



GERALDTON
SENIOR HIGH SCHOOL



COMMUNITY NEWSLETTER

TERM 2, 2026



FROM THE PRINCIPAL

As we reach the end of another busy and rewarding term, it is timely to reflect on the many achievements, opportunities and experiences that have enriched learning at Geraldton Senior High School.

Term 2 has been a significant period of growth and progress across the school. Our Year 7 students have now well and truly settled into secondary school life and are increasingly demonstrating confidence, independence and a strong sense of belonging. Year 10 students are beginning to look towards their future pathways as they prepare for course selection, while our Year 11 and 12 students have worked diligently through Externally Set Tasks, examinations and OLNA assessments. I congratulate all students for their commitment and perseverance throughout these important milestones.

One of the highlights of the term has been the opportunity to welcome several distinguished visitors to our school. We were pleased to host Sam Dane, Director Industrial and Employee Relations, who was keen to gain a greater understanding of how schools operate and learn more about how the Department of Education can continue to support schools in achieving positive outcomes for students.

We also welcomed the Hon Jackie Jarvis MLC, Minister for Agriculture and Food; Fisheries; Forestry; Small Business; and Mid West, along with the Governor of Western Australia, His Excellency the Honourable Christopher John Dawson AC APM, and Mrs Dawson.

These visits provided valuable opportunities for our students, staff, families and community members to showcase the unique and extensive opportunities available at Geraldton Senior High School. Through quality teaching and learning

programs, extra-curricular activities, partnership initiatives and our strong focus on positive relationships and community engagement, we were able to demonstrate our vision of **"Learning Now, for the Future."**

These occasions filled me with a great sense of pride, connection and belonging. This sentiment was echoed by community members who commended our students on the way they represented the school and acknowledged the commitment of staff who work tirelessly to support them. Importantly, these visits also provided opportunities to advocate for improvements to school facilities and resources that will further enhance student learning, engagement and wellbeing.

I would like to sincerely thank our allied professionals, teaching staff and support staff whose planning and preparation ensured these visits were highly successful. I would also like to acknowledge the outstanding leadership demonstrated by our School Captains and Maajajimanha Mob Student Leaders. Their presentations at the Midwest Leadership Conference, Reconciliation Week and National Sorry Day events, together with the way they welcomed special guests into our school, showcased the very best of Geraldton Senior High School and provided excellent role models for their peers.

This term also provided important opportunities to recognise significant events on our national calendar. Our ANZAC Peace Service was a respectful and meaningful commemoration, allowing students and staff to reflect on the service and sacrifice of those who have contributed to Australia's history. We extend our sincere gratitude to Mr Ron Bradfield, former Army and Navy serviceman, for sharing his experiences as our



guest speaker. We also thank the Geraldton Senior High School Concert Band and Air Cadets for their valuable contributions to the ceremony.

During National Reconciliation Week, we continued our commitment to closing the gap and supporting First Nations students to achieve strong academic and life outcomes. National Sorry Day provided an important opportunity to acknowledge the Stolen Generations and reflect on the ongoing journey towards reconciliation. I would like to thank our Aboriginal Education Team for their leadership in organising this significant event and acknowledge the many community members and partners who joined us for this occasion. We were particularly pleased that all Year 11 and 12 students attended, providing an opportunity for meaningful reflection, learning and understanding.

Sporting carnivals and extra-curricular activities have once again highlighted the strength of our school culture. It has been wonderful to see students and staff consistently demonstrating our school values of Respect, Responsibility and Doing Our Best through their participation and conduct. I would like to particularly acknowledge our Certificate II Sport and Recreation students, who have gained valuable practical experience as team coaches and game officials, demonstrating leadership and contributing positively to the success of school events.

As the term concludes, students and staff will represent Geraldton Senior High School at Country Week in Perth. They will compete not only as athletes but as ambassadors for our school and community. We wish all participants every success and look forward to hearing about their experiences and achievements upon their return.

As we head into the holiday break, I encourage all students and families to take time to rest, recover and enjoy the company of family and friends. Thank you to our staff, students, families and community partners for your ongoing support throughout the term. I look forward to welcoming everyone back for a productive and learning-focused Term 3.

Mrs Rhonda George-Kennedy
Principal





DEPUTY PRINCIPAL YEAR 7 AND 8

Term 2 has been as busy and varied as the weather for our Year 7 and 8 students! The cold and wet weather has made an earlier than usual appearance. Please remember that our school uniform includes a school jumper and a jacket. Students should not be wearing any non-school jumpers or hoodies.

It is 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
- Have eaten breakfast
- Have lunch or money for the canteen
- Bring a bag to school with pens, pencils and books.

Regular attendance is vital for your child's long-term success. Every day at school builds important knowledge, skills and confidence helping them to develop independence and a sense of belonging. We want every student to achieve their best, and that starts with showing up every day. Together we can help every child in Year 7 and 8 stay engaged and build positive habits that help them to thrive at school and for their future pathway.

Breakfast club is on each morning from 8.30am serving up a range of breakfast options including toasties, yoghurt and fruit. Students can access spare pens and pencils from Student Services if they have forgotten something.

Our Year 7 boys had the opportunity to work with **Man Up** on respect and healthy masculinity. The aim of the program is to support them to become confident, purpose-driven, and emotionally capable men.

We also had a visit from **IGNITE Mentoring** who worked with all students in Year 7 and 8 to facilitate a range of sessions covering teamwork,

collaboration, listening and verbal communication, perseverance and resilience as well as independence, improvement and goal setting.

Our transition program for our 2027 Year 7 students has begun and we have welcomed students from our local area primary schools to Geraldton SHS for a taster morning where they get to explore what it is like to be a student at our school. The Year 6 students took part in a range of lessons and activities including making a keyring in Design and Technology, conducting an experiment in Science, word games in English and team games in Health and Physical Education. We are looking forward to further collaboration in Terms 3 and 4. If you know any Year 6 students, please encourage their families to complete their enrolment by Friday 24 July 2026.

As Term 2 draws to a close, I would like to wish all our students and families a safe and restful break. I am looking forward to working with you to support your child to achieve their potential.

Ms Claire Croucher
Deputy Principal
Year 7 and 8



Jumper Options





DEPUTY PRINCIPAL YEAR 9 AND 10

As we reflect on Term 2, I would like to commend our Year 9 and Year 10 students for the positive growth they have shown, particularly in their maturity and approach to learning. This has been clearly reflected in improved behaviour data and, more importantly, in the calm and focused atmosphere developing across classrooms.

Our Year 9 students have adapted well to recent class changes, demonstrating resilience and a more settled approach to their learning. Similarly, our Year 10 cohort is recognising the importance of their studies in shaping future pathways, which is increasingly evident in their attitude and engagement in class.

As we move further into the year, attendance remains a key priority. Historically, we see attendance begin to decline in Semester 2, and we ask for your support in reinforcing the importance of regular attendance. Every day counts—missing just one day per fortnight adds up to around 20 days across the year. Over the course of high school, this equates to approximately 120 days of missed learning, or the equivalent of more than a full semester.

Thank you for your continued support in ensuring your child attends school each day and makes the most of every learning opportunity.

Academic Assessments Update

In recent weeks, our Year 7 and 9 students have completed their NAPLAN assessments, while Year 10 students have taken part in the first OLNA (Online Literacy and Numeracy Assessment) as they begin their senior school journey.

We acknowledge that this can be a busy and sometimes challenging time, and we congratulate our students on the effort and resilience they have shown. We continue to encourage all students to

focus on giving their best—an important reflection on our school values—while remembering that a single assessment is just one part of their learning journey.

These assessments give us valuable information to support student learning, helping teachers identify areas of strength and where additional focus may be needed, both across the school and for individual students.

Year 10 students who are yet to meet OLNA requirements will have further opportunities later this year, as well as additional chances in Years 11 and 12.

Semester 1 reports will be released in Week 11, providing families with an overview of how students are progressing across their subjects.

For specialist courses such as Technologies and The Arts, students will receive their final grade and mark for the semester. In core learning areas—Mathematics, English, HaSS, Science, and Health and Physical Education—reports will reflect progress so far this year, as students continue to build their skills and understanding.

We encourage parents and caregivers to take time to celebrate their child's achievements and areas of strength. Where challenges are identified, we welcome families to reach out to classroom teachers to discuss strategies and supports that can help students continue to improve.

A Parent Reporting Day will be held on Tuesday in Week 1 of Term 3, offering a valuable opportunity to meet with teachers and discuss your child's learning in more detail.





DEPUTY PRINCIPAL YEAR 9 AND 10

Subject Selection

Our students will soon begin planning their pathways for next year, with the 2027 subject selection process set to begin in Term 3 for current Year 8 and 9 students.

At the start of the term, families will receive clear guidance on how to access the online selection system along with key timelines and support materials. This process is an important opportunity for students to think ahead about their interests, strengths, and future goals.

In the lead-up, we encourage parents and carers to start conversations at home about subject preferences and possible directions, helping students make thoughtful and informed decisions about their learning journey.

As part of the Reporting Day in the first week of Term 3, Year 10 students and their parents will be invited to meet with specialised staff to support them in selecting their courses and pathways for Senior School. At Geraldton SHS, we have a range of pathways designed to support our students find success post school.

Mr Brett Teakle
Deputy Principal
Year 9 and 10





DEPUTY PRINCIPAL YEAR 11 AND 12

Senior School Update: Supporting Every Student to Succeed

As we move into the second half of the year, our focus remains on ensuring every senior school student is engaged in the pathway that best suits their strengths, aspirations and future goals. Whether students are pursuing an ATAR pathway, vocational training, apprenticeships, traineeships or workplace learning opportunities, our commitment is to support them to achieve success and leave Geraldton SHS with the best possible opportunities ahead of them.

