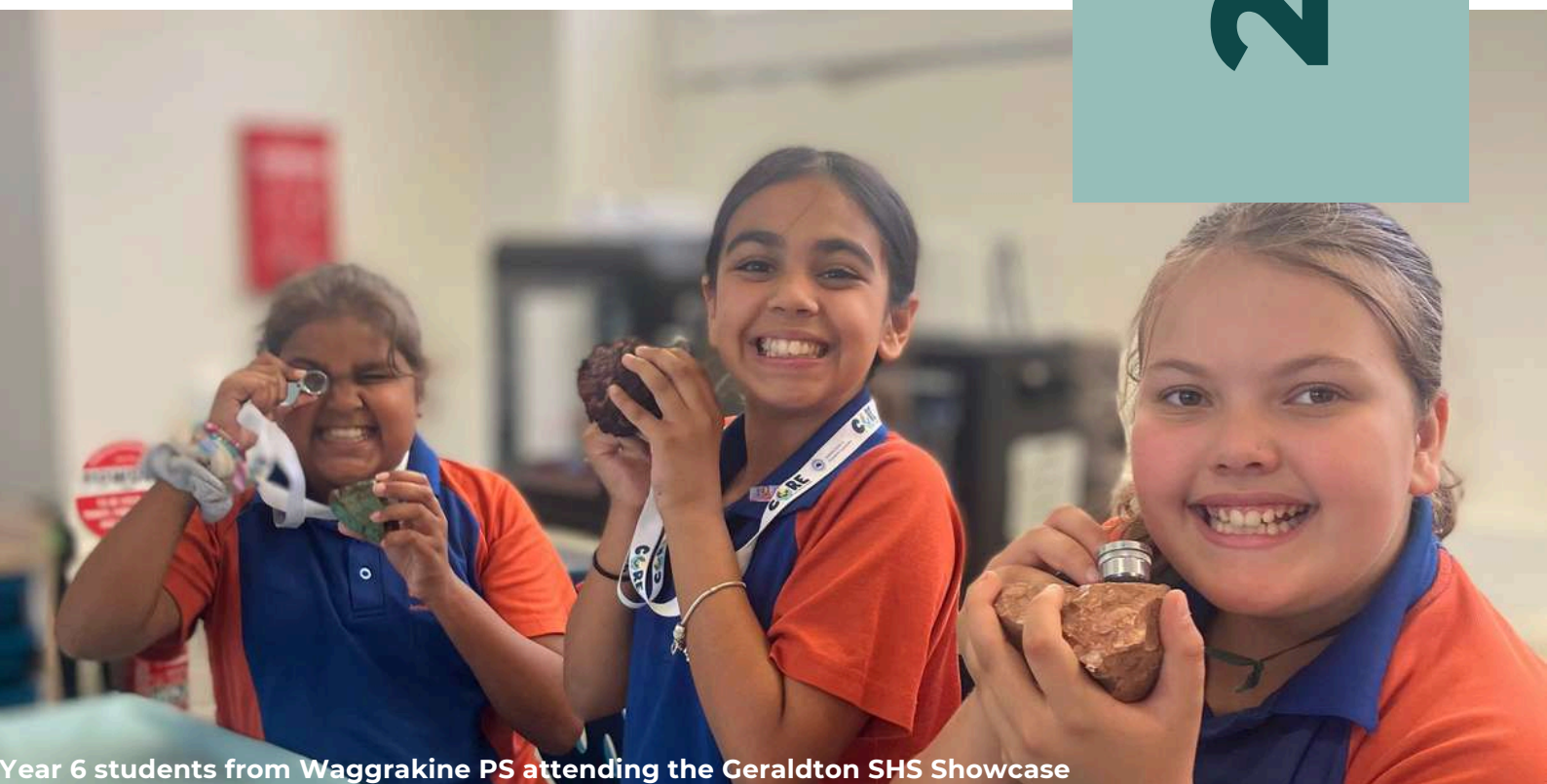




Year 6 students from Waggrakine PS attending the Geraldton SHS Showcase

DECEMBER QUARTERLY REPORT



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Let's examine recent events, including special celebrations of CoRE achievements, and what lies ahead and the incredible opportunities that bring recognition to CoRE.

