

SEPTEMBER QUARTERLY REPORT

2026



The inaugural Pilbara CoRE Academy Year 12 students on their final CoRE field trip to Cheela Plains

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A summary of CoRE Learning Model, Pit to Pixel and CoRE Games professional development and learning experiences

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CoRE supports the implementation of the CoRE Learning Model, Pit to Pixel and CoRE Games through dominantly face-to-face mentoring, training and coaching. The support mechanisms that are in place provide educators with ease of access to CoRE's expertise.

03 CoRE Highlights & Events

Thanks to the generous support of our sponsors and partners, these highlights showcase the transformative impact of authentic learning experiences, celebrating student achievement, educator capability and the growing recognition of the CoRE Learning Foundation across Western Australia.

04 CoRE Schools & CoRE Learning Model

Across the quarter, CoRE Schools continued to embed Project-Based Learning into classrooms across metropolitan and regional Western Australia. Students investigated sustainability, agriculture, geology, weather systems, palaeontology, critical minerals and advanced manufacturing while developing communication, collaboration and problem-solving capabilities.

05 CoRE Sponsors & Partners

Every classroom visited, every educator supported, and every student inspired is made possible through the generosity of our sponsors and partners. Together we are building a generation of young Australians equipped with the curiosity, confidence and capability to shape the future.



Australian Christian College
Year 8 students learning the
fundamentals of data
collection at Lake Clifton

Summary

The September quarter of 2026 was defined by consistent operational progress and the successful alignment of our core strategic initiatives.