Strong partnerships between students, families and the school continue to be vital in helping our young people remain focused, resilient and motivated as they work towards their goals.

Year 12 – The Final Leg

Our Year 12 students are about to commence their final full term at Geraldton SHS. It is an exciting and important time as they prepare for examinations, post-school pathways and the culmination of their secondary schooling journey.

Key dates for Year 12 students include:

Term 3 - Week 1 Tue 21 Jul	Final Parent Teacher Interviews	An important opportunity for families and staff to work together to ensure students finish the year strongly.
Term 3 - Week 2 Fri 31 Jul	Founders Day Assembly/ Games	Senior School Formal Uniform Reminder: UniReady, TAFE and Workplace Learning students should attend their regular programs on this day.
Term 3 - Week 5 Fri 21 Aug	Athletics Carnival	Families are welcome to attend and support students. Students are encouraged to get involved and enjoy a fun day of competition and house spirit. UniReady, TAFE and Workplace Learning students should discuss attendance arrangements with their lecturers or employers.
Term 3 - Week 7 Mon 31 Aug	Book Week Dress-Up Day	
Term 3 - Week 10	Seekers Week	Wed 23 Sep: Sign Off for students who have completed requirements Thu 24 - Fri 25 Sep: SIDE ATAR Examinations
Holidays - Week 2 5 Oct - 9 Oct	ATAR Sem 2 Examinations	
Term 4 - Week 1 Thu 15 – Fri 16 Oct	ATAR Revision	ATAR students return to review their examination scripts
Term 4 - Week 2	Graduation Activities	Wed 21 Oct: Leavers Assembly and Leavers Lunch Thu 22 Oct: Valedictory Evening



DEPUTY PRINCIPAL YEAR 11 AND 12

We wish all Year 12 students every success as they enter the final stage of their schooling. The hard work they put in over the coming months will help set them up for the opportunities that lie ahead.



Year 11 – Getting Serious

Year 11 students have now completed their first semester and have had the opportunity to review their progress towards Western Australian Certificate of Education (WACE) achievement.

This is a critical stage of their senior school journey. Successfully completing Year 11 provides students with greater flexibility and opportunity as they move into Year 12 and begin preparing for life beyond school.

The first round of OLNA results has been distributed, and students who have not yet met the required standard will have another opportunity to sit the assessment during Term 3.

Students identified as being at academic risk have been contacted, and Reporting Day on Tuesday, 21 July will provide an excellent opportunity for families, students and staff to discuss progress, set goals and put supports in place to maximise success for the remainder of the year.

Year 10 – Course Selections for Year 11 in 2027

Planning for Year 11 begins now. All Year 10 students will be scheduled for a course counselling interview during Reporting Day on Tuesday, 21 July.

These meetings provide an opportunity for students and families to discuss strengths, interests and future aspirations, ensuring that the most suitable pathway is selected for 2027.

Geraldton SHS offers a wide range of pathways, including:

- Full ATAR programs for students pursuing university pathways
- General and vocational pathways
- School-based training opportunities
- VET Delivered to Secondary Students (VETDSS) programs through TAFE
- Workplace Learning opportunities

Students considering VETDSS options will be able to submit applications during Term 3, with all 2027 course selections expected to be finalised by the end of the term.

Choosing the right pathway is one of the most important decisions students make during secondary school. Through personalised course counselling and ongoing support, we are committed to ensuring every student is positioned for future success.

Mrs Kartini Signa
Deputy Principal
Year 11 and 12



STUDENT SERVICES

YEAR 7 AND 8

In Week 9, our Year 7 boys participated in the Man Up program.

The sessions provided students with valuable opportunities to build confidence, strengthen communication skills, develop positive relationships, and explore healthy ways to manage challenges and emotions.

Through engaging activities and meaningful discussions, the boys were encouraged to reflect on their choices, support one another, and develop skills that will benefit them both at school and in their everyday lives.

It was wonderful to see the students actively participating throughout the program and embracing the opportunities it provided.



STUDENT SERVICES

YEAR 9 AND 10

Wear Your Colours Day:

This term, Mimosa House and House Coordinator Tim Bowdell facilitated a fantastic awareness day. Geraldton SHS staff and students came together to support the fight against Motor Neurone Disease (MND) by wearing their favourite team colours and making donations towards this important cause. The day created a vibrant and positive atmosphere across the school, with students proudly representing a wide range of sporting teams while raising awareness of the impact MND has on individuals and families within the community. We even had some team songs as the movement bell song at each block! The fundraiser provided students with an opportunity to demonstrate compassion, teamwork and community spirit while supporting meaningful charitable action. Through participating in the event, students gained a greater understanding of the importance of helping others and contributing to causes that make a real difference. Geraldton SHS is proud of the enthusiasm and generosity shown by both staff and students in supporting MND awareness and their fundraising efforts.



Year 9 Career Tasters:

Our career tasters have continued this term, with Year 9 students recently having the opportunity to attend career taster programs in the maritime and paramedicine industries through Central Regional TAFE. These hands-on experiences gave students valuable insights into two exciting and essential career pathways that play an important role in the local community and economy. During the maritime taster, students explored the skills and training involved in industries such as fishing operations, marine tourism and maritime services, while gaining exposure to real-world equipment and learning environments. Some brave students were even allowed to steer the boat!



The paramedicine taster provided students with an engaging introduction to emergency response and healthcare careers, allowing them to learn about patient care, first aid procedures and the fast-paced nature of the industry. By participating in practical activities and interacting with experienced trainers, students were able to develop a greater understanding of the study and career opportunities available after school. Students toured the St John's depot and then took part in a basic first aid course at school. These career tasters help students make informed decisions about their future pathways, while building confidence, motivation and awareness of employment opportunities available within the Geraldton region. Special thanks to Mr Bowdell and Mr Stone for their support as supervising staff on these tasters.



Form Attendance Acknowledgements:

Congratulations to our Year 9 and 10 Form classes who demonstrated outstanding commitment to improving their attendance during Weeks 5 and 6. Regular attendance plays a vital role in student success, helping students stay engaged with their learning, build positive routines, and strengthen connections with their teachers and peers. The significant improvement shown by these classes reflects a collective effort by students to prioritise their education and make the most of every learning opportunity.

To recognise and celebrate this achievement, the most improved classes were rewarded with a well-deserved pizza lunch. This acknowledgement not only celebrates their success but also reinforces the importance of consistent attendance and the positive impact it has on academic progress and wellbeing. We are proud of the dedication shown by these students and encourage all classes to continue striving for excellent attendance throughout the year. Congratulations to the winning Forms, 9V1 and VIP!!



STUDENT SERVICES

YEAR 11 AND 12

✨ Geraldton Senior High School Year 12 Ball – “A Night in Paris” ✨

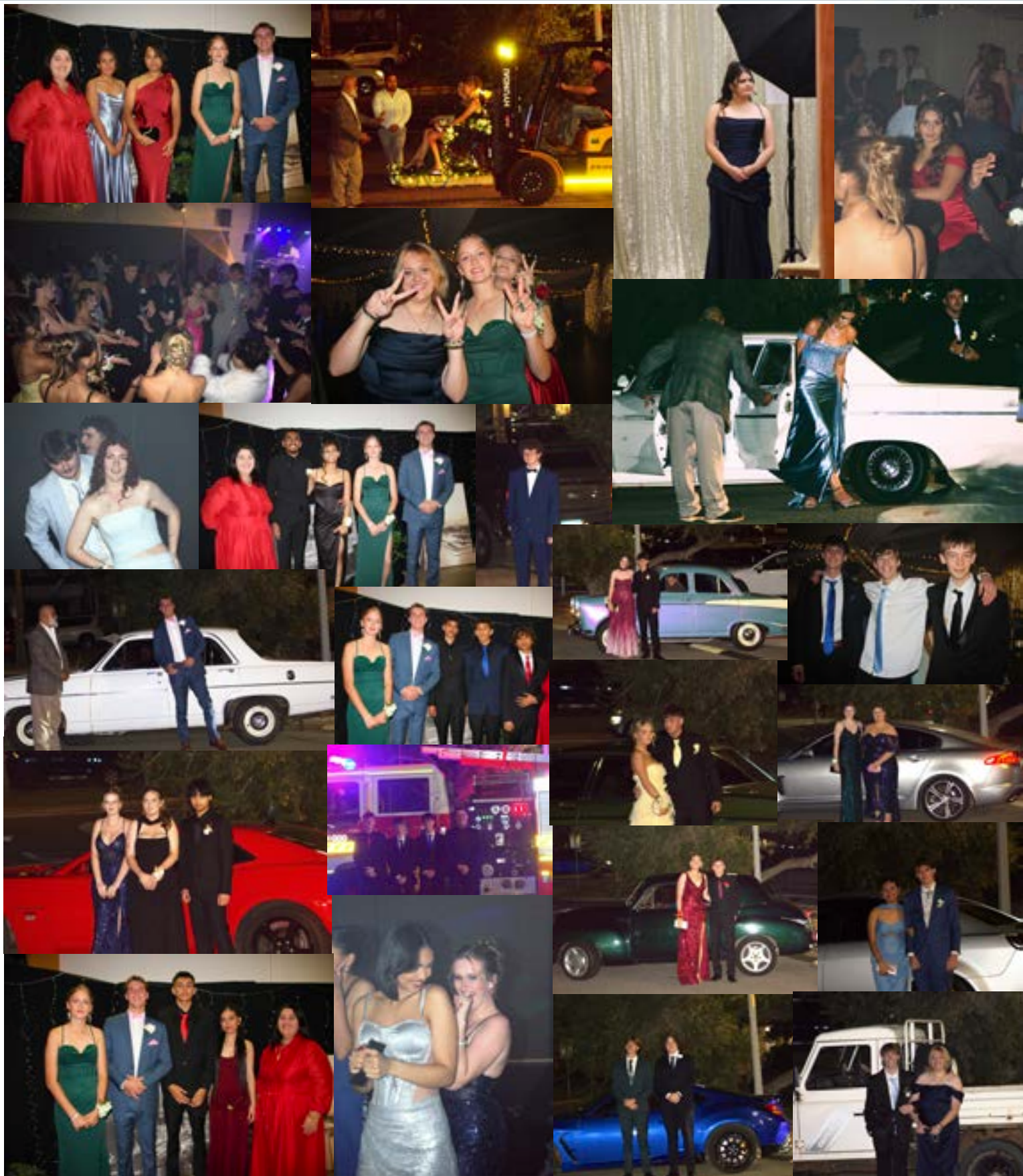
Geraldton SHS's Year 12 Ball transformed the QEII Centre into a magical Parisian evening, with students stepping into elegance and romance under the theme “A Night in Paris.” The venue came alive with sophisticated décor, twinkling lights, and a touch of French charm, creating a perfect backdrop for an unforgettable celebration of the graduating class.