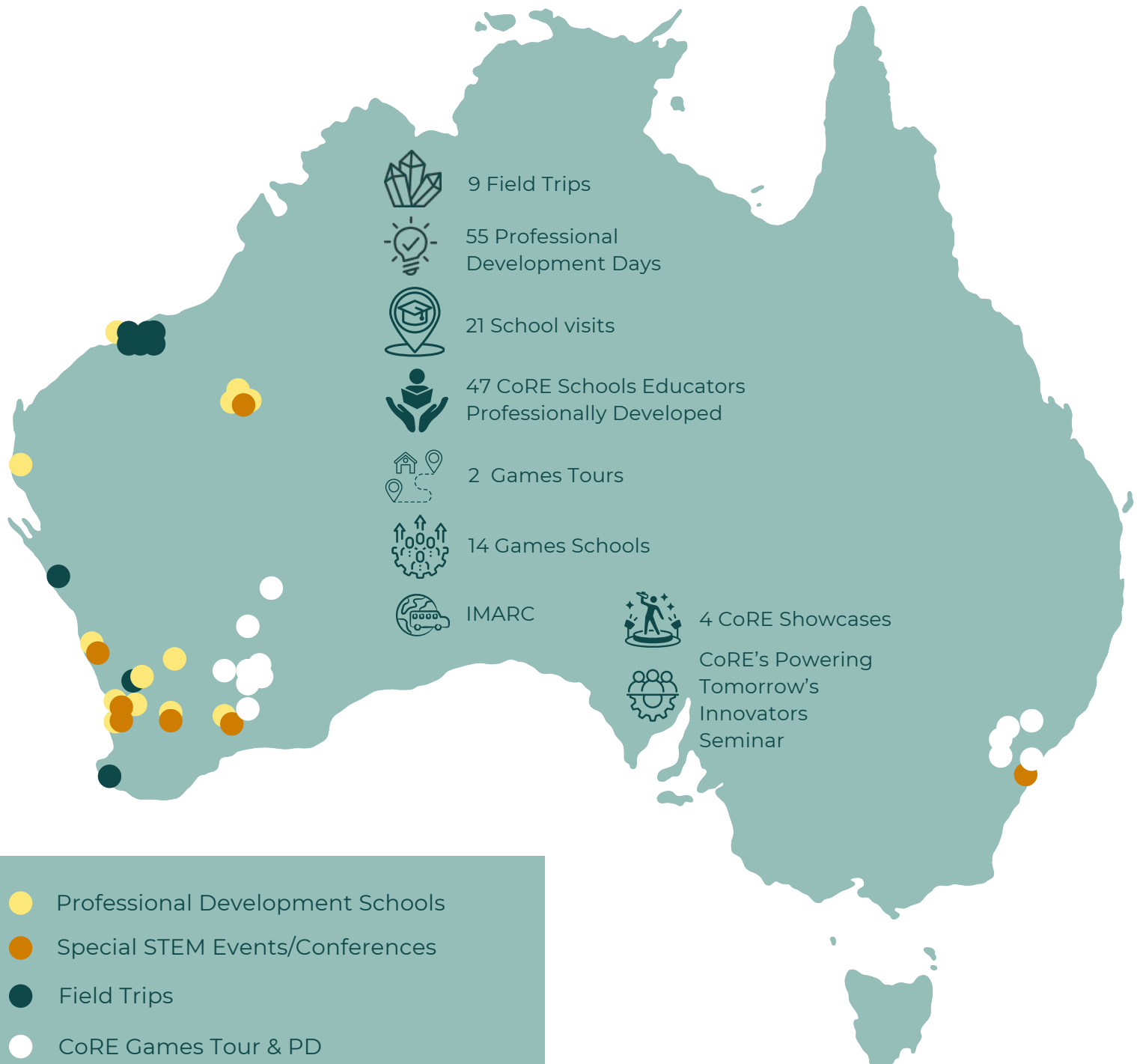
05 CoRE Sponsors and Partners

The CLF extends heartfelt gratitude to our Sponsors and Partners for their invaluable support. Their commitment enables us to fulfill our purpose of supporting today's youth for tomorrow's world.