18 CoRE Schools Visited



32 CoRE Schools Professional Development Days



51 CoRE Educators Professionally Developed



70 CoRE Educator Collaborations



34 CoRE Classroom visits



990 CoRE Student Experiences



14 Field Trips



19 Pit to Pixel Educator PD hours



10 Pit to Pixel Educator PDs

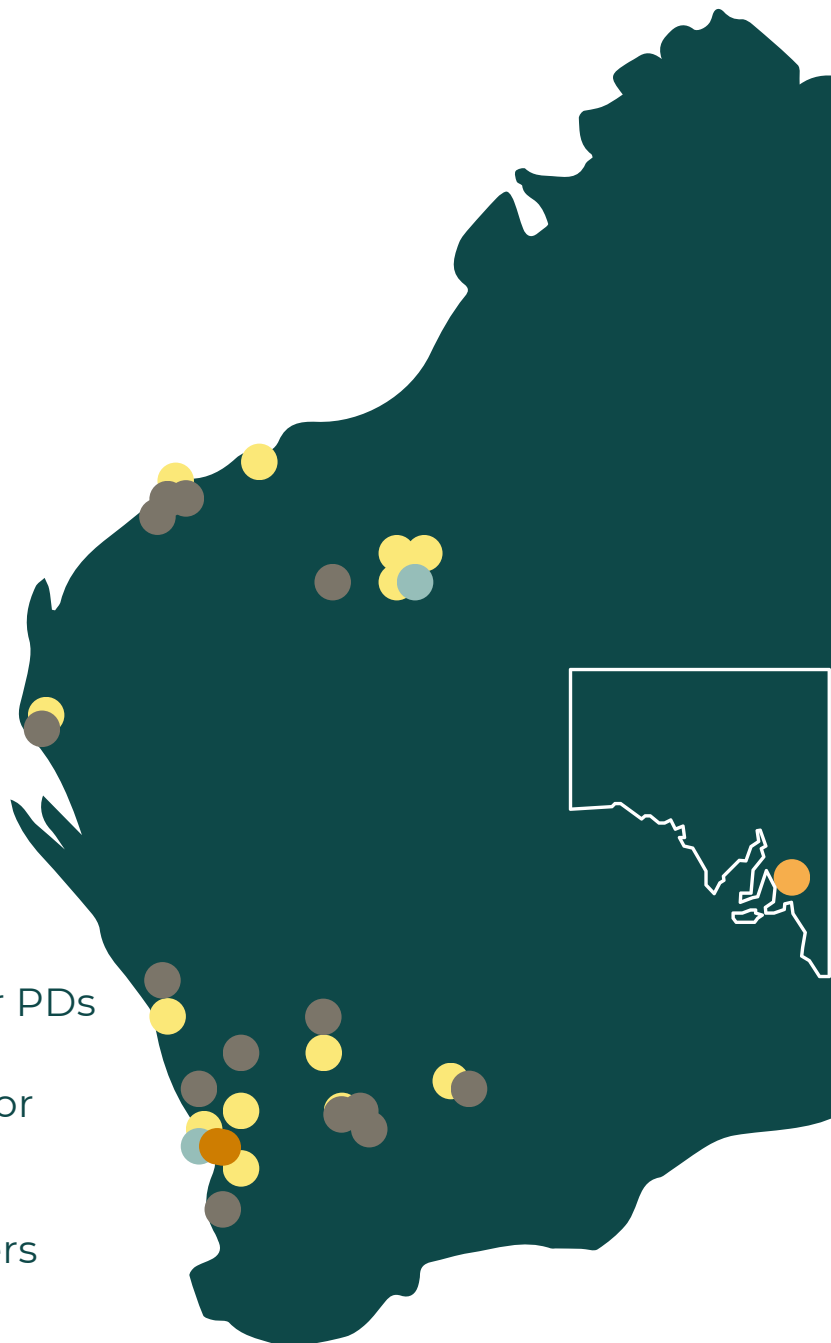


138 Pit to Pixel Educator Collaborations



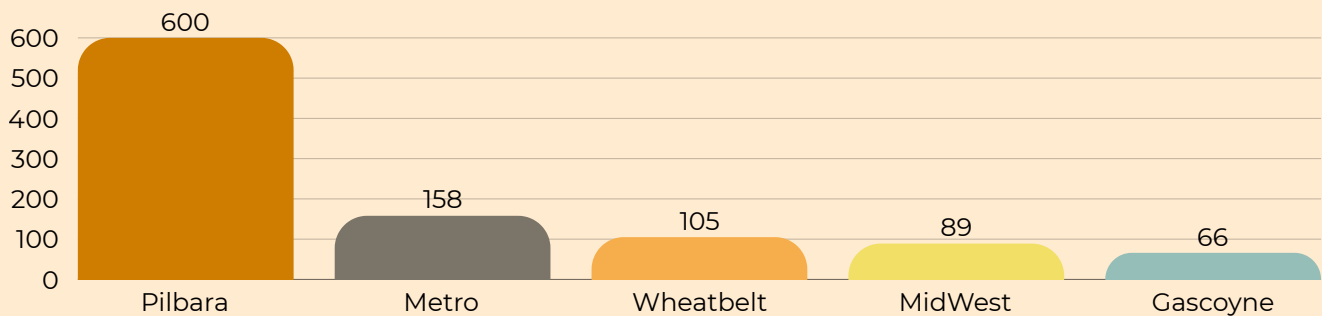
65 Pit to Pixel Volunteers

- Professional Development
- Games PD & Workshops, Pit to Pixel
- Field Trips
- School Special Events
- Conferences



Summary

CoRE Student Experiences per Region



"Operation Water Bottle showcased the power of authentic, place-based learning. Students demonstrated curiosity, resilience, creativity and perseverance while applying scientific knowledge and the Design and Technologies design process to solve a meaningful real-world problem. It was a wonderful example of learning coming to life beyond the classroom."

Lisa Clark, CoRE Educator - Beacon Primary School

"Students are now taking ownership of the planning process, breaking down complex tasks, allocating responsibilities, and developing project timelines with minimal teacher direction. Their ability to work collaboratively and self-manage demonstrates the success of our PBL approach, with students increasingly moving beyond traditional teacher-led instruction to become independent, capable learners who are driving their own learning journey."

Ben Errington - HoLA & CoRE Educator - Geraldton SHS

Quarter Highlights and Special Events



GeoSciEd X 2026

After four years of Co-Chairing, developing and planning, this international event took place over three days in Adelaide. It started with a field trip to Hallett Cove, and ended with The Big Ideas Day.



Pilbara CoRE Academy

The 8th Annual Pilbara CoRE Showcase did not fail to provide a night of excitement and celebration. Students proudly showcased their CoRE work and learning to their community and industry representatives.



