in Week 10 will be the ultimate culmination of your Geraldton SHS experience, followed by ATAR exams in the holidays.
- **Term 4:** The finish line! Our Graduation Assembly and Valedictory Ceremony.

### Year 10: Looking Over the Horizon

It's never too early to start dreaming. In Term 2, our Year 10s will begin their "Senior School Exploration."

- **Wanggajimanha:** Families are invited to explore senior classes and see what's on offer.
- **Future Planning:** HASS classes will guide students through the various career and study options available to them.
- **New Horizons:** We are thrilled to announce we are developing new courses for 2027 to better match the diverse interests of our students.
- **Parent Info Night:** We will hold a specific Year 10 Parent Information session later in Term 2—stay tuned for dates.

### Career Focus: Geraldton Careers Expo

Geraldton SHS has been hard at work helping plan the Geraldton Careers Expo, taking place during Careers Week.

- **Year 10:** This is a mandatory and exciting part of your pathway planning.
- **Year 11 & Year 12:** Options will be available for you to attend and connect with industry leaders and training providers.

**Mrs Kartini Signa**  
Deputy Principal  
Year 11 and 12



# STUDENT SERVICES

## Year 7 and 8

We have had a busy and productive Term 1, welcoming back our Year 8 students and supporting our new Year 7 cohort as they settle into high school life.

On Friday, 6 February, our Year 7 students participated in a half day Orientation Program designed to support their transition to secondary school. The first session, led by Mr Alex Hadley-Rudolph, explored our school values, whole school behaviour expectations, and key processes—complete with a few brain breaks along the way.

The second session focused on team building, problem solving, and getting to know one another. Parents and guardians were invited to join us from 2:30pm to meet key staff who work closely with the Year 7 cohort and enjoy a BBQ lunch together.

Our next Orientation session took place on Tuesday, 3 March, during Blocks 1 and Blocks 2. Students revisited our school values and PBS expectations with Mrs Levah Bairstow, participated in teambuilding activities on the oval with Mr Alex Hadley-Rudolph, and engaged in sessions with our internal support and wellbeing team—including the school Nurse, Chaplain, and Psychologists—to learn about the support available to them. They also took part in a resilience and wellbeing workshop delivered by Ngala.

Our final Orientation session will be held in Term 2, and we look forward to continuing to support our Year 7 students as they embrace Learning Now, For the Future at Geraldton SHS.

In addition, our Year 7 students have now completed their NAPLAN testing for 2026 across Weeks 6, Week 7 and Week 8. They approached the assessments with a positive attitude and did a fantastic job of giving their best effort.



## Year 9 and 10

### Harding Miller Education Foundation Scholarship

We are incredibly proud of Hannah G and Alexis F, two outstanding Year 9 APEX students at Geraldton SHS, who have been successful in securing a Harding Miller Education Foundation Scholarship. This well-deserved achievement recognises their dedication, resilience, and commitment to academic excellence, and will provide valuable support as they continue their secondary schooling journey. Both students have received laptops to support their education journey for 2026.

A huge congratulations and thank you also goes to Mrs Bate and Ms Evans, whose guidance, encouragement, and belief in Hannah and Alexis played a key role in supporting their applications. This success is a wonderful example of what can be achieved through strong student-teacher partnerships, and we can't wait to see where this opportunity takes Hannah and Alexis in their academic journey next.



### Year 9 Career Tasters

Year 9 students have had the exciting opportunity to take part in a series of Career Taster programs at TAFE this Term, giving them a hands-on insight into a range of future pathways. These experiences allow students to step outside the traditional classroom and explore different industries while developing practical skills and building confidence in new environments. Through these sessions, students are encouraged to think about their interests, strengths and the many possibilities available to them beyond school.

So far, students have explored several engaging fields. In DNA Detectives, they stepped into the world of laboratory science, learning how DNA can be analysed and used in investigations. In Horticulture, students created their own Kokedamas, gaining practical skills in plant care and design while learning about sustainable gardening practices. Students also participated in an Electrical taster, where they were introduced to the basics of electrical work and safety. These experiences provide valuable exposure to vocational pathways and help students begin thinking about potential careers for the future.



# STUDENT SERVICES

## Year 11 and 12

It was great to see the Year 11 and Year 12 students arrive in school uniform ready to start the school year in February. The following week we celebrated the Induction Assembly which involved the presentation of the new student leadership cohort:

**Head Boy** -Noah

**Head Girl** – Hanna

**Deputy Head Girl** – Fatimah

**Deputy Head Boy** – Cooper

**Band Captain** – Emma

**Maajayimanha** - Honey and Bryce

Each year the Geraldton University Centre awards an Encouragement Award to a tertiary bound student, this year's winner is Fatimah, Year 11 ATAR Dux was awarded to John Marcus S and the General Dux Award to Noah M. Congratulations to all recipients.

The Year 11 Highest Achiever awards from the end of 2025 were presented to the Year 12 students.

Students across Year 11 and Year 12 are engaged in a variety of programs at school involving ATAR and general subjects as well as some delivered through SIDE ( School for Distance Education).