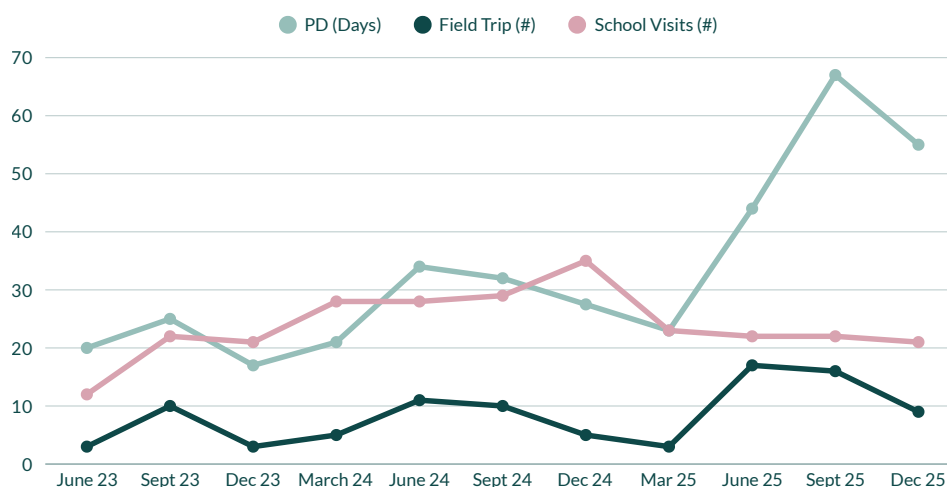
Alexis Year 9 CoRE from Geraldton SHS is describing their Critically Electrified PBL to Iluka representatives.

EXECUTIVE SUMMARY



Baler CoRE Primary School students on their Magical Mangroves Field Trip to Pretty Pool

CoRE- Engagement and Impact



School Visits for Field Trips, Special Events and Professional Development (PD) Days for the CLM:

- Bullsbrook College X2
- Merredin College X2
- Australian Christian School X2
- Baler PS
- Beacon PS
- Calingiri PS
- Norseman District HS X2
- Carnarvon Christian School
- Geraldton SHS
- Tom Price SHS
- North Tom Price PS
- Tom Price PS

Special Events

- Kent Street Resources Challenge
- Rio Tinto Volunteer Session at Tom Price SHS
- Geraldton Showcase
- Norseman DHS Showcase
- Joseph Banks Showcase
- Merredin College Showcase

CoRE Field Trip Locations:

- Kalbarri Y7&8 Merredin CoRE Students
- Pretty Pool - Port Hedland Y5&6 Baler PS students, this included 6 field trips
- Greenbushes/Augusta - Kent Street Year 9 Students.



Image 1 - Shyla from Bullsbrook College, a new CoRE School is using CoRE's Learning Model professional development presentation to share CoRE with Bullsbrook College's parent community for a CoRE start in 2026.

CoRE- Engagement and Impact

Merredin CoRE - Year 7 & 8 Kalbarri Field Trip

"It's been a privilege to come along as a parent helper to the Yr 7/8 CoRE Field Trip this year. Witnessing young people slowing down and allowing themselves to learn from the very environment they are standing in, all the while developing real-life skills that they will carry with them long beyond school; is powerful to be a part of. Our kids are truly fortunate to be given the opportunity to learn in this open-minded way!"

Jamie-Lee Walker, Merredin WA

Image 2: Left - Gareth and right - Jamie-Lee parents who supported the Year 7 & 8 Kalbarri field trip for Merredin CoRE students.



A Quote from Roslyn O'Sullivan, Regional Exploration Superintendent from Bellevue Gold about the relevance of CoRE's unique Resources Challenge.