Students made stunning entrances, with Clare Graham taking out Best Arrival, setting the tone for a night full of style and excitement. Throughout the evening, the dance floor buzzed with energy, laughter, and memories in the making, while Chloe McCulloch truly shone as the Star of the Night.

The highlight of the evening saw Kemani McIntosh named Beau of the Ball and Roxanne Petersen crowned Belle of the Ball, recognising their outstanding presence and spirit on this special occasion.

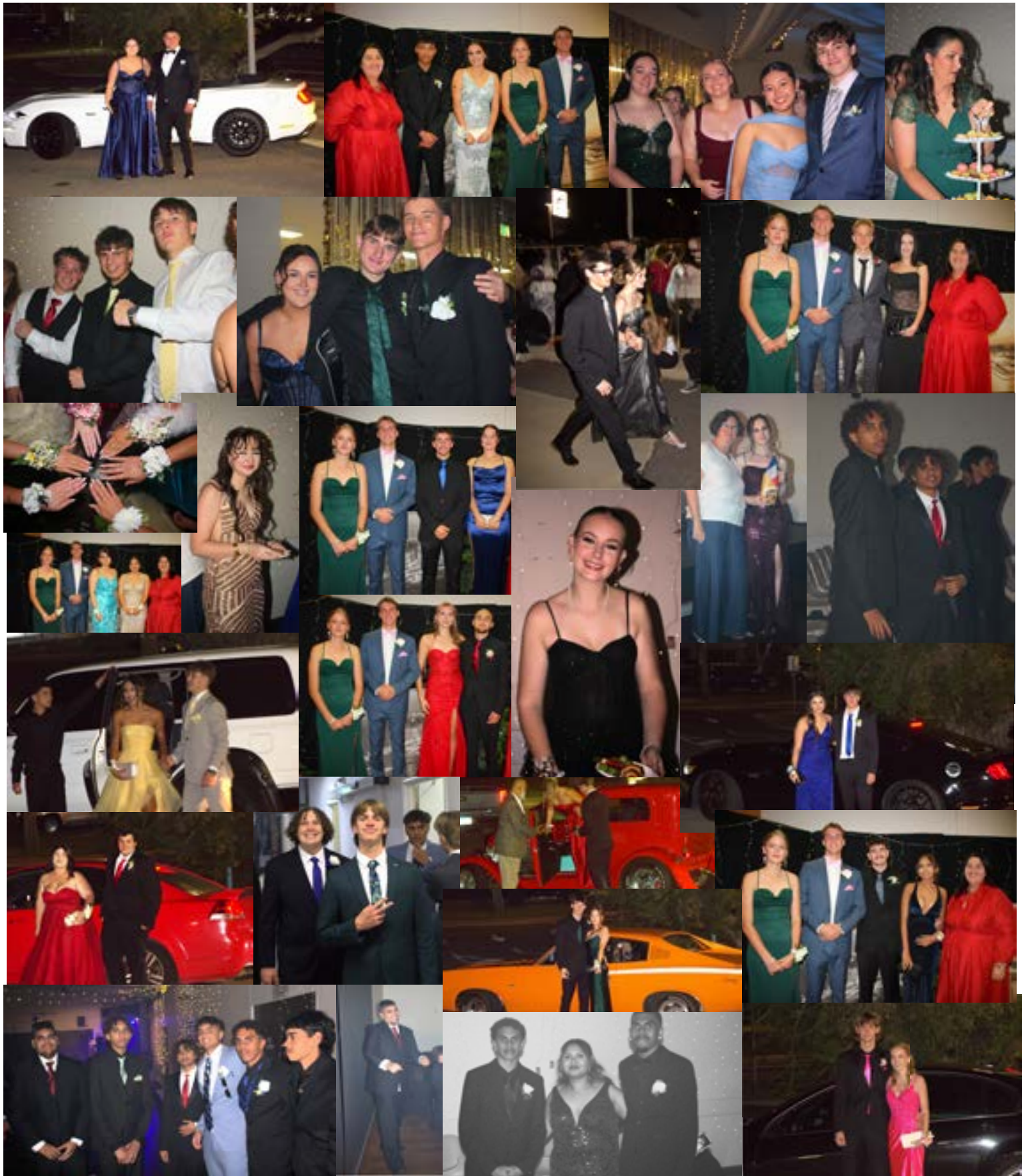
The night, for the Year 12 cohort, captured friendship moments, celebration, and the excitement of what lies ahead—all wrapped in the timeless charm of Paris.





STUDENT SERVICES







Keeping you informed, matters

Term 2, 2026

Top 4 Topics of Conversation....

15% Health & Wellbeing

12% Peer Relationships

17% School Concerns

7% Family Relationship



Students seen Year to Date: **241**
Program Sessions Year to Date: **140**
Breakfasts Served Year to Date: **1437**

Breakfast Club Excitement...

Earlier this year we received a new freezer and some toastie machines for our Breakfast Club. The Breakfast Club has had an incredible increase in the need for food, and these donations came just at the right time as our daily cooking has exploded from 15 toasties to nearly 50!

From other school's reflections, **teen helpers reported they felt more positive about their school experience** when they helped out. We would like to encourage students to lend us a hand, as we appreciate any help we can get. The social aspect of Breakfast Club is also helpful for their mental health and wellbeing.

If you are interested in supporting this area, please contact the Chaplains directly or if you have any contacts who might like to bake healthy breaky muffins or bring in yoghurt that we can serve with fruit – **please let us know**.

Chaplain Interview with a graduated Year 12...

Why did you start seeing the Chaplains?

I was struggling a lot with my anxiety and got in a really dark place and didn't know how to reach out. And then I heard about the Chaplains and how they are able to give you some direction and I started talking to them and it opened my view and was able to help me know where to find help and coping techniques with my anxiety and helped me with my school work.

Why do you think kids struggle with anxiety at school?

For me, I struggled with keeping up with the workload, friendships and relationships plus home life and work. I was trying to juggle everything. I also have a medical issue which doesn't help. I think kids struggle because of their future, exams, OLNA, what's next plus all that stuff I mentioned before.

Would you see the Chaplain for just mental health help?

No, they can help with lots of things. School, work, friendships and home, plus behaviour.

Do you think you have grown within yourself since meeting with the Chaplains?

Yes! I have now learnt how to identify and deal with my anxiety. They helped me find strategies to challenge my thinking and have also helped me to seek alternative solutions to my problems. They have also been really good listeners when I just needed to chat.

Would you recommend the Chaplains to kids at school?

Yes. Definitely. It was the best decision I made this year.

Anything else?

I probably wouldn't have finished school and dropped out, without the Chaplains support.

Chaplain Naomi & Chaplain Wayne



Get to know your Geraldton SHS School Chaplains

Naomi & Wayne



What is one thing about being a School Chaplain that always makes your day?

Making people smile

Sharing joy with everyone

What book, podcast, or movie has had the biggest impact on your life?

The Power of One - Bryce Courtney.

It shows how one's personal resilience can challenge and overcome deep oppression

Matrix - It makes you think

Why did you decided to become a School Chaplain?

To make a difference in peoples lives, even if it's just a smile and hello

Answered a calling to fill the need

What does your ideal, tech-free weekend look like?

Reading a book, being by the beach or the rainforest enjoying life

In the caravan somewhere beautiful

If you could choose one song to play every time you walk into a room, what would it be?

This Little Light of Mine by Harry Dixon Loes

Came to My Rescue by Josh Baldwin

What is a hidden talent or interest of yours that might surprise the school community?

I really enjoy playing team sports

I really enjoy playing the bass guitar

What is your go-to advice for a student or staff member having a stressful day?