Cheela Plains Field Trip

The first Pilbara CoRE Year 12 graduating students experienced their final CoRE field trip to Cheela Plains. These students have completed seven years of CoRE education.

CoRE Engagement & Impact



Wickham Primary School Year 5 & 6 students on their Point Samson Field Trip to work out whether basalt or banded iron formation form the best rock pools.

CoRE Engagement & Impact

Term 3 of the school year is traditionally one of the most intensive and dynamic periods across the CoRE calendar. This year was no exception, with the usual concentration of CoRE Showcases, multiple field trips, school-based activities and professional learning occurring alongside the significant achievement of CoRE Co-Chairing an international Geoscience Education conference.

Within this busy landscape, several of CoRE's more mature school partnerships also experienced significant restarts, as new educators joined established programs. These moments provided an important opportunity to draw on the uniqueness of CoRE's professional development and mentoring approach, supporting new educators to understand not simply what the CoRE Learning Model looks like, but why it works and how it can be authentically embedded within their own school context. This investment in continuity is critical to sustaining the depth and quality of CoRE's work over time. What continues to distinguish CoRE is that its impact is not created through a prescribed program delivered from the outside. It is built through relationships. The strength of CoRE's engagement comes from the trust, collaboration, communication and shared purpose that have organically developed through years of working alongside educators, students, schools, industry and community.

These relationships have become one of CoRE's most significant assets. They allow the Learning Model to remain responsive and evolving while maintaining its core philosophy and intent. They create the confidence for schools to adapt, restart, grow and take ownership, rather than simply implement a program.

Term 3 therefore represents much more than another busy period in the CoRE calendar. It demonstrates the resilience, maturity and sustainability of a learning ecosystem that has been built over many years. Even during a period of significant organisational change, the work continues because CoRE's foundations are not dependent on a single event, person or program; they are embedded in the capability, relationships and shared belief that have been developed across the CoRE community. This is perhaps one of the most important measures of CoRE's success: the work continues to grow, evolve and create impact because people believe in it, take ownership of it and want to see it succeed.