"This is the first time I've been involved in a CoRE Learning Foundation activity. The Resources Challenge was impressive! Not only were the activities relatable and relevant to the Resources Industry, they were teaching the children (miners and mine managers) so many real world skills applicable both in and out of the resources sector. Important skills such as leadership, the importance of working together as a team and that even that when the odds are stacked against you not to give up. A massive shout out to the teachers that co-ordinated the activity and to the year ten students (mine managers) who managed to keep six classes of year five students on track."



Image 3: Industry sponsor representatives volunteered to judge the Kent Street Resource Challenge.

CoRE- Engagement and Impact

CoRE Educator Community

CoRE Learning

On November 24, two of CoRE's longest serving educators from Joseph Banks Community College- Nathan White and Zack Maley gracefully showcased CoRE Learning to Ben Errington from Geraldton SHS and welcomed two new CoRE Educators Shyla Petricevich and Steph Ellis from Bullsbrook College. The new CoRE educators observed three CoRE classes and asked many questions about implementation, delivery and everyday scenarios such as the teaching - learning strategies and how they are integrated into the CoRE Learning Model.

The Foundation is very grateful to Nathan and Zack for providing their time and expertise to support the CoRE Foundation Educators in this capacity. As we know its the busiest time of year with lots going on, including a lot of CoRE 2026 planning sessions across our schools and its was great to witness that after our seven years of expansion, our sustainable approach to CoRE Schools has enabled a diversity of mentoring capability to all CoRE educators. This has been a Foundation goal since the inception of the expansion and it was wonderful to have Nathan and Zack support the CoRE Lead in this endeavour. By the way the CoRE Lead was at Australian Christian College - Darling Downs planning for 2026 and beyond with Mitch Lastrilla and new CoRE Educator - Jonovan Vanyken.



Image 4: From left to right - Nathan, Shyla, Steph and Zack (Ben had to return to Geraldton).

Nathan and Zack with their CoRE team are leading the way for the Foundation in collaborative support and observation for new CoRE Educators. Their was much positive feedback and increased confidences as a result of the experience.

CoRE Support



Image 5: It was great to meet with the new Chief Scientist of Western Australia - Professor Sharath Sriram FIE Aust. The Chief Scientist received a great insight into the Foundations Operations and the engagement and impact of the CoRE Learning Model. Following on from Lyn Beasley and Peter Klinken who have been amazing supporters of CoRE for the last 20 years, our relationship with Sharath will continue to grow the awareness of CoRE Learning and its connection to 21st century workforce and the resources sector.

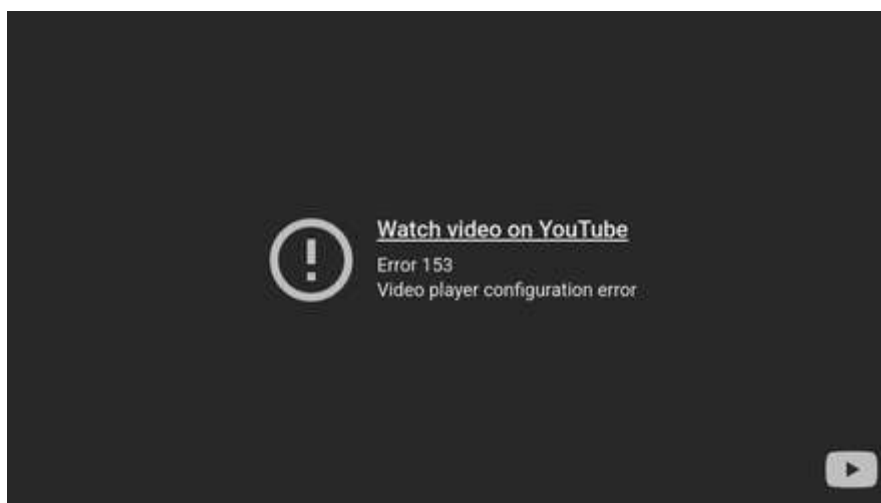


Image 6: The Hon Dr Parwinder Kaur MLA during the month in her members statement promoted the CoRE Learning Model, its journey and the work that the Foundation has undertaken in the last seven years. Parwinder readily understood the fabric and intent of the Learning Model and its connection to good STEM Learning.