Take a moment... look for any goodness/positivity around you that can lift your mood

Everything that is in this world has been before and will be again, nothing is new



ABORIGINAL EDUCATION

ABORIGINAL EDUCATION SUPPORT COORDINATOR (AESC)

During this term, the Aboriginal Education Team commemorated National Sorry Day with a meaningful ceremony attended by staff, students, and invited guests. The ceremony provided an opportunity to reflect on the experiences of Aboriginal and Torres Strait Islander peoples and the importance of reconciliation. The service was led by the Maajayimanha Mob with compassion, pride, and respect. Cultural Student Leaders Honey and Bryce guided the ceremony, while Murray shared a reading and Brianna presented a moving poem written by Kim Ryder. The school choir also delivered a heartfelt performance of *Always Was, Always Will Be*, composed by Astrid Jorgensen, which added to the reflective and respectful nature of the service. As part of the ceremony, purple hibiscus flowers, the symbol of the Stolen Generations, were planted as a gesture of remembrance, resilience, and healing. To ensure all students could participate, the ceremony was live-streamed to classrooms across the school, allowing the wider school community to engage in this important occasion and deepen their understanding of National Sorry Day.

Following the ceremony, invited guests, staff, and students gathered in the Language Centre to share a morning tea and continue reflecting on the significance of National Sorry Day. During this time, the Wirri Bundara Dance Group performed a powerful dance to Normey Jay's song 'Stolen Generation'. The gathering in the Language Centre provided a valuable opportunity for connection, conversation, and community.



At lunchtime, the school community came together to share a slice of cake to acknowledge National Sorry Day and officially open Reconciliation Week with the theme being 'All In'. This symbolic gesture of unity and togetherness provided an opportunity for students and staff to gather, reflect, and strengthen connections. The event highlighted the importance of recognising our shared history and reaffirmed our commitment to the ongoing journey of reconciliation.



To kick off Reconciliation Week, our Clontarf Academy hosted a friendly staff versus students football match. The game brought the school community together in a spirit of fun, teamwork, and connection. Following the match, two footballs were presented as Spirit Awards to Bryce and Quayden in recognition of their outstanding sportsmanship, leadership, and respect throughout the game. The awards celebrated the positive way both students represented themselves and their peers, reflecting the values of teamwork, encouragement, and community that are at the heart of Reconciliation Week.



As part of National Reconciliation Week, students and staff participated in the annual Wanarayimanha National Reconciliation Walk, embracing the 2026 theme, 'All In'. The theme encourages everyone to play their part in advancing reconciliation and creating a more united future for all Australians. Students proudly walked from Geraldton SHS to join the wider community at Rocks Laneway before making their way along the foreshore and back again. By participating in the walk, students demonstrated their commitment to being "All In" for reconciliation—showing respect, unity, and a willingness to learn from and walk alongside others. The event provided a valuable opportunity to connect with the community, reflect on our shared history, and strengthen relationships as we continue the journey towards reconciliation together.



ABORIGINAL EDUCATION

To conclude Reconciliation Week, students participated in a variety of activities including decorating iced biscuits, face painting, and arts and crafts. These activities provided opportunities for students to come together, celebrate culture, and reflect on the importance of respect, inclusion, and reconciliation. Through these shared experiences, students embraced the 2026 National Reconciliation Week theme, 'All In,' demonstrating their commitment to building stronger connections and a more inclusive school community.



Sorry Day

Annually, there is a significant day, that is remembered, acknowledged and nationally recognised. After years of injustices, Kevin Rudd, addressed the nation, and on behalf of his government he formally apologised.

The apology was meant for all Indigenous Australians for the cause of inflicted profound grief, loss and suffering. From when they were forcibly removed from their families and communities by the law that was governing.

The mistreatment and the traumatic impact is still raw and still present today from the Stolen Generation. The problems of today can not be fixed without education of our nations past and by way of reconciliation.

Take a moment and envision what the apology signifies to Indigenous Australians each year on the 26th of May. For this historical apology will always be remembered as our nations National Day of Healing or National Sorry Day.

By Kim Ryder

They are nationally recognised throughout their country during the week of Reconciliation. Celebrating Indigenous Australians, their history, culture, achievements, and celebrations.

By working together, we can help close the gap, while sharing a sense of justice and fairness. United as one country, and striving towards equality and raising awareness.

By building relationships and showing mutual respect for the custodians of the sea and land. As stated in the landmark achievement of the 1967 Referendum, we must follow command

The theme for Reconciliation Week 2026 is 'All In,' A call for Australians to listen, learn, and begin.

Reconciliation is not standing quietly on the side, It is walking together with respect and pride. Change will not happen unless we all take part, With open minds, strong voices, and caring hearts. Together we move forward, united as one, Because reconciliation belongs to everyone.

By Kim Ryder



The Wirri Bundara Dance Group has proudly represented culture at several significant events this term. Students performed at the Midwest Leadership Conference, showcasing culture to principals and educational leaders from across the region. They were also honoured to perform during the visit of His Excellency the Honourable Chris Dawson AC APM, Governor of Western Australia, and Mrs Darrilyn Dawson. As part of the National Sorry Day ceremony, Wirri Bundara delivered a powerful performance to Normey Jay's Stolen Generation, bringing to life the themes of loss, resilience, survival, and healing experienced by the Stolen Generations. The performance complemented the ceremony and provided a meaningful expression of remembrance and cultural strength. Students also participated in a workshop with the Sydney-based Dance Makers Collective. Facilitators Carl and Emma worked alongside members of Wirri Bundara to explore opportunities for cultural exchange and potential collaboration in the September showcase at the Queens Park Theatre. During the workshop, students recorded reflections on what dance means to them and the important role it plays in sharing culture, identity, and stories. We are incredibly proud of the way Wirri Bundara continues to represent culture with strength and pride. Through each performance and opportunity, students have demonstrated leadership and a strong commitment to sharing culture with the wider community.

Ms Kim Ryder
Aboriginal Education Support Coordinator



LEARNING AREAS

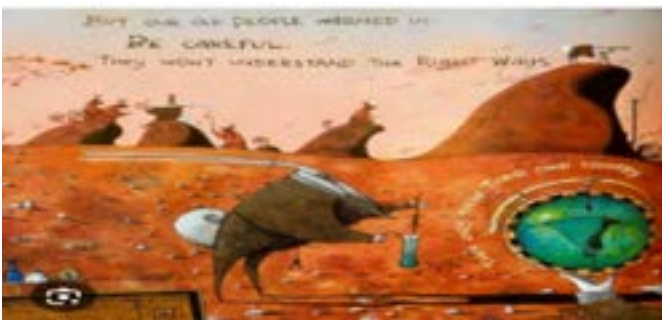
ENGLISH

Year 7 English

This term, our Year 7 students have been exploring the world of poetry through both analysis and creative writing. Students examined a range of poetic techniques before crafting their own original poems. To showcase their learning, they delivered multimodal presentations to their peers, combining spoken performance with visual and audio elements. The creativity on display was impressive, with a few students incorporating props, music, and video clips to enhance their poems and engage their audience.



During the second half of the term, students shifted their focus to the analysis of picture books. Through rich class discussions, they developed their understanding of how authors and illustrators communicate meaning through visual literacy techniques. Students explored the use of colour, shape, size, point of view, vectors, and symbolism, learning how these elements influence the reader's interpretation of a text.



It has been wonderful to see students develop their confidence as presenters, critical thinkers and creators while engaging with a diverse range of texts.

Year 8 English

Give me Five

Exploring poetry through sonnets and free verse has been explicitly taught this term. Through these forms, students have experimented with figurative language and created a poem that relates to an element of their life. All students were required to use CUPS and ARMS and the marking key criteria to refine their poem. All students have been encouraged to enter their writing for The Randolph Stow Writing Competition. We hope to see some award winners!



Year 9 English

The study of a novel has been positively received by our Year 9 students who have been reading 'The Hunger Games' by Suzanne Collins. This dystopian text highlights the societal issues of inequality, particularly the disparity between the wealthy and the poor as the wealthy people exploit those in poverty for entertainment.

The APEX class have engaged in vibrant discussions in response to their reading of the classic 'Lord of The Flies', published in 1954. When schoolboys transform into savages the reader can see the impact of mob mentality and the importance of strong leadership in uncertain situations.



Year 12 General English

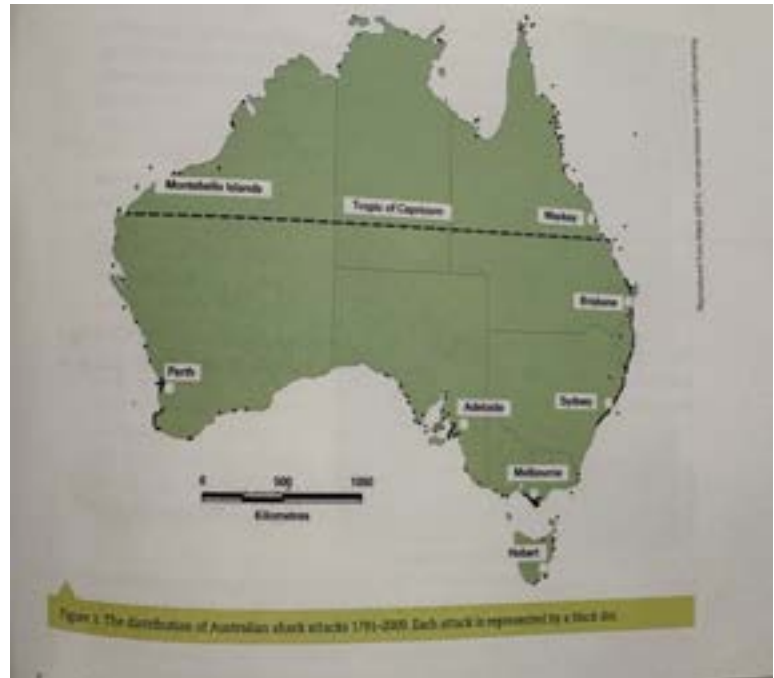
A question we often receive as teachers is "What is the point of this? When will we ever use this?" We discuss this often in English, and an example of this was in my Year 12 General English class recently. We are studying shark attacks and creating a magazine article for a 'tourism magazine' about water enthusiast tourists who want to visit Australia but are concerned about the media coverage of recent shark attacks.