We have had a couple of visits already from the Regional Learning Specialists that support the SIDE students with a visit once a term.

The Vocational Education delivered to Secondary Students (VETDSS) program has had an excellent start to the year, with 26 Year 12 students and 35 Year 11 students enrolled across a wide range of industry pathways.

In addition, the Gigaman Gawala Program has commenced its sessions at TAFE:

- Year 11 students are undertaking the Certificate II in Rural Operations,
- Year 12 students are completing the Working Safely in Construction skill set.

**STEP** – Skilling through Enterprise Program in Year 11 are completing the Certificate II Construction Pathways and begun to go out for work placement on Wednesdays. This program is an excellent avenue to gaining vocational skills and employability skills during the year.

Our Curtin UniReady course has also begun strongly, with an impressive nine participants. UniReady provides students with an invaluable opportunity to bridge into university study by building academic skills, confidence, and pathways for future learning.

To next the term we look forward to the Year 12 School Ball on the 2 May – “A night in Paris.



# ABORIGINAL EDUCATION

It has been an exciting start to the new year at Geraldton SHS. At our first assembly for 2026, we proudly acknowledged and recognised the Indigenous Leadership group Maajayimanha Mob. Each student was formally presented with their leadership badge by members of our Cultural Reference Group, Mr Gavin Mallard and Miss Narelle Ryder. This special moment marked the beginning of their leadership journey for the year and celebrated their commitment to culture, community and school pride.

The 2026 Maajayimanha Mob are:

Mathew H	Chase W
Chris Y	Jorja C
Thomas M	Eli N-M
Savannah S	Alexis H
Brianna L-W	Jovi-Shaye P
Paul Y	Kobe C
Amelia H	Sienna K
Naydine P	Izabella R
Dasia K	Johnas M
Murray U	



This year, we are proud to introduce two new positions within our Student Leadership team. These roles have been created to ensure that student voice is strengthened across both leadership groups, with a particular focus on

culture, inclusion and representation within our school community. The two students selected for these positions consistently demonstrated the qualities we value in both a Cultural Student Representative and School Leader.

These students are:

Bryce M



Honey L

My name is Alyce Whitby. I have worked with Geraldton SHS for the majority of my working life. I am currently employed as an Aboriginal Education Support Coordinator.

I am an Amangu woman through my Whitby and Dodd family. I am also Mangana through my paternal Bellotti family and Yingaarda through my maternal Dalgety family.

I hold my cultural connections proudly and pass down that connection and lineage through my children. I hope to step into this space and provide support and comfort to students and families, to bridge the space between the school, education system, and the community. I hope to create culturally safe and supportive spaces where families are comfortable to come in and have a yarn, to work together for the benefit of the students.

I hope to meet and support as many families as possible in my position, to help guide and support our Indigenous young people to getting the most out of their educational journey.

We are pleased to introduce our two newly appointed Aboriginal and Islander Education Officers, Cheryl and Charlize, who have joined the Aboriginal Education Team at Geraldton SHS.

Cheryl brings a wealth of experience and knowledge, having worked in education since 2004. Her strong understanding of student support



# ABORIGINAL EDUCATION

and community engagement makes her a valuable addition to our team.

Charlize is currently studying Secondary Education at university. She is a former student and a Follow the Dream alumni. She is enthusiastic about bringing fresh ideas and new perspectives to her role while continuing her studies.

We warmly welcome Cheryl and Charlize to our school community and encourage families and students to get to know them by reading their staff biographies below.

## Cheryl Dalgety

**Mob:** Dalgety, Kilmurray, Noble

**Country where you belong:** Yamatji – Yinggarda

**How long have you worked at GSHS:** Since last year

**How long have you worked in education:** 22 years

**Favourite subject at school:** HASS, English, Science

**Interests/Favourite pastime:** Spending time with my family, travelling, fishing and gardening

**Favourite Karaoke song:** Whiskey glasses – *Morgan Wallen*

**Quote that resonates with me:** 'What counts in life is not the mere fact that we have lived. It is the difference we have made in the lives of others.' – *Nelson Mandela*



## Charlize Manado

**Mob:** Ryder, Ryan, Masuda, Manado

**Country where you belong:** Yamatji – Wajarri, Nhanda Noongar – Whadjuk, Yued Yawuru, Djugan, Bardi, Nimanburru

**How long have you worked at GSHS:** Since last year

**Favourite subject at school:** Sport

**Interests/Favourite pastime:** Shopping, spending time with my friends and family

**Favourite Karaoke song:** Valerie – *Mark Ronson Ft Amy Winehouse*

**Quote that resonates with me:** 'Be the change you wish to see in the world'



This Term in English, Miss Ryder, took the Year 12 Gigaman Gawala boys to our outdoor classroom also known as the 'Yarning Circle'. This outdoor learning space is a powerful tool for students to connect to country, and to learn on country. Students explored culturally significant sites, in a relaxed and engaging atmosphere. All students eagerly contributed to classroom discussions.



# LEARNING AREA

In collaboration with Tash and Ken from Yamatji Marlpa Aboriginal Corporation, students from the Maajayimanha Mob attended their first workshop to begin developing the Elders Film Project. The session marked an exciting first step in the process of capturing and honoring the stories of our local Elders.