CoRE's #therealclassroom

Goldfields-Esperance Games Tour

In October 2025, CoRE Learning Foundation hit the road with the incredible support of Bellevue Gold, to bring STEM learning to life across the Goldfields-Esperance region!

14
EDUCATORS

180
STUDENTS

8
SCHOOLS

75%

of all students rated the session as **highly fun and exciting**

"[I] really enjoyed that the students had a different way to find information, rather than just looking at printed text... they had to move around a virtual world to research subjects"...a lot of research has gone into [the games]... they're engaging, simple to understand, and very intuitive." **His student played Resource! Respond! Rescue!**

- **Paul Summerfield - Hannans Primary School**

21%

of students enjoyed the learning and research activities

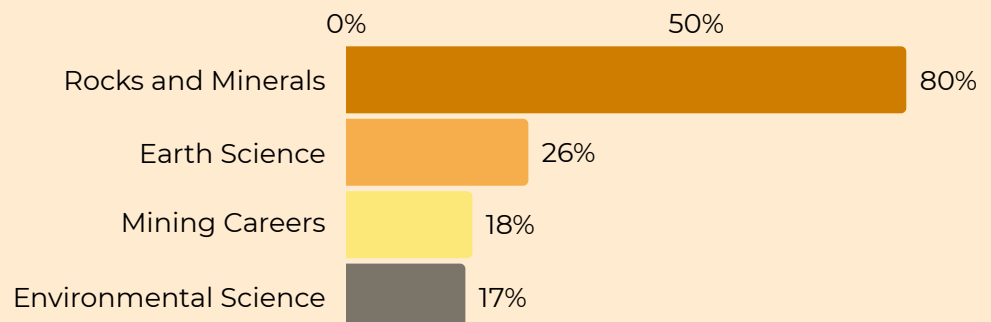
"It was great to see [students] take initiative to do research themselves, to figure [out] what rock or core mineral it was.... [the games] are really good, especially the interactive elements. They would be very useful." **Her students played Old as Dirt.**

- **Naomi Armstrong - CAPS Coolgardie**

26%

of students said that **Teamwork** was their favorite part

TOPICS STUDENTS LEARNT THROUGH THE SESSIONS



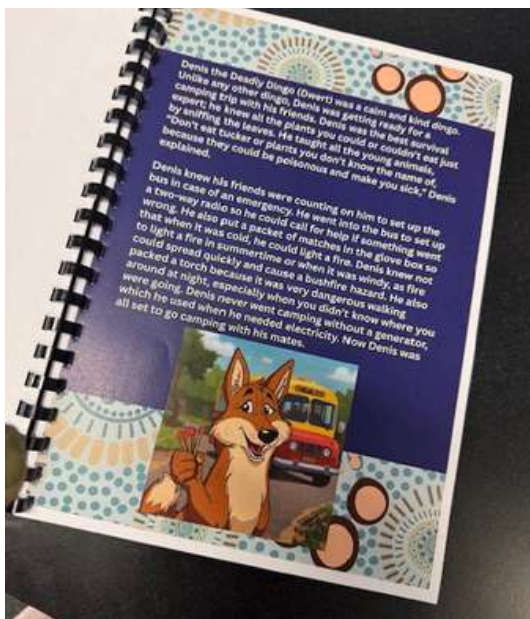
How fun and exciting was the session?



How helpful was the session in learning about new topics?



CoRE's #therealclassroom



Images 7 & 8 : A celebration of the interdisciplinary nature of the CoRE Learning Model using English to deliver scientific literacy and curriculum content. An effective way to understand flora and fauna adaptations and ecosystems. Beacon Primary School students were so proud of what they produced.



Images 9 - 11: PP & Y1 students engaging in a diversity of learning tasks to understand their PBL - Shipp'in Sheep. In CoRE, a learning priority is to engage all students talents and capabilities across a STEAM framework.