So, how would this be useful in life?

We discussed about learning how to understand and discern the bias with which an article was written, and if there was an underlying message being put across to the reader.

We also looked at how to understand the information that isn't overtly being given. For example, we looked at a map showing where the majority of shark attacks had occurred. We discussed the attack clusters reflecting increased tourism on the East Coast, famous beaches like Bondi, the Great Barrier Reef, famous surfing competitions. Based on that information it showed us that the safest place to swim was the coast of WA and across the top of Australia. However, we noted that the information that was excluded was that there was no data about jellyfish infestations and encounters, and saltwater crocodile attacks.

These are the types of skills our students are learning in our classes that they can apply to all aspects of life outside of school.



LEARNING AREAS

LITERACY AND NUMERACY SUPPORT

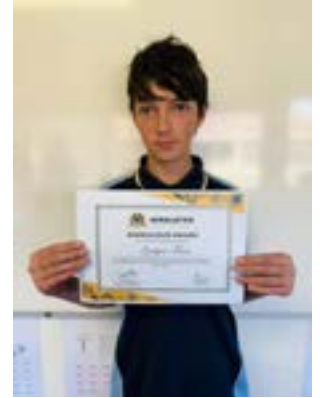
MacqLit

During Term 2, our MacqLit intervention program continued to provide targeted literacy support for students working to strengthen their reading skills. We would like to extend our sincere thanks to Emma Harris, who stepped in to support the delivery of direct instruction lessons while Daniel Lane was enjoying a well-deserved overseas holiday. Emma's commitment and enthusiasm ensured that students continued to receive high-quality intervention and support throughout the term. Emma's contribution was greatly appreciated by both staff and students. We are incredibly thankful that she will continue to support the students in literacy intervention in a part-time capacity. We are also pleased to welcome Daniel Lane back to the team following his return in late Term 2. Daniel has seamlessly resumed his role within the program, and we look forward to his continued work supporting student literacy growth.

In Week 9, we proudly celebrated the achievements of our MacqLit students at our Endeavour Awards pizza party. These awards recognise students who have demonstrated perseverance, determination, and a commitment to improving their skills. Recipients of this award have shown a positive attitude towards learning, actively engaged in lessons, and embraced challenges with resilience. The award celebrates effort, growth, and persistence, acknowledging that success is achieved through dedication and a willingness to continually strive for improvement.



Semester 1 recipients are: Kelvin, Kale, Izaiyar and Bohdi.



A special congratulations also goes to the students who successfully "tested out" of the program. This achievement reflects significant growth in their reading skills and is a testament to their hard work, dedication, and willingness to embrace learning challenges. Students include: Molly, Zariah, Chris and Finn.

We are incredibly proud of all students participating in MacqLit and thank our staff for their ongoing support in helping students achieve success.



OLNA intervention classes

During Term 2, our Year 11 and Year 12 students participated in the Online Literacy and Numeracy Assessment (OLNA), an important milestone towards achieving the Western Australian Certificate of Education (WACE).

At Geraldton SHS, we are committed to supporting every student to successfully meet the literacy and numeracy requirements for graduation. To achieve this, we offer eight dedicated OLNA intervention classes—four supporting Year 11 students and four supporting Year 12 students. These classes provide targeted instruction in reading, writing, and numeracy for students who have not yet demonstrated the required standard through NAPLAN or who have not previously sat the assessment. The purpose of these intervention programs is to build students' skills, confidence, and readiness for the OLNA, while ensuring they have the best possible opportunity to achieve their WACE. During Term 3, assessment data will become available to the school. This information will be used to evaluate the effectiveness of our intervention programs and identify any additional support required. Through ongoing monitoring and targeted teaching, we remain focused on ensuring all students are supported to achieve success and reach their educational goals.

We would like to acknowledge and congratulate the following students who successfully passed all three OLNA components in the most recent assessment sitting. Their achievement reflects their hard work, perseverance and commitment to their learning.

Year 11's- Kellie, Amelia, Sienna, Lilly, Michael, Izabella, Dion, Zeth, Leilani, Josiah and Joey.

Year 12's- Kealee, Markis, Flynn, Sarah, Honey, Amarah, Sienna, Johnas, Bryce, Kemani, Brice, Altus and Kaylee.

Form Games

Each Friday during Form, all students participate in whole-school literacy and numeracy activities designed to strengthen the foundational skills required for success across all learning areas.

These activities are carefully aligned with key components of Scarborough's Reading Rope and the Mathematics Rope, ensuring students develop the interconnected skills needed for proficient reading, comprehension, mathematical understanding, and problem-solving. Throughout the year, students engage in a variety of targeted activities that focus on areas such as vocabulary, language comprehension, fluency, reasoning, number sense, and mathematical thinking. By dedicating time each week to these essential skills, we are building students' confidence, supporting academic growth, and creating a strong foundation for lifelong learning.



LEARNING AREAS

Some activity examples include:

Literacy	Numeracy
• Wordle • Connections • Scategories • Boggle	• Number Conundrums • NAPLAN style questioning • Word/root/base analysis
Try them for yourself...	
Unscramble: TEONUCDAI	Using only the numbers 7, 2, 9, 50 and 100 once, reach the target 225 the fastest way.
This activity specifically targets the 'Word Recognition' and 'Vocabulary' strands of the Scarborough Reading Rope. It helps individuals enhance their decoding abilities as they process and recognize letters, identifying the correct placement of letters within words. This practice promotes fluency and supports the expansion of their vocabulary, ultimately strengthening their overall language skills.	This activity specifically targets the 'Language Comprehension' and 'Verbal Reasoning' strands of the Scarborough Reading Rope. It also targets the 'Procedural' and 'Conceptual' fluency on the Maths Rope. This challenges individual's mental maths and aims to strengthen problem-solving strategies.



ARTS

Performing Arts

The Music Department has been busy sharing student talent throughout the term. Our School Rock Band and Vocal Ensemble, along with several solo and duo performers, gave an energetic performance for prospective Year 6 students at the Taster Mornings that took place throughout the term, providing an exciting glimpse into the vibrant performing arts opportunities available at Geraldton SHS.



We are also continuing to develop our music facilities, with repairs and upgrades to equipment underway. New music technology and recording equipment have been introduced, allowing music production to become an exciting new addition to the accelerated music program curriculum and providing students with hands-on experience in contemporary music-making, paving the way for further study at TAFE, and a successful career in today's music industry.



Year 9 Music students recently enjoyed an excursion to TAFE, where they explored the world of music production. Students had the opportunity to record a song in a professional recording studio, try their hand at playing the drums, and collaborate to create music together. The experience provided valuable insight into the many pathways available within the music industry.



Rehearsals are well underway for this year's school play, "A Cure to Die For". This play is a student led project; written, directed and designed by the students themselves, encouraging student leadership and providing a rewarding experience for students to see how their academic drama studies and classroom learning activities can lead to a real, tangible outcome. Students have been enthusiastically preparing for this entertaining murder mystery, which will be performed in Term 3. Further details, including performance dates, will be announced soon.

LEARNING AREAS

Visual Arts

As part of our Reconciliation Week activities, Indigenous Arts students created the "Sorry Day 2026" artwork and the purple flower installation that was displayed during the school's Sorry Day Ceremony.



The flowers were placed by invited guests and members of the school community, creating a meaningful and collaborative display.



The Geraldton SHS Vocal Ensemble opened the event with a moving performance of *Always Was, Always Will Be*, composed by Astrid Jorgensen.

Indigenous Arts students are also contributing to the school's visual environment through a range of display pieces. Visitors to Reception can view the striking goanna artworks currently on display in our school reception, which showcase the creativity and cultural expression of our students.



A number of our Visual Arts students have entered the 2026 Law Week Art Competition, which this year explores the theme Law and the World Wide Web. We wish all participants the very best and look forward to seeing their creative interpretations of this important topic.



DESIGN AND TECHNOLOGIES

Semester 1 Fashion & Textiles

Fashion students in Years 10 and 11 have showcased outstanding creativity this semester while developing valuable pattern-cutting and garment construction skills. Through hands-on projects, students designed and created children's wear, accessories, and stylish tie-back peplum tops, demonstrating both technical skill and imagination.

Our Childcare students were also introduced to the fundamentals of sewing machine operation, producing beautiful baby taggy blankets and bibs as part of their practical learning experience.

Overall, it has been a highly successful and rewarding few months, with many passionate students embracing the creative process and discovering the joy of making.



LEARNING AREAS

HASS

Learning in Action for Term 2

This term, students across Years 7–12 in Humanities and Social Sciences (HASS) have been engaged in rich, curriculum-aligned learning experiences that develop critical thinking, inquiry skills, and informed citizenship in line with the Western Australian curriculum.

Year 7 Economics – Understanding Financial Choices

Our Year 7 students have been exploring basic economic principles and developing an understanding of how individuals make financial decisions.

Students have:

- Investigated needs vs wants and how limited resources influence choices
- Explored the role of businesses and entrepreneurs in the economy

Year 8 and 9 Civics and Citizenship – Active and Informed Citizens

In Civics and Citizenship, students in Years 8 and 9 have been developing their understanding of Australia's political and legal systems and their role within them.