Local basketball superstar Mr Johny Narkle surprised students this week with a visit to one of his former schools. Johny shared stories of his educational and basketball journeys, reflecting on the challenges he faced, the sacrifices of being away from family, and the determination needed to achieve his goals. He emphasised the importance of education alongside pursuing sporting dreams, offering students valuable insight into balancing responsibilities, culture, community, and ambition. Students from Years 7, Year 11, and Year 12 were fortunate to participate in this inspiring conversation. The school thanks Johny for returning and sharing his experiences so openly, motivating the next generation to aim high in both education and sport.



# LEARNING AREAS

## English Learning Area

We are excited to begin a new year of learning, creativity, and academic growth across all English courses at Geraldton SHS. Our team is committed to delivering high-quality teaching that supports every student to succeed, from Year 7 through to Year 12. If you have any concerns or questions, please make contact as we value parental communication.

### 2026 Staffing Overview

The English Learning Area is pleased to introduce our 2026 leadership and teaching structure.

#### Program Coordinator – English

Mrs Debra Stone continues as Program Coordinator and teacher of Year 11 and Year 12 ATAR English.

#### Course Leaders

- Ms Diana Hansen leads the Year 7 English and Year 11 General English.
- Mr Dallas Corunna oversees the Year 8 English Curriculum, supporting teaching consistency and high-quality learning programs.
- Ms Amaya Greenwood leads the Year 9 English team, guiding curriculum delivery and assessment development.
- Mr Thomas Cairncross is the Course Leader for Year 10 English, supporting the academic transition into senior school pathways.
- Ms Kate Gilmore takes responsibility for Year 12 General English, ensuring strong preparation for post-school literacy expectations.



## 2026 Literacy Initiative: Elastik Platform Trial (Year 8)

This year marks a major step forward in Geraldton SHS's whole school literacy vision. As part of our long-term strategy to boost student confidence, strengthen core literacy skills, and improve outcomes in the 2027 Year 9 NAPLAN, the English Learning Area is embracing this targeted initiative. All Year 8 English classes will be using the Elastik Platform, a digital literacy and diagnostic tool that supports personalised learning. This trial forms the foundation of Geraldton SHS's Literacy Strategy, with a clear goal: identify gaps early, close them intentionally, and prepare students for success in Year 9 and beyond.

Year 8 is the pivotal year before students enter the demands of Year 9 NAPLAN. By trialling Elastik in 2026, we can:

- Strengthen literacy growth throughout the year
- Reduce the "bubble" of students at risk of underperforming
- Build confidence before national testing
- Give teachers powerful tools to personalise instruction
- Track trends and adjust curriculum approaches early

We hope to find funding to extend our access to this diagnostic tool for more of our students.

### A Message to Parents and Caregivers

We warmly encourage all Year 8 parents and caregivers to book an interview time to learn more about: What your child's literacy profile looks like and ways you can complement literacy development at home. Your engagement is a key factor in your child's success, and we look forward to partnering with you to make the most of this exciting opportunity.

Year 12 ATAR English is hard work, so having some light-hearted moments is great for everyone's wellbeing.



# LEARNING AREAS

## SCIENCE

### Titration with the Year 10's

The Year 10 APEX Science class recently put their laboratory skills to the test as they carried out their first titration experiments. Students carefully applied their understanding of acids and bases while using precise techniques to measure and transfer solutions. By combining their practical skills with chemical calculations, they worked to determine unknown concentrations with accuracy. It was great to see students demonstrating patience, teamwork, and attention to detail as they developed important laboratory and analytical skills.



### Quick thinking puts skills in practice

At the conclusion of their Marine and Maritime studies session at the Geraldton Foreshore, four vigilant students observed a vessel capsize offshore. Demonstrating exceptional awareness and maturity, they acted immediately to raise the alarm and alert staff. Their quick thinking ensured emergency services were contacted promptly and a rescue was organised without delay. In doing so, they exemplified our school values of Respect, Responsibility, and always doing our best, reflecting the very qualities we aspire to see in all students.

The quick-thinking students were rewarded with afternoon tea at the end of their lesson the following Tuesday and congratulated for their efforts by the Principal, Mrs Kennedy.

### Live underwater podcast broadcast

At 10am on Friday, 27 February our Year 11

General Marine and Maritime Students enjoyed the world's first ever live underwater podcast broadcast. This was to celebrate World Seagrass Day and was transmitted via a YouTube live feed from Rottneest Island.

A live underwater podcast had never been attempted before, and the team at Murdoch University joined by host Mr Kurt Krispin were the first to make it happen! This unique event was designed to be informative and engaging for people of all backgrounds including our students. Focusing on the rich ecosystem to be found within the seagrass beds surrounding Rottneest Island, the students were immersed in the underwater world for a mesmerising hour.

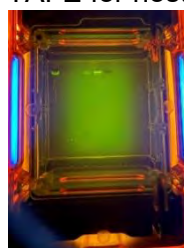


On Monday, 9th March ten of our Year 9 APEX science students enjoyed a morning at TAFE.