12

New CoRE Educators were onboarded and professionally developed this quarter



388

students explored real world learning through a field trip



32

Volunteer hours engaged through CoRE Schools and Pit to Pixel



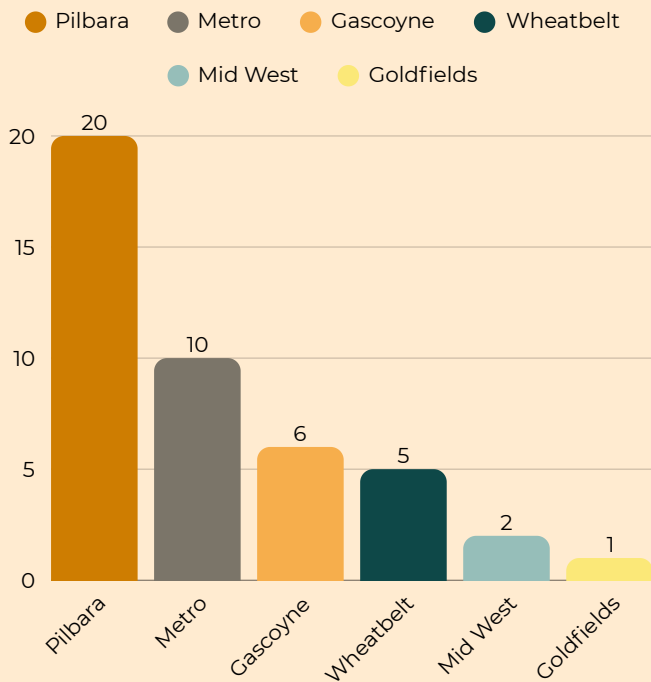
91

Educators engaged in CoRE field trips and workshops at GeoSciEd X 2026

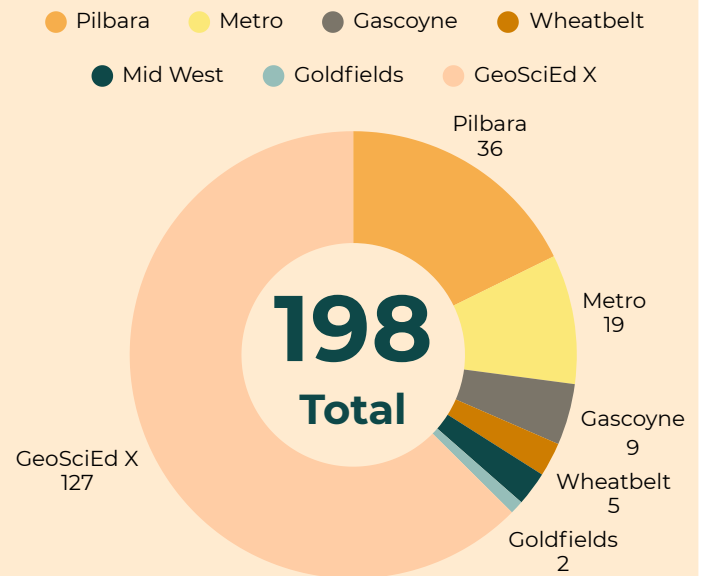
CoRE Engagement & Impact

Growing Student Capability Through Sustained School Engagement

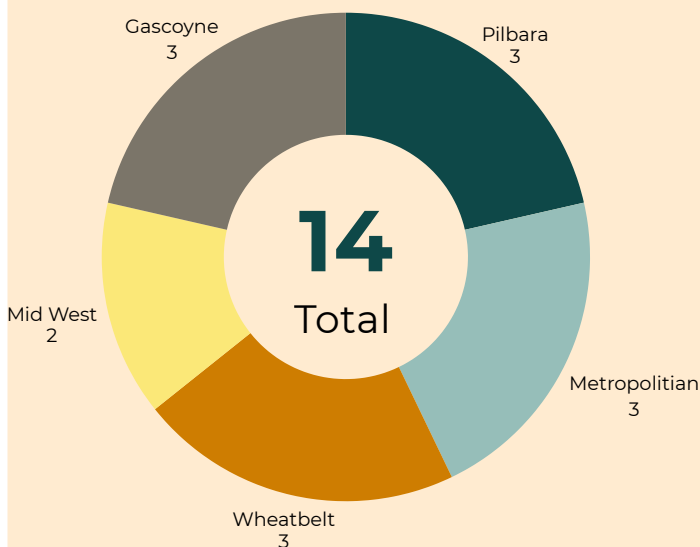
Educator PD Days Per Region



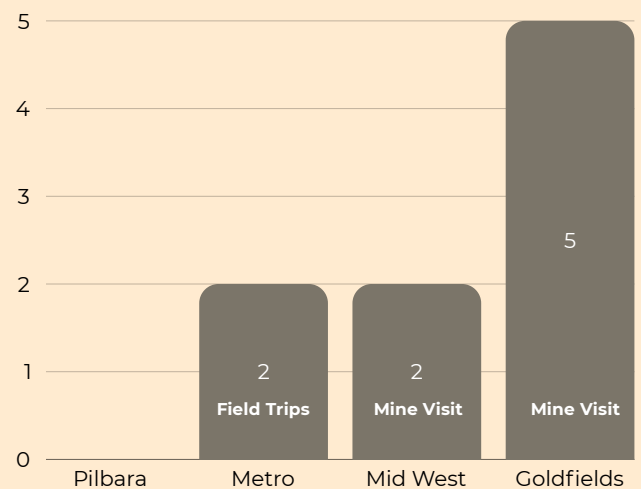
Educator Collaborations per Region & Program



Field Trips Per Region



Volunteer Engagement Per Region



CoRE Engagement & Impact

Growing Student Capability Through Pit to Pixel

Shona the Pit to Pixel Lead, attended the WA Mining Club July Luncheon alongside Jacobi and Pit to Pixel Semester 1 champions, Deepcore Gold Prospecting from St Norbert's College. The event provided an opportunity to network with mining industry professionals, strengthen relationships with existing program partners, and promote industry volunteer involvement in Pit to Pixel. Throughout the luncheon, we distributed volunteer information flyers and engaged attendees in conversations about opportunities to support the Semester 2 program through classroom engagement, mentoring, and showcase events.