Year 8 Focus

- The role of parliament and law-making
- The importance of democratic values and participation

Year 9 Focus

- The Australian Constitution and separation of powers
- The role of courts and justice systems, rights, freedoms, and civic responsibility

Students have engaged in debates, case studies, and role-play activities to strengthen their ability to think critically about civic issues and participate actively in society.

Year 10 Geography – Global Challenges and Sustainability

Year 10 Geography students have been examining pressing global challenges with a focus on environmental change and sustainability.

Key areas of learning include:

- The causes to and impacts on global human wellbeing
- Geographic interconnections and human impact on environments like our Midwest coastline

Students have applied geographical inquiry skills to analyse real-world data, evaluate solutions, and propose sustainable strategies for the future. They have been exploring future career pathways working with Job and Skills Centre and visiting the Careers Expo at Geraldton Universities Centre.



Year 11 and 12 – HASS in Action and Subject Selection Pathways 2027

Senior school students continue to deepen their expertise through specialised HASS courses and practical application of skills.

HASS in Action (General) A popular course for those students that an interest in HASS subjects but no exam pressures!

Across Years 11 and 12, students are:

- Applying research and inquiry skills to real-world issues
- Developing analytical and evaluative thinking aligned with SCSA course outcomes
- Building capabilities in communication, problem-solving, and independent learning



Subject Selection for 2027

As part of the subject selection process, students are encouraged to consider ATAR pathways within HASS, including:

- Geography
- Modern History
- Politics and Law (SIDE)

These courses support pathways into further education, training, and careers in areas such as business, government, law, and environmental management.

Staff are working closely with students to ensure subject selections align with their strengths, interests, and future aspirations.

Looking Ahead!

We are proud of the engagement and progress demonstrated by our students this term. HASS continues to play a vital role in equipping students with the knowledge and skills needed to navigate an increasingly complex world.

If you have any questions about HASS programs or subject pathways for Year 10 subject selection, please feel free to contact Claire Annison, Program Coordinator and Hazel Snell, Program Coordinator Senior School Programs and Operations.



LEARNING AREAS

SCIENCE

Renovations, Relocations and Refrigeration!

The old Science block has witnessed countless experiments, occasional mysterious smells, a few minor chemical mishaps, and enough student procrastination to qualify as a scientific phenomenon. Now, after more than 60 years of loyal service, it is preparing for a well-earned makeover.

As we pack up decades of accumulated scientific treasures, we are also delighted to welcome our new Laboratory Technician and Geraldton SHS Alumni, Anna.

We will miss our old home and its unique character, we're excited about what lies ahead. Here's to cooler classrooms, modern facilities. Farewell, old Science block. You've served us well since 1964. We promise not to test any explosive reactions in your honour on our way out.



1964 to 2026



Year 6 Students Experience Hands-On Laboratory Science

As part of Geraldton SHS's Transition Program, Year 6 students recently enjoyed a hands-on introduction to laboratory science. Students took part in a practical investigation where they created a natural indicator from red cabbage and used it to test a range of common household liquids.

Working like real scientists, they determined whether each substance was acidic, basic, or neutral, based on observed colour changes. The activity provided an engaging and accessible glimpse into secondary science learning, sparking curiosity and excitement about future laboratory work.

Science staff are looking forward to working with the next generation of aspiring Year 7 scientists next year as they begin their journey into secondary Science at Geraldton SHS.



Laboratory Practice for Year 7's

Year 7 students have been enjoying using their new knowledge of how to work safely in our science labs this term. Students have been posing investigable questions to answer then carrying out their experiments. 'What makes a M&M dissolve fastest?' Hot water, room temperature water or cold water? The students predicted that the hot water would be the fastest and they were correct.



Year 10 Kalbarri Field Trip

At the end of term one our Year 10 APEX students returned from an incredible overnight CoRE field trip to Kalbarri.

There, we explored the fascinating world of geo and eco-tourism, students investigated the science behind the famous pink lake, stepped back 400 million years through the fossil record at Mushroom Rock and Rainbow Valley, and unpacked the powerful natural processes of erosion that have shaped the spectacular Kalbarri gorges. A highlight for many was taking in the breathtaking views from the Skywalk, gaining a new appreciation for the landscape and its history. Beyond the science, students embraced the opportunity to disconnect from some modern conveniences, strengthening their independence, teamwork, and resilience.

An unforgettable experience filled with curiosity, challenge, and plenty of amazing memories.



GoSHowcase

Year 10 APEX students attended the GoSH Midwest Showcase on Friday, where they had the opportunity to engage with GoSH staff and industry experts, explore different perspectives in STEM, and challenge their mindsets and design skills under pressure.

The energy throughout the day was incredible, with students going into "dance mode" and roaring with excitement as they tackled the activities and challenges.

We hope all students enjoyed the experience and have come away with a greater understanding of the many exciting pathways and careers available in STEM fields.



LEARNING AREAS

Year 11 Marine and Maritime

Our Year 11 Marine and Maritime Science students recently completed a field investigation examining how salinity changes along the Chapman River as it flows towards the ocean. Students collected and analysed water samples from multiple locations, gaining valuable firsthand experience in scientific fieldwork techniques and data collection. The investigation provided an authentic opportunity to apply classroom learning in a real-world environment while developing practical skills used by marine and environmental scientists.

Mr Benjamin Errington



Year 11 Marine and Maritime

Year 11 Marine and Maritime students have been working hard on their latest assignment during Term 2. They have been out and about in the local area sampling water at different locations and conducting scientific testing methods to determine;

- pH – using Universal indicator paper
- Salinity – using digital refractometers
- Turbidity – using Secchi discs
- Temperature – using digital probes

They returned to the classroom to write up their findings and compare the sea water at the foreshore, with the brackish estuarine water of the Chapman River with fresh water taken further up river. Well done to all our students for their hard work on this investigation which has earned them 12.5% of their overall course mark for the year.

We are now looking for Year 10 students who wish to join our 2027 Year 11 cohort. Information is being delivered in science lessons ahead of subject selection and Mrs Kyp is very happy to speak to any students who have questions about the course. We look forward to welcoming many of you next year.

Mrs Nina Kyprianidis



Goodbye Science cake



ACADEMIC PROGRAM OF EXCELLENCE (APEX)

Term 2 has been filled with engaging learning opportunities, fieldwork experiences, leadership development, and community service projects for our Academic Program of Excellence (APEX) students.

Our Year 7 APEX students participated in the "Great Greenough" Project-Based Learning program in partnership with the CoRE Learning Foundation. Students explored the rich history, geography, and environmental significance of the Greenough region through hands-on investigations and fieldwork.

As part of the project, students visited Ellendale Pool and the Greenough Museum, where they examined local historical sites, collected information, and developed a deeper understanding of the area's cultural and environmental heritage. The experience encouraged students to think critically, collaborate with peers, and connect classroom learning with real-world contexts.



Year 9 students travelled to Eneabba to learn about one of Western Australia's emerging industries – rare earth mining and processing. The highlight of the excursion was a guided tour led by Dan McGrath, Head of Rare Earths, who provided students with valuable insights into the industry's future and its importance to renewable energy technologies and advanced manufacturing.

Students were given a unique opportunity to see the early stages—or "the bones"—of the new refinery currently under construction. The visit allowed students to explore the links between science, technology, economics, and environmental management while gaining firsthand exposure to a major industrial development in our region.



LEARNING AREAS

Congratulations to Alexis, who has been working diligently in preparation for the upcoming Youth Parliament program during the July school holidays. Alexis has been drafting and amending legislation, developing skills in public policy, debate, and parliamentary procedure.

Participation in Youth Parliament provides students with an outstanding opportunity to engage with democratic processes, build leadership capabilities, and contribute ideas on issues affecting young Australians.

A remarkable 34 students from Years 8–10 represented APEX in this year's 'Write a Book in a Day' competition. Working in five teams, students collaborated under strict time constraints to plan, write, illustrate, and edit an original book within a single day.

The competition challenges students to respond creatively to a set of unique parameters while producing a complete story that can be shared with children undergoing treatment in hospitals across Australia. At the same time, participants raise funds for The Kids' Cancer Project, which supports vital childhood cancer research.



Our students demonstrated outstanding teamwork, creativity, resilience, and problem-solving throughout the event. Fundraising efforts will continue over the next two months, and we thank families and community members for their support of this worthwhile cause.

Looking Ahead

As we move into Semester 2, we are proud of the enthusiasm, curiosity, and dedication demonstrated by our APEX students. Their willingness to embrace challenging learning opportunities and contribute positively to their community continues to showcase the values of the Academic Program of Excellence.



PHYSICAL EDUCATION

AFL Carnival

Our students represented the school proudly at the recent Mid-West Eagles Cup, our school was proud to have two teams represent us this year, a Year 7–8 team and a Year 9–10 team. Both teams displayed effort, teamwork and commitment.

The Year 7–8 team competed strongly, recording a narrow victory and closely contested matches. The players showed resilience and dedication, working hard for one another and continuing to improve as the carnival progressed.

The Year 9–10 team enjoyed an outstanding day, remaining undefeated across all their matches. Their skill, teamwork and game awareness were evident throughout the carnival, helping them achieve a series of impressive results.

It was also fantastic to see several students play their first game of AFL. These students embraced the opportunity with enthusiasm and confidence, making valuable contributions to their teams and demonstrating a willingness to learn and challenge themselves.

Congratulations to all students who participated and represented the school so positively. Their efforts, attitude and teamwork made the carnival a successful and enjoyable experience for everyone involved.

In Week 4, Geraldton SHS welcomed Judo WA as part of their Regional Outreach Program. Students in Years 9–12 took part in workshops where they learned how to fall safely and practised two judo throws used in competition.