They participated in the DNA Detectives career taster sessions led by Chonni a TAFE technician and lecturer for the laboratory skills courses.

Our students were set 'The challenge' of learning PCR testing techniques using micro pipettes. They needed to determine which, if any, of the samples they were given contained the COVID virus. Using their new skills they first tested control samples to be able to compare their patient samples to. Students then learnt how to carry out gel electrophoresis to analyse the samples they were testing and work out which contained the COVID virus and which did not by comparing them against their control samples..

All the students enjoyed the session and many were keen to continue their laboratory skills education into the future. Thank you to the staff at TAFE for hosting us.



# LEARNING AREAS

## HASS

Term 1 has been an exciting and productive start for students in both Year 7 Geography and Year 10 Economics, with each cohort diving into rich, real-world content that builds foundational skills for future learning.

Year 7 students have built a strong understanding of role water plays in society and the challenges involved in managing it sustainably. Their curiosity and thoughtful decisions throughout the term has been a highlight. We look forward to continuing this momentum.

Year 10 students have engaged in the key economic concepts that shape Australia's financial landscape, beginning with the topic Economic Performance and Living Standards. They have applied this to the real time Iran oil crisis and their own financial lives. The University talks event was a great experience for examining career pathways.

Both year groups have built strong foundations in their Humanities learning this term. Their curiosity, engagement, and growing analytical skills have set them up for success as they continue with new units in Term 2.



## THE ARTS

### Instrumental Music: Off to a Fantastic Start!

Geraldton SHS is thrilled with the start of the year for our Instrumental Music students! Our musicians are showing enthusiasm, dedication, and steady progress across lessons and ensembles.

Learning an instrument is a fun way to boost memory, coordination, concentration, and even reading and math skills. Year 7 students - remember, regular practice and caring for your instrument are the keys to success!

We are lucky to have an incredible team of music teachers leading our program:

- **Mrs Jessica Swift** – GSHS Accelerated Music Program, Concert Band
- **Ms Alida Wright** – IMSS Vocal Ensemble
- **Mr Josh Crothers** – IMSS Guitar, percussion, Rock Band, Guitar Ensemble
- **Ms Anne Williams** – IMSS Woodwinds, Jazz Band
- **Ms Leonie Courtney** – IMSS Brass, Training Band

A huge thank you to our teachers for their dedication and to our Year 7 students for their excellent behaviour and commitment. Your hard work is setting the stage for a bright musical future, and together we'll continue to showcase Geraldton SHS's talent in our community!

### Spotlight on Drama: "A Cure to Die For" Takes the Stage

Excitement is building in the Drama Department as auditions have wrapped up and roles have now been cast for this year's school play, A Cure to Die For — an interactive murder mystery that promises laughter, suspense, and plenty of audience participation.

More than 40 talented students from Years 7 to Year 11 auditioned, impressing staff and peers alike with their creativity and confidence. The play is being written by our own Year 9 and Year 10 drama students as part of their curriculum work, giving them a unique opportunity to develop their

writing, performance, and production skills.

Rehearsals are already underway, and the play promises to be an unforgettable performance of intrigue, secrets, and surprises. Keep an eye out for performance dates — "A Cure to Die For" is one you won't want to miss!



# LEARNING AREAS

## PHYSICAL EDUCATION

In Outdoor Education we have kicked off the term with plenty of action in and around the water. The term began with essential swim tests and surf rescue refreshers, where students reviewed key beach safety signals and practiced both tube and board rescues to build their confidence and lifesaving skills.

With those important foundations in place, the classes have now moved on to bodyboarding sessions at Back Beach. Students have been making the most of the coastal conditions by catching some big waves, developing their ocean awareness, and most importantly, having a lot of fun in the surf.

It's been a fantastic start to the term, combining practical safety skills with exciting ocean-based activities while making the most of our incredible local coastline.



Although our much-anticipated annual Swimming Carnival had to be cancelled due to unforeseen issues with the outdoor pool facilities, the school was determined to ensure our Year 12 students did not miss out on celebrating their final carnival.

On 27 February, we came together to host a special Year 12-only carnival indoors, and it certainly did not disappoint. The day was filled with incredible house spirit, friendly competitiveness, and plenty of fun. Students embraced the opportunity to participate, cheer each other on, and make the most of their final carnival experience. It was fantastic to see everyone getting involved, doing their best, and creating lasting memories together.

We ended the day congratulating our individual award winners, celebrating their outstanding efforts and achievements, and celebrated Atlas taking out the overall House Shield, a well-deserved victory that reflected both participation and team spirit.

Despite the change in plans, the day was a wonderful celebration of our Year 12 cohort and a fitting way to mark their final carnival. We look forward to having our whole school carnival again in 2027!





# LEARNING AREAS

## DESIGN AND TECHNOLOGIES

Greetings all and welcome back for another year of creativity and job satisfaction in Technologies. We have heaps going on but let's just look at Year 8 Woodwork and Year 12 Jewellery.



The year has kicked off in a positive fashion, with plenty of projects already underway.