CoRE Engagement & Impact

Eight Years of CoRE in Tom Price: A Learning Journey Worth Celebrating!

The 8th Annual Pilbara CoRE Showcase provided a powerful moment to reflect on eight years of partnership with Tom Price Senior High School, its two primary schools and, for a period, Paraburdoo Primary School. Through the voices of students from Year 5 to Year 12, we captured something truly special: the CoRE Learning Model coming to life. From “sticky tape, glue and all hands on deck” to “scientific research, experimentation and deeper understanding”, students have described a learning journey built on curiosity, creativity, collaboration, exploration and real-world problem solving.

This is the CoRE philosophy in action and an achievement worth celebrating! Across eight years, students have experienced learning that connects them to the real world, challenges them to think differently and empowers them to become active participants in their own learning. Their words provide a remarkable snapshot of the impact of this enduring partnership and the learning culture it has helped nurture. From hands-on discovery to scientific thinking and disciplinary knowledge, the Tom Price CoRE journey demonstrates what is possible when education, industry and community come together with a shared purpose: to empower today's youth for tomorrow's world.



CoRE Engagement & Impact

Introducing the CoRE Learning Model - Professional Development at Joseph Banks

Attending the Professional Development session at Joseph Banks with the new CoRE Educator team was a genuinely eye-opening experience. It highlighted the deep interconnectivity within the PBLs and demonstrated how seamlessly each Project Component (PC) links to the others. Watching Suzy deconstruct a PBL into its five core components clarified not only how each piece serves the curriculum, but also how they function together as a unified whole. By the end of a semester, these components weave together to tell a cohesive, narrative-driven story, while also teaching students complex curriculum topics and history.

Meeting the new educators face-to-face and experiencing the school dynamic firsthand was immensely valuable. Hearing about the broader challenges teachers face outside of teaching shows how CoRE supports new teachers' transition from a traditional, university-style mindset to an open, inquiry-based approach. It was equally insightful to learn about the educators' personal backgrounds, as their own schooling experiences clearly shape the kind of educators they aspire to become.

Dissecting the CoRE values and philosophies on paper gave me a much clearer picture of how seamlessly they are integrated throughout the program. While the teachers appreciated the open and freeing nature of the model, practical implementation initially emerged as their biggest hurdle. However, once Suzy explained the program's "just have a go" ethos, the teachers became far more open to trying new activities. This shift highlighted the program's powerful emphasis on student-centred, student-led learning, giving students the space to explore, solve their own problems, and take charge of their learning journey.

Mia Gild, Marketing, Communications and Administration Officer



CoRE Highlights & Events



CoRE Highlights & Events

Field Trip Highlights

CoRE field trips are legendary and a true representation of #therealclassroom

Cheela Plains - The Pilbara

It was great to have Kathleen back on a CoRE Field Trip and for these Year 12 students it was their last CoRE Field Trip - their CoRE Learning Journey coming to an end. Finn, Zack and Dom have been with CoRE for 7 years, and all three of them are embarking on a new journey in 2027. The field trip was at the geologically rich Cheela Plains Station.



Lake Clifton

It was a cold and blustery day at Lake Clifton for Australian Christian College students to study their Rusty Rocks PBL. A new boardwalk is in construction to observe the amazing Thrombolites, so this time we couldn't get to see them.



Bush Bay

Only one class, the Year 5 & 6 Class, got to go on their field trip this time. Unseasonal rain cancelled four other field trips in Carnarvon. This one was out to Bush Bay for the students - Magical Microbialite PBL



Merredin Museums

Three classes from Merredin College years 4 - 6, headed out to the Railway and War Museums in Merredin for their Merredin Migration PBL, that explores how people have travelled through the region through time, from the indigenous migrations to the Great Eastern Highway



Point Samson

Three classes from Wickham PS, Years 5 & 6 went out to Point Samson for their Turn'n & Tumb'l'n Tides field trip to explore the difference between basalt and iron ore rock pools and the habitat they provide for diverse flora and fauna.