It was fantastic to see so many students getting involved, learning new skills, and giving a different sport a go. Thank you to Judo WA for providing such an engaging experience for our students.



LEARNING AREAS

Netball Carnival

The recent West Coast Fever High School Cup was a fantastic day of competition, teamwork and sportsmanship. We were fortunate to enjoy beautiful weather throughout the day, which helped create a positive atmosphere for all involved.

This year, six teams from Years 7 through to 12 attended the carnival, with students representing our school with pride and enthusiasm. Their effort, determination and support for one another were outstanding, and we are incredibly proud of every student who participated.

A special mention must go to those who stepped outside their comfort zones and took on new challenges by playing, coaching or umpiring for the first time. Their willingness to learn new skills and contribute to the success of the carnival was impressive and demonstrated great courage and commitment.

Congratulations also to our Country Week team, who were crowned champions for the second consecutive year. This is a remarkable achievement and a testament to the hard work, dedication and teamwork shown by the players and coaches.

Thank you to all students, staff, volunteers and supporters who helped make the carnival such an enjoyable and successful event. It was wonderful to see students of all ages competing, encouraging one another and displaying excellent sportsmanship throughout the day. We look forward to building on this success in future competitions.



Year 9 Outdoor Education Day Trip

Before winter set in, our Year 9 Outdoor Education students enjoyed a rewarding day of adventure and outdoor learning. The day began with bodyboarding at Back Beach, where students embraced the cool conditions and enjoyed the waves. They then headed to Midalias Beach to cook their own lunches, demonstrating teamwork and independence while preparing meals ranging from sausages to tacos.

The day concluded with a bushwalk around the Chapman River Loop, where students observed local wildlife and learned about the regeneration of native plants following bushfires. It was a fantastic day that fostered resilience, teamwork, and a deeper appreciation for the outdoors.



2026 Senior School Country Week

Geraldton SHS is gearing up for the 2026 Senior School Country Week in Perth during Week 11, with four teams proudly set to represent the school. Our Boys Volleyball, Girls Volleyball, Boys Basketball, and Netball teams have been training hard throughout the term, showing commitment, teamwork, and determination as they prepare to compete against some of the best school teams from across Western Australia.

We wish all our athletes the very best as they take on the challenge, represent Geraldton SHS with pride, and make the most of this fantastic sporting opportunity.



PROGRAMS AND VET

WARLUGURRA WALGAMANYULU (WW)

Iluka Careers Excursion

On 3 June 2026, 33 students from the GG and WW programs had the valuable opportunity to participate in a site tour of the Iluka plant in Narngalu. The excursion was designed to provide students with firsthand insight into the wide range of career pathways available within the resources and processing industries, while also allowing them to observe key operational processes in a real-world setting.

Throughout the tour, students demonstrated excellent engagement, asking thoughtful questions and showing genuine interest in the various roles and responsibilities required to keep the plant operating efficiently. The visit offered a unique chance to connect with industry professionals, gain a deeper understanding of workplace expectations, and explore potential future employment opportunities.

The students represented the school exceptionally well and made the most of the experience, particularly when interacting with staff and potential future employers. We extend our thanks to the Iluka team for hosting the visit and providing such an informative and inspiring learning experience.



ASDAN - Horticulture

Students in the ASDAN Horticulture class have enjoyed a productive and hands-on term, developing their gardening skills through the cultivation of both indoor and outdoor plants. As part of their learning, students researched and selected vegetables best suited to sowing during late autumn and early winter, gaining valuable knowledge about seasonal planting and growing conditions.

Throughout the term, students have taken responsibility for the ongoing care of their crops by creating and following watering and maintenance rosters. They have also learned how to identify when vegetables require repotting and have developed practical skills in safely transplanting plants to support healthy growth.



Building on their success, the class is currently working together to establish a larger vegetable garden. This exciting project will provide additional space for their crops to mature and will support the final stages of growth leading up to harvest. Students have shown great enthusiasm, teamwork, and commitment throughout the program, and are looking forward to enjoying the rewards of their hard work in the months ahead.



Mathematics - Fractions to Feast

Our WW students have been working hard in Maths over Semester One learning lots of new concepts and revising previously learnt skills to prepare themselves for the recent OLNA sittings. We decided to break up the lesson by doing some hands-on learning to help wrap our brains around fractions and comparing equal amounts. The girls were busy cooking up some delicious brownies and choc chip cookies. Working together, they broke down two different recipes by dividing or multiplying the fractions needed for each ingredient. The heavenly smells of baking teased them through their next block as they patiently waited for the slices to be ready. The girls then divided the slices evenly between all students, and most importantly, staff.



English – Letters for Change

Our Year 11 students have been working hard on their Task 3 over the past few weeks writing 'Letters for Change' to several important members of the community. Several of our students have chosen to address their letters to the principal of our school, the Mayor of the City of Greater Geraldton, Mr Jerry Clune, and the Honourable John Carey, Minister for Housing and Local Government. Our students brought up a range of topics that they felt were important to them and the immediate community in the hopes that they will be read and real change can happen. Some of the topics the students felt were the most important include:

- Homelessness and a lack of support and shelters for people struggling to find housing
- Increasing awareness of Indigenous traditional practices in Geraldton and safe spaces to teach, share, and yarn together to learn
- The lack of Indigenous and cultural events held in Geraldton
- Increasing support for Indigenous people who wish to learn how to start and run their own business.
- Lack of accurate and visible Indigenous cultural history present within the City of Greater Geraldton.

PROGRAMS AND VET

Bowes River Cultural Engagement Excursion

On Wednesday 6th May, Week 3 of Term 2 our Year 11 and 12 Warlugurra Walgamanyulu and Gigaman Gawala students had a fantastic opportunity to join an On Country excursion experience with AIEO Paddy Walsh from Kalbarri District High School. Paddy was taking a group of Year 4 students from Kalbarri DHS to visit a cultural site called 'Willi Gulli Caves'.

Once there, we were able to experience the beauty of the distinct rock art paintings that have been very well preserved by the traditional Hutt River Indigenous peoples who used to use the cave system to shelter in from the heat and share stories, traditions, and important cultural practices. It was wonderful to see our senior Indigenous students step up and look after the little ones, answering questions, helping them with using the body paint, and playing games with them.

After learning about some of the history of the area, the Nanda peoples, and our tour of the caves, we took the short drive down to Horrocks Beach to enjoy a relaxing lunch by the beach. Once there, we pulled out all the stops with subway sandwiches, cookies, juice boxes and fruit to share whilst having a yarn with the Year 4's and Paddy Walsh. Needless to say, our kids were like superstars to the Year 4's and there were many calls for future catchups and excursions together with our students.

Miss McKay and Miss Garnaut
Teachers - Warlugurra Walgamanyulu Program



LIGHTHOUSE

In Lighthouse, students became budding gardeners and learned how to propagate a spider plant!

This hands-on project helped us work on:

- Fine Motor Skills: Carefully snipping and planting tiny stems in cups of water.
- Social Growth: Taking turns and engaging in "scientific" conversations with peers.
- Ownership: Learning the responsibility of caring for a living thing.
- New Vocabulary: Exploring concepts like nodes, roots, and propagation.

The students who joined in had a plant-astic time. The idea of taking a plantlet home really grew on them, sprouting opportunity to leaf a mark and branch out into plant parenting 🌱



PROGRAMS AND VET

Vocational Education Delivered to Secondary Students (VETDSS)

Here are some of our wonderful students at Central Regional Tafe in 2026. Many more opportunities exist for next year. Check out the VETDSS Midwest Guide 2027 for what is on offer for Year 11 and 12 students in 2027! Applications will start Term 3.



Certificate II Electrotechnology Pre-Apprenticeship



Certificate III Business



Certificate III Early Childhood and Care



Certificate II Building and Construction Pre-Apprenticeship



Certificate II Plumbing Pre-Apprenticeship



Certificate IV Preparation for Nursing



Certificate II Engineering Pathways



Certificate II Animal Care



Certificate II Salon Assistant



Certificate II Retail Cosmetics



Certificate III Screen and Media (Music)



Certificate III Laboratory Skills



PROGRAMS AND VET

Year 10 Try a Trade at Central Regional TAFE

Try-A-Trade allows students to engage with practical, fun and interactive hands-on activities designed to educate and inspire people into considering a construction Career.

Given there are so many different apprenticeship and traineeship options to consider, this program allows students to get an idea of the trade to help them narrow down their focus.

This year Central Regional TAFE hosted a 3 day Construction based Try a Trade completing a day each in Electrotechnology, Carpentry and Plumbing.

This year a 2 day course in Engineering was also held giving students some experience in the metal fabrication and fitting areas.

Year 10 students will be involved in Subject Selection for senior school next term and hopefully these course have provided students an insight into possible VET courses for Year 11.

Our students demonstrated respect and responsibility in how they conducted themselves in the workshop environment.

STEP

During Term 2, STEP students have focused on brick paving in Building and Construction, exploring multiple laying techniques and patterns to achieve professional finishes.

The unit covered:

- Site assessment and planning
- Setting out, levels, and fall for drainage
- Base preparation and compaction
- Screed bedding setup
- Laying patterns (e.g., stretcher bond, herringbone, basket weave)
- Edge restraints and cutting to fit
- Jointing sand and final compaction. Emphasis was placed on safety, precision, and teamwork, with students producing durable paved sections that demonstrate skill growth and attention to detail.



STUDENT LEADERSHIP

Our Student Leaders have had a busy and rewarding start to the term, representing Geraldton SHS with pride across a range of important community events and leadership opportunities.