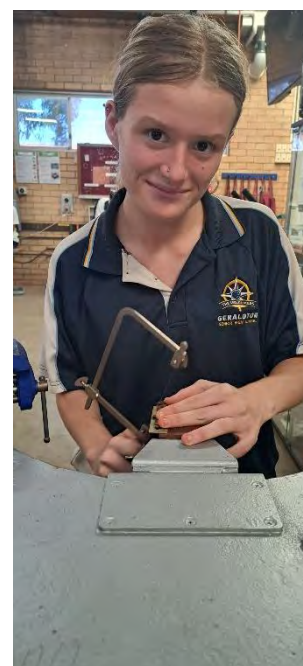
Year 8's are already midway through their bread-board/cheeseboards in the woodwork workshops and the general feeling in there is productive, messy and fun. Perfect! You will see plenty of activity in the photos as students come to grips with the age old art of using a hand plane to flatten a widening joint, and then the follow up with the modern convenience, an orbital sander, to remove any minor imperfections.



Parents of Year 8 students should ask them when to expect their new bread board. All year 8's make one in Term 1 and Term 3.

Magic Mr Lewis has his Jewellery classes buzzing quietly but very busily, well into their first design task. A simple but very precise activity that requires intense focus and generally silence for long periods of time. Its very creative and peaceful. A bit like Mr Lewis.

Sarah is working on a small ring. This will be her world for many hours. Mikaylah has time to pose and smile beautifully (or perhaps wryly?). She is using a piercing saw to cut fine details in Brass sheet. Piercing saws blades are delicate and if you are not careful, they will break frequently. Frustrating but necessary. Patience, a light touch and good technique are all required. Their handiwork will be on display later in the year in the Latitude Jewellers Gallery competition. Keep an eye out for updates about that.



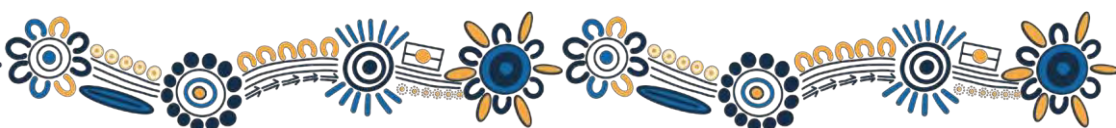
## ACADEMIC PROGRAM OF EXCELLENCE (APEX)

The Academic Program of Excellence (APEX) has begun the year with exciting opportunities and achievements for our students. One of our Year 10 students, Alexis Gibbens, has been selected to participate in the Y WA Youth Parliament, a prestigious leadership program run by YMCA Western Australia. The program gives young people the opportunity to develop leadership, public speaking, and advocacy skills while learning about the parliamentary process. Participants work in teams to research and debate youth issues, draft legislation, and present their ideas in a mock parliamentary setting. Alexis' selection is a fantastic achievement and reflects the strong leadership and civic engagement we aim to foster in APEX students.

Staff have also been working to build meaningful partnerships that expand learning opportunities for our students. Recently, Mr Benjamin Errington and Ms Courtney Evans met with representatives from Nexus Airlines to discuss exciting future possibilities for APEX students, including a visit out to the airport and talks from Pilots and staff. These discussions focused on creating authentic learning experiences and pathways that connect classroom learning with real-world industries. Students interested in the aviation industry will make connections that could serve them in future employment opportunities. This initiative has been supported by the CoRE Learning Foundation, whose ongoing partnership helps provide innovative opportunities for students to explore careers, industry connections, and project-based learning.

Our Year 10 APEX students will also soon take part in a two-day field trip to Kalbarri where they will investigate the region's spectacular coastal formations. Students will examine cliffs, rock layers, and coastal landforms to better understand how the Mid-West coastline has changed over millions of years. Through field observations and guided investigations, they will explore the natural forces that shape our coast, including erosion, weathering, and changing sea levels. It is brilliant that Mrs Claire Annison and Mrs Suzy Urbaniak (OAM) will accompany the students with Mr Errington imparting their strong understandings of geography, geology and the natural world.

Looking forward to another brilliant year.



# PROGRAMS AND VET

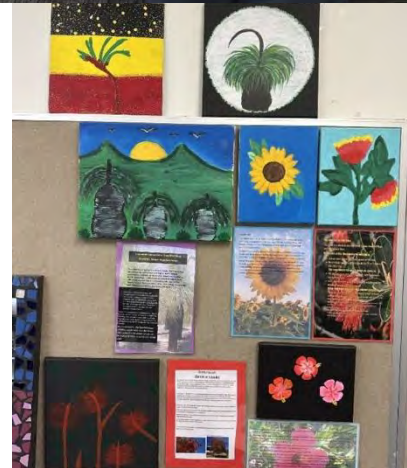
## WARLUGURRA WALGAMANYULU (WW)

This year, Year 11 and Year 12 students participating in the WW Program at Geraldton SHS have been exploring the native flora of the Midwest region as part of their Horticulture course within the Award Scheme Development and Accreditation Network (ASDAN) program. Through this project, students selected a favourite native plant and conducted research to learn more about its characteristics, habitat, and significance within the local environment.

Students then used their research to create informative posters and painted canvases showcasing their chosen plants. These artworks combine creativity with learning, allowing students to present scientific information in an engaging visual format.