CoRE Highlights & Events

Field Trip Highlights

Berry Sweet - Bullsbrook

For the Year 8 students from Bullsbrook College, the field trip to Berry Sweet was incredible! The educational experience provided cannot be matched by traditional classroom instruction. The application of the curriculum to this artificial, man-made ecosystem was easily visualised and understood.



Coalseam Conservation Park

Geraldton Senior High School Year 9 students visited Coalseam Conservation Park for hands-on fieldwork, exploring the geological and ecological history of their region. They examined ancient fossils, changing landscapes, and thriving ecosystems, linking geology, climate, and biology in a captivating way.

Kalgoorlie & Kambalda

Joseph Banks, Year 8 CoRE students have returned from an unforgettable four-day journey into the heart of WA's Goldfields! From viewing the incredible Super Pit to exploring the geology of the Goldfields, students got a first-hand look at how Western Australia's unique landscapes and ancient rocks have shaped an entire industry.



Billiburning Rock

For these Beacon students 'Tafone and Tors' are a part of their scientific language. Although they have visited many granite outcrops they also note that each one has its own special features. A group shot on the tors is mandatory and note the wind effect and flying hat! The students enjoy climbing the tors, immersing themselves in the tafone hollows and identifying the pegmatitic dykes and their relationship with the formation of gnammas.

Hallett Cove- Adelaide

Internationally, the geoscience community has celebrated the Hallett Cove field trip that launched the GeoSciEd X 2026 Geoscience Education conference. CoRE led the primary school section of the day, which encompassed some amazing rocks, to say the least and professional camaraderie. To finish off the day - the weather was perfect.



CoRE Highlights & Events

Event Highlights

The Pilbara CoRE Showcase

Celebrating Eight Years of CoRE in Tom Price

The photos tell the story. The 8th annual CoRE Showcase continues to evolve into an important part of the Tom Price community, a celebration of students, educators, families, industry and the impact of the CoRE Learning Model.

The dedication of the educators is evident year after year, ensuring the Showcase continues to have depth, growth and evolution. Each year, more people attend and, importantly, stay longer to engage with students and their learning.

After eight years, the feedback remains consistent. Parents, industry representatives and community members continue to comment on the confidence of the students, particularly their ability to communicate their knowledge and skills with clarity and purpose.

This confidence is built through learning that is contextual, authentic, relevant, meaningful and applicable. Students are sharing knowledge they have developed through real experiences and purposeful learning.

The Showcase culminates in celebrating student achievement and endeavour through certificates, recognising not only what students have accomplished, but the commitment, curiosity and persistence that underpin their learning journey.

Eight years on, the Tom Price Showcase is more than an event, it is a visible celebration of a community that has embraced CoRE and the powerful impact it continues to have on its students and educators.



The CoRE Learning Model in CoRE Schools



CoRE Schools

Geraldton Senior High School

Golden Glories – Learning Through a Real-World PBL:

Year 10 students are currently deconstructing their Golden Glories PBL, unpacking the challenge to construct their own timeline, identify the learning required and determine how they will undertake their Practical Challenges (PCs). The major PC will take students into the real world through a visit to Ramelius Resources' Mt Magnet Operations, where they will stay overnight on site and experience, first-hand, aspects of the mining lifestyle and workplace. The depth of the PBL lies in the student ownership of the journey. Working within their Business Units (BUs), students must plan, communicate, collaborate, problem-solve, manage time and make decisions—authentic application of the 21st-century skills they will increasingly be expected to demonstrate beyond school.

What is particularly pleasing is the feedback from educators, who are seeing clear growth in the students' confidence, independence, collaboration and ability to take ownership of their learning. The PBL is not simply preparing students for an assessment; it is preparing them to operate within a complex, collaborative and evolving world of work.



Baler Primary School

Is Hedland heading for a Cyclone or Attack of the Asteroids, depending on whether you are in Year 3 & 4 or Years 5 & 6, respectively? That is what these students have been learning about as they work their way through the various PCs. As they progress, the learning tasks are developed to ensure curiosity, creativity and problem-solving are engaged.