Our Year 11 students, Lexi and Olivia, recently attended the VECTOR Youth Ambassador Forum in Geraldton. The forum brought together students from across the Mid-West region to participate in leadership workshops, discussions, and networking experiences. Students developed valuable communication, teamwork, and leadership skills while connecting with other young leaders from across the region.

Our School Captains and Deputy School Captains also proudly represented the school at local ANZAC Day Memorial Services. Hanna and Noah attended the Dawn Service at 6am, while Cooper and Fatimah represented the school at the 11am service. Their respectful participation reflected the values of leadership, service, and community spirit.



Student leaders were also honoured to assist during recent official school visits, including meeting His Excellency the Honourable Chris Dawson AC APM, Governor of Western Australia, and The Hon Jackie Jarvis MLC, Minister for Agriculture and Food; Fisheries; Forestry; Small Business; and Mid-West. Hanna, Noah, Bryce, and Honey represented the student body professionally and confidently throughout these important visits.

Our School Captains, Hanna and Noah, were also invited to speak at the Mid-West Leadership Conference in front of school leaders from across the region, including Principals, Deputy Principals and Midwest Director of Education, Mrs Lisa Criddle. They spoke confidently about student leadership, student voice, and the importance of creating positive school culture, representing Geraldton SHS with professionalism and pride.



PROGRAMS AND VET

STARS FOUNDATION

Term Highlights

This term, our primary focus has been on improving attendance across the program, with particular attention given to students whose attendance sits between 60–80%. This group of students can often go unnoticed, as they are not regularly absent but may still face barriers that impact their engagement and success at school. By intentionally focusing on this cohort, we have been able to build stronger connections, provide additional support, and encourage positive attendance habits.

We are pleased to report that our efforts have resulted in some fantastic outcomes. Most importantly, we have developed meaningful relationships with the girls participating in the program, creating a supportive environment where they feel valued, heard, and encouraged to reach their full potential.

Throughout the term, we were fortunate to work alongside the Aboriginal Family Legal Services (AFLS), who facilitated a series of engaging workshops for our students. These sessions focused on important topics including healthy relationships, domestic violence awareness, and reconciliation. The workshops encouraged open conversations and provided opportunities for students to reflect on what reconciliation means to them, their families, and their communities.

As part of these sessions, students worked closely with AFLS staff to design and create a banner that represented both themselves and the STARS program. This creative project allowed students to express their identities, values, and aspirations while fostering a sense of pride and belonging.

Following the workshops, our students joined AFLS and other community members in the local Reconciliation Walk. This was a wonderful opportunity to come together as a community and acknowledge the importance of reconciliation. Participating in this event highlighted our school's strong commitment to cultural awareness, cultural responsiveness, and the ongoing journey towards understanding and respect for First Nations peoples.

Our Team Time sessions have continued to provide students with opportunities to learn new skills, build friendships, and strengthen their confidence through a variety of fun and engaging activities. Some of the highlights this term included:

- Team-building challenges
- Museum visits
- Cooking sessions
- Paint and Yarn activities
- Mechanical workshop experiences
- Amazing Race challenges
- Mothers Day Arts and crafts
- Self-care and wellbeing sessions
- Scavenger hunts
- Kahoot quizzes and games

These activities have helped foster teamwork, resilience, communication skills, and positive peer relationships while ensuring students remain engaged and connected to school.

In collaboration with Follow the Dream and Clontarf, the STARS program proudly hosted a National Sorry Day Morning Tea. We were delighted to welcome so many families, community members, and partner organisations to this special event.



The morning provided an opportunity to come together, yarn, share stories, and strengthen relationships within our community. We were also fortunate to establish several new partnerships that will support future engagement opportunities for our students and families.

We have continued to support our Year 10 students who are currently undertaking Certificate courses in Leadership and Environmental Studies through TAFE. These qualifications provide valuable pathways for future education and employment while helping students develop practical skills and confidence.

Finally, STARS staff recently attended a Personal Development Workshop in Perth alongside other STARS programs from across Western Australia. The experience was both inspiring and rewarding, allowing staff to learn from successful programs, share ideas, and explore best-practice approaches. We have returned with renewed enthusiasm and are already implementing many of the strategies and ideas gained through the professional learning experience.

As we reflect on another successful term, we are incredibly proud of the growth, resilience, and achievements of our students. We look forward to continuing to build strong relationships, celebrate culture, and support our young people throughout the remainder of the year.



SOCIAL MEDIA





Term 3 2026

Dates to Remember (Weeks 1-4)

GERALDTON SENIOR HIGH SCHOOL *All dates are subject to change without notice - please review updates regularly

- 20 July - Staff Development Day
- 21 July - Reporting Day - Pupil Free Day
- 21 July - Wanggaimanha (1.00pm - 5.00pm)
- 22 July - Students commence Term 3
- 22 July - Year 8 Road Safety Kick Start
- 22 July - Year 11-12 Passport to Employment
- 22 July - STARS Year 10-12 WACRH Student Health Academy
- 23 July - Year 9 Road Safety Kick Start
- 23 July - STARS Year 10-12 Employment Forum
- 27 July - Year 7-12 Surf Competition
- 28 July - Yamatji on Country - Elder Filming
- 28 July - GCA Year 7 Activity
- 28 July - STARS Year 7 Team Time
- 28 July - STEAM Showcase and Parent Night
- 29 July - Year 11-12 Passport to Employment
- 29 July - GCA Year 7 & 8 Health Checks
- 30 July - Year 7-10 Girls Football Carnival
- 30 July - GCA Year 8 Activity
- 30 July - STARS Year 8 Team Time
- 31 July - Founders Day Assembly Block 3
- 31 July - Founders Day Games
- 31 July - 2 Aug - Year 11-12 Jazz Band Camp
- 3 Aug - P&C Meeting (6.00pm)
- 3 - 4 Aug - STARS Year 8 Camp to Kalbarri
- 3 - 7 Aug - Follow the Dream Year 11-12 Camp

- 4 Aug - GCA Year 9 Activity
- 4 Aug - STARS Year 9 Team Time
- 4 Aug - STARS A&TI Children's Day Activity
- 4 - 7 Aug - FTD 2026 Culture, Careers and Leadership Camp
- 5 Aug - Year 11-12 Passport to Employment
- 5 Aug - Year 12 TISC Presentation (Block 5)
- 5 - 6 Aug - STARS Year 7-9 Netball Carnival
- 5 - 8 Aug - ABODA Combined Band Camp
- 6 Aug - GCA Year 10 Activity
- 6 Aug - STARS Year 10 Team Time
- 7 Aug - Jeans for Genes Day (all students)
- 7 Aug - Block 1 APEX - Australian Maths Competition
- 7 Aug - STARS Year 10-12 WACRH Student Health Academy
- 11 Aug - GC Year 11-12 Geraldton Employment Forum
- 11 Aug - WW Year 11-12 On Country Day Trip
- 11 Aug - STARS Year 7-9 Engagement
- 11 Aug - Yamatji on Country - Elder Filming
- 11 - 13 Aug - Year 11-12 E-Rideable Workshops
- 12 Aug - Year 11-12 Passport to Employment
- 12 - 14 Aug - GCA Year 8-9 Camp
- 13 Aug - WW Year 11-2 ASDAN Excursion
- 13 Aug - GC Year 7-9 Deadly Attendees Indoor Footy
- 13 Aug - STARS Year 10-12 Engagement

Forward Planning:
 Friday 25 September 2026 - Last Day of Term
 Monday 12 October 2026 - Staff Development Day
 Tuesday 13 October 2026 - Term 4 commences for students

www.geraldtonshs.wa.edu.au



GERALDTON SENIOR HIGH SCHOOL

IS YOUR CHILD CURRENTLY IN YEAR 6?

Enrolment packs were distributed during your child's taste of high school experience.

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

Enrol for Year 7 2027 by end of Week 1 Term 3.

2027 YEAR 7 ENROLMENTS ARE NOW OPEN

PRINCIPAL'S SCHOOL TOUR DATES

- 16 June @ 3.30pm
- 18 August @ 3.30pm
- 15 September @ 3.30pm

Call 9965 8400 to book

geraldtonshs.wa.edu.au

GERALDTON SENIOR HIGH SCHOOL

Year 7 2027 Enrolment Support Session!

Need help completing your child's current Year 6 enrolment?

- Date:** 21 July 2026
- Time:** 3.00pm - 4.00pm
- Location:** Geraldton Senior High School Wanggaiajanha

How we can help

- Guide you through the application process
- Answer any questions you may have
- Ensure forms are completed correctly
- Provide support with enrolment requirements

No appointment is necessary

Everyone is Welcome

GERALDTON SENIOR HIGH SCHOOL

We look forward to supporting you with your child's transition to high school.

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Remember, Personal Electronic Devices:
Off and away all day,
from arrival at school until the end of the school day



This includes - mobile phones, smart watches, other electronic communication devices, handheld gaming devices and associated listening accessories, such as, but not limited to headphones and ear buds

We are responsible and wear our school uniform with pride.



Uniform:
School shirt with logo
Navy shorts with GSHS embroidered on leg
Enclosed shoes
School jumper or jacket with logo

See our website for more information
<https://geraldtonshs.wa.edu.au/parent-information/new-students/>



GERALDTON

SENIOR HIGH SCHOOL

Learning Now, for the Future



19 Carson Terrace
PMB 10100
Geraldton WA 6530

P | 08 9965 8400
E | geraldton.shs@education.wa.edu.au
W | www.geraldtonshs.wa.edu.au