The completed posters and canvases are now displayed around the classroom, adding colour and vibrancy while also creating an educational space that celebrates the unique native plants of the Midwest. This project has enabled students to develop research skills, artistic expression, and a deeper appreciation for the local natural environment, as well as some cultural knowledge on local bush tucker foods.

In Outdoor Education, Year 11 students have been keeping cool in the waves, with the first few weeks of the course students engaging in Surf Rescue techniques and learning about the effect of the lunar cycle on ocean tides. Year 12's have also been tearing up the waves in their Body Boarding Unit, enjoying many of the great beaches Geraldton has to offer, including Back Beach and Foreshore Beach.



## Follow the Dream (FTD)

Geraldton SHS's Follow the Dream program has operated for many years, providing targeted support for Aboriginal students who demonstrate strong academic potential and a committed approach to their education.

The program is founded on an individualised pathway plan for each student and delivers one-on-one tutoring, mentoring, wellbeing assistance, and opportunities to participate in enriching excursions and camps. Students are encouraged to engage in both before and after school tutoring sessions and to maintain consistent dedication to achieving their personal learning goals.

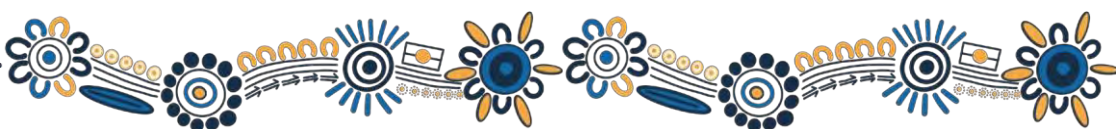
### A Culturally Supportive Approach to OLNA

Follow the Dream is well-known for providing Aboriginal students with high quality academic support and culturally responsive mentoring. Incorporating OLNA intervention directly into the school day allows FTD students to receive structured tuition in a familiar, supportive environment without the additional pressure of out of hours commitments.

This approach ensures:

- Consistent tutoring embedded into students' weekly timetables
- Culturally safe learning spaces where students feel seen, understood, and encouraged
- Small group, high impact instruction tailored to each learner's OLNA pathway
- Regular progress monitoring to ensure students are building the skills required to meet literacy and numeracy standards

As our Follow the Dream students continue to show determination and pride in their achievements, we are excited to celebrate their successes and support them on their journey toward graduation and beyond.



# PROGRAMS AND VET

## STARS FOUNDATION

As we begin 2026, the Stars Foundation program at Geraldton SHS proudly enters its sixth year of operation within the school. Each new year is an opportunity for a fresh start, and Term 1 has been all about reconnecting, welcoming new faces, and setting the tone for another successful year.

We began the term with our annual Stars inductions across all year groups. These sessions are an important part of the program, where we outline the Stars expectations and values while also reinforcing how they align with the broader expectations of Geraldton SHS. Induction sessions also provide a great opportunity for our team to get to know students, build relationships, and create a positive foundation for the year ahead.

One of the highlights each year is welcoming our new Year 7 students, and 2026 has brought a wonderful group of 22 enthusiastic Year 7 girls into the program. Their excitement and energy have already been a fantastic addition to the Stars room. Alongside our new Year 7s, we have also welcomed approximately 12 new students across Years 8 to Year 12, meaning Term 1 has been filled with new connections, new stories, and plenty of new names to learn.

We are also incredibly proud to have a strong representation of 11 Stars girls involved in the Waajayimanha Mob leadership group this year. Their participation highlights the leadership, confidence, and positive role modelling that our students bring to the wider school community, and we look forward to seeing the impact they make throughout the year.

Another exciting development this year is the growth of our Year 12 cohort, which has increased significantly compared to the Year 11 class of 2025. It's fantastic to see so many of our young women continuing their journey through to their final year of school. To mark the start of their final year, our Year 12 students participated in a full-day induction designed to prepare them for the important year ahead. The day began with an early morning swim at the beach, giving the girls a refreshing and energising start to the day before heading to Geraldton Streetwork. At Streeties, the girls engaged in a series of targeted sessions focused on their final year, including Stars

planning, transition workshops, and discussions about life after school.

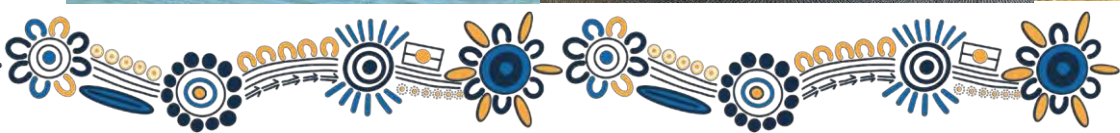
We were also fortunate to have staff from Geraldton JobLink join us during the day to deliver a valuable session focused on resume writing, employment opportunities, and job readiness skills. These workshops provided practical tools to help the girls prepare for employment, training, or further education after graduation.

During our time together, the Year 12 students also had the opportunity to discuss their Year 12 reward camp destination. After plenty of discussion and excitement, the girls have chosen Brisbane as their destination for 2026. As always, this camp is a reward for commitment and achievement, and students must demonstrate their dedication to completing Year 12 and upholding the Stars values throughout the year in order to attend.