CoRE Schools

Carnarvon Christian School

Art is so important in understanding science; the creativity and exploration associated with art enable students to draw connections between scientific concepts and provide understanding of the context, making it real. Pre-primary - Year 1 students working through their Wildlife Warrior PBL, to grasp an understanding of their local flora and fauna

Heavy rain and road closures prevented the Year 2 & 3 class from Carnarvon Christian School from attending their field trip to visit the endemic Dawson's Burrowing Bee sites; so instead, the students made bees.



Beacon Primary School

Great to see students 'hands-on' learning through the scientific process to understand abstract science concepts and processes that occur in their natural environment. These students are from years 3 - 6, and are undertaking one of CoRE's main and foundational learning tasks: the scientific investigation. Here, they are investigating the forces that are responsible for an asteroid impact. This is for their Attack of the Asteroids PBL.



Tom Price Primary

Tom Price Primary students using their newly donated laptops from Perenti to conduct research for PC#2 - Build a Tom Price structure for their - Hard as Steel-From Rock to Metal PBL



North Tom Price Primary

Old as Dirt Game time for North Tom Price Primary students for their - Hard as Steel-From Rock to Metal PBL - the noise coming from the classroom was deafening, and once the idea of 'Keep it Moving' game was understood, the collaboration and teamwork was outstanding for these Year 4 & 5 students.



CoRE Schools & CoRE Learning Model

Australian Christian College

Year 7 students launched into their Martian Invaders PBL, completing Project Component (PC#) 1: Landing Devices. Working in Business Units, students researched Mars' unique environment and designed effective landers capable of safely transporting essential resources to the Red Planet.

For their Rusty Rocks PBL and inspired by their Lake Clifton Field Trip, Year 8 students constructed models for their Banded Iron Formation project component (PC), exploring the roles of hydrothermal vents, dissolved iron, and microbialites. Their creativity continues to shine as these scientific models take shape.



The CoRE Learning Model in Tom Price Senior High School

Working collaboratively in Business Units (BUs), students typically require around 18 months to fully embed the CoRE Learning Model and develop the confidence, independence and ownership that underpin its success. Unlike traditional science classrooms, where learning is often teacher-directed and students primarily receive knowledge, CoRE positions students as active participants who investigate, problem-solve, collaborate and apply their learning to authentic challenges.



The Tom Price SHS classroom images demonstrate this fundamental shift. Students work collaboratively, using digital technologies, sharing ideas and developing solutions, while educators become facilitators and mentors rather than the central source of knowledge. CoRE is much more than a different classroom layout; it is a transformation in how students learn. Through authentic Project-Based Learning (PBL), students develop scientific understanding alongside the critical thinking, communication, teamwork and self-management skills needed to contribute confidently to the real world and their future workforce.

CoRE Sponsors & Partners



Jaimee from Iluka with APEX-CoRE Coordinator - Courtney Evans at Iluka's Narngulu Refinery for the Year 8 field Trip associated with the students' Coastal Glories PBL

CoRE Sponsors & Partners

Perenti Donate Computers

Twenty computers were donated and shared between Tom Price Primary and Secondary High Schools. This much-needed resource was welcomed by the students, providing greater access to their research capabilities and supporting their IT skills development. The students are very grateful and feel very privileged to have received this gift.



Pit to Pixel - Drill Down Day

The second semester of Pit to Pixel got underway at three schools, including Guildford Grammar, Christchurch and Tom Price SHS.

A start to the program - the Drill Down Day exposes students to the everyday use of digital technology on a mine site and the processes involved in designing three dashboards, including geoscience, operations and safety. A pre-program survey revealed some interesting findings



Teachers quotes

- *"Highly experienced with diverse digital technology experience"*
- *"Low understanding of modern mining and linking classroom learning to authentic industry contexts"*

Student quotes

- *"Highly engaged and curious about emerging technologies"*
- *"Low awareness about industry or understanding about modern mining"*

Volunteers quotes

- *"Highly experiences and motivated"*
- *"Expertise across geology, operations, safety and environment"*



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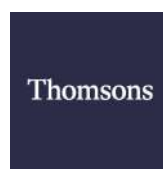
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