Term 1 has already been a busy and positive start for the Stars program at Geraldton SHS. With many new students joining our community, our senior girls stepping confidently into their final year, and strong student leadership across the school, we are looking forward to a year filled with growth, connection, and success.

We are excited to see what the rest of 2026 brings for our Stars girls.





# PROGRAMS AND VET

## LIGHTHOUSE

In Lighthouse, we place a strong emphasis on creating meaningful opportunities for students to develop their social and communication skills. One of the ways we support this growth is through structured social interactions—planned activities designed to help students practise cooperation, turn taking, positive communication, and relationship building.

During these sessions, students are guided by our dedicated Special Needs Education Assistants, who provide encouragement, modelling, and step-by-step support. These activities may involve games, shared tasks, small group challenges, or roleplay scenarios that allow students to engage with one another in a safe and supportive environment.

Through these intentional social experiences, students learn how to:

- take turns and share resources
- communicate their ideas and feelings
- work together towards a common goal
- manage emotions in social situations
- build confidence when interacting with peers

We have already seen many students grow in their ability to connect with others, show empathy, and participate more confidently in group settings. Structured social interactions not only strengthen social skills—they also help students experience success, build friendships, and develop a greater sense of belonging within the school community.



## LITERACY AND NUMERACY

During Weeks 1 to Week 5, Term 1, our staff have conducted comprehensive literacy and numeracy screening to identify students requiring targeted support. Through careful analysis of assessment data, classroom performance and diagnostic tools, students have been placed within a tiered intervention framework to ensure support is responsive, structured and aligned to individual learning needs.

Following this process, selected students have commenced Bond Blocks (Year 7 to Year 10) and MacqLit interventions (Year 7 and Year 8). Bond Blocks is a structured numeracy program that uses hands-on materials and explicit teaching to strengthen foundational skills such as place value, number sense and problem-solving strategies. The program builds conceptual understanding and confidence through carefully sequenced lessons.

MacqLit (Macquarie Literacy) is an evidence-based reading intervention designed for students who require additional support in decoding, spelling, fluency and comprehension. Through systematic and explicit instruction, the program strengthens reading accuracy and supports students to develop greater independence and confidence as readers.

In Week 4, students began participating in small group sessions with Education Assistants Ms Catherine (Cate) Healy and Mrs Emma Harris, while Bond Blocks sessions are being delivered by Ms Melanie Brimson.

Our Small Group Tuition program also commenced in Week 4. Facilitated twice weekly by Ms Salome Ehlers, this initiative uses targeted Elastik data to identify specific skill gaps in literacy and numeracy. Through focused, small group instruction, the program aims to accelerate learning growth and bridge educational gaps, ensuring every student is supported to achieve success.

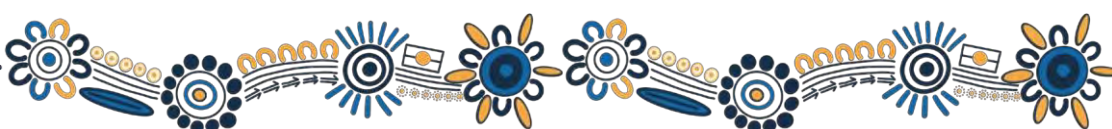
In Week 5, we were excited to welcome three volunteers from Ed Connect Australia to Geraldton SHS. Each volunteer generously gives up to two hours per week to work one-on-one with students, focusing on reading practice to strengthen fluency,

intonation and prosody. Ed Connect Australia is a not-for-profit organisation that partners with schools to support young people who may be experiencing disadvantage or are at risk. Through positive mentoring relationships and targeted academic support, the program helps students build confidence, improve skills and realise their potential both at school and beyond.



*Hello, I'm Salome Ehlers, the literacy and Numeracy Specialist here at Geraldton SHS.*

*I'm excited to be part of this school community and look forward to getting to know everyone, as well as celebrating the achievements of students along the way!*

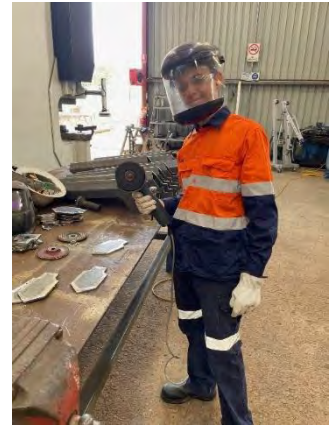


# PROGRAMS AND VET

## VOCATIONAL INDIVIDUALISED PROGRAM (VIP)

The Vocational Individual Program (VIP) in Year 10 has got off to a good start with students engaging in work readiness activities that included Smartmove Safetyline Certificates, White Card Training and the Future Moves Program from Joblink Midwest.

Students have got out to their work placements on Fridays to engage in the world of work. A big thank you to our host employers for providing this opportunity. Featured here are Dome Café - Geraldton, Twomey's IMR, PS Chester & Son Building Contractor, BeStable, and Rigters IGA Durlacher.



## CLONTARF ACADEMY

### Year 7 Induction

Our Year 7 students completed their Induction Camp in Week 2, where they were introduced to Academy expectations and the importance of attendance and engagement. Activities included a foreshore community clean-up, swimming assessments and water-safety sessions at the Aquarena, and a MasterChef-style challenge. After an overnight stay in the Academy room, students participated in beach training followed by a cooked breakfast before attending a Geraldton Regional Aboriginal Medical Services (GRAMS) workshops on smoking, vaping, drug and alcohol awareness, highlighting the value of healthy choices. The camp concluded with an excursion to the Greenough River, with students showing strong enthusiasm throughout the experience



### Super Training

On 12 March, we joined Champion Bay Clontarf Academy for a Super Training session involving 70 boys. Activities included tug-of-war, tackling and goal-kicking drills, followed by a scratch match between the two Academies. Support was provided by our partners—Illuka, Mitsui Energy, Qube, and Western Power—as well as staff from Geraldton SHS and Champion Bay SHS. Woolworths Geraldton generously supplied and cooked breakfast. The morning was energetic, collaborative, and full of good spirits.



### Year 12 Leadership Camp

20 students in Year 12 attended the Clontarf Leadership Camp in Perth—our largest group in recent years. The camp encouraged students to commit to completing Year 12 and explore post-school pathways. Participants also delivered a football clinic at East Butler Primary School and took part in a surf lesson.



# PROGRAMS AND VET

Last Wednesday, 25 March, the boys played in the annual Clontarf Cup in Division One at Perth's iconic Langley Park.

I am delighted to say for the first time in Geraldton SHS Clontarf history, we have come home as champions, after defeating Scotch College and Esperance Senior High School in the Grand final by a goal!!

Seven boys from our team got picked in the State of Origin squad of 44 boys, where the WA Clontarf Academy will be taking 22 of them over to Adelaide at the end of the year to vs South Australia, the Northern Territory and Victoria. We will find out in the coming days who makes the squad of 22.

Bryce M was chosen to MC the whole event making our School and Academy super proud.



## The Gigaman Gawala (GG)

The Gigaman Gawala (GG) Program has enjoyed a very positive start to the school year, with strong student engagement and excellent attendance across classes. It has been encouraging to see students returning with enthusiasm, ready to participate, learn, and support one another.

One of the highlights so far has been the Career and Enterprise project, where students worked collaboratively in teams to design and plan their own bottle rockets. This activity encouraged creativity, problem-solving, and teamwork. The classroom was full of energy as students shared ideas, sketched designs, and discussed ways to improve their rockets before testing and evaluating.

In Mathematics, our Year 11 and Year 12 students have settled well into their coursework. Students are building confidence as they revisit key concepts and begin exploring new topics for the year ahead. The positive attitude shown by students has set a strong foundation for continued learning and success.

In English, the Year 11 and Year 12 students have engaged enthusiastically with course content.

Being culturally diverse cohorts, students bring lived and personal experiences into their learning; integrating culture with curriculum.

The Year 11 and Year 12 boys have also been attending TAFE one day each week, where they are gaining valuable practical skills. Attendance and engagement in this program have been excellent, with students making the most of the opportunity to extend their learning in a real-world setting.



## STUDENT LEADERSHIP

### Grip Leadership Camp 2026

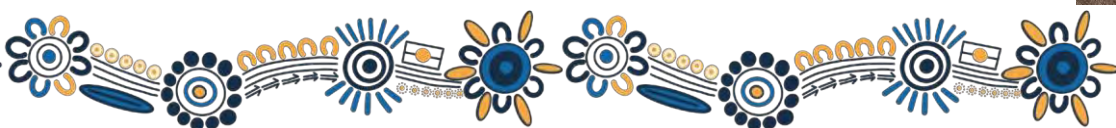
Year 12 student leaders had the opportunity to attend the GRIP Leadership Conference at the Perth Convention and Exhibition Centre. This conference brought together student leaders from schools across Western Australia, providing a valuable opportunity for our students to learn, collaborate and share ideas with peers facing similar leadership challenges in their own school communities.

Throughout the day, students participated in interactive sessions focused on what it means to be an effective leader. They explored practical strategies for leading by example, building positive school culture, supporting their peers and using their leadership roles to make a meaningful contribution to their school community. The conference also encouraged students to reflect on how the leadership skills they develop now can be carried forward into adult life, future careers and community involvement.

As part of the experience, students also visited the Fremantle Dockers facilities where they were given a tour and had the opportunity to hear from Aine Tighe, Roger Hayden and Evie Parker. During this session, they shared their personal experiences of leadership within elite sporting environments, highlighting the importance of communication, teamwork, accountability and setting high standards within a group.

This experience provided our students with valuable insight into leadership both within schools and in professional environments. It was fantastic to see them representing the school with pride while engaging in meaningful discussions with other student leaders from around the state.

We would like to extend a sincere thank you to the P&C for partially funding this opportunity and helping make the experience possible for our students. We also acknowledge Miss Boni and Mr Hadley Rudolph for accompanying and supporting the students throughout the conference.





# GERALDTON

## SENIOR HIGH SCHOOL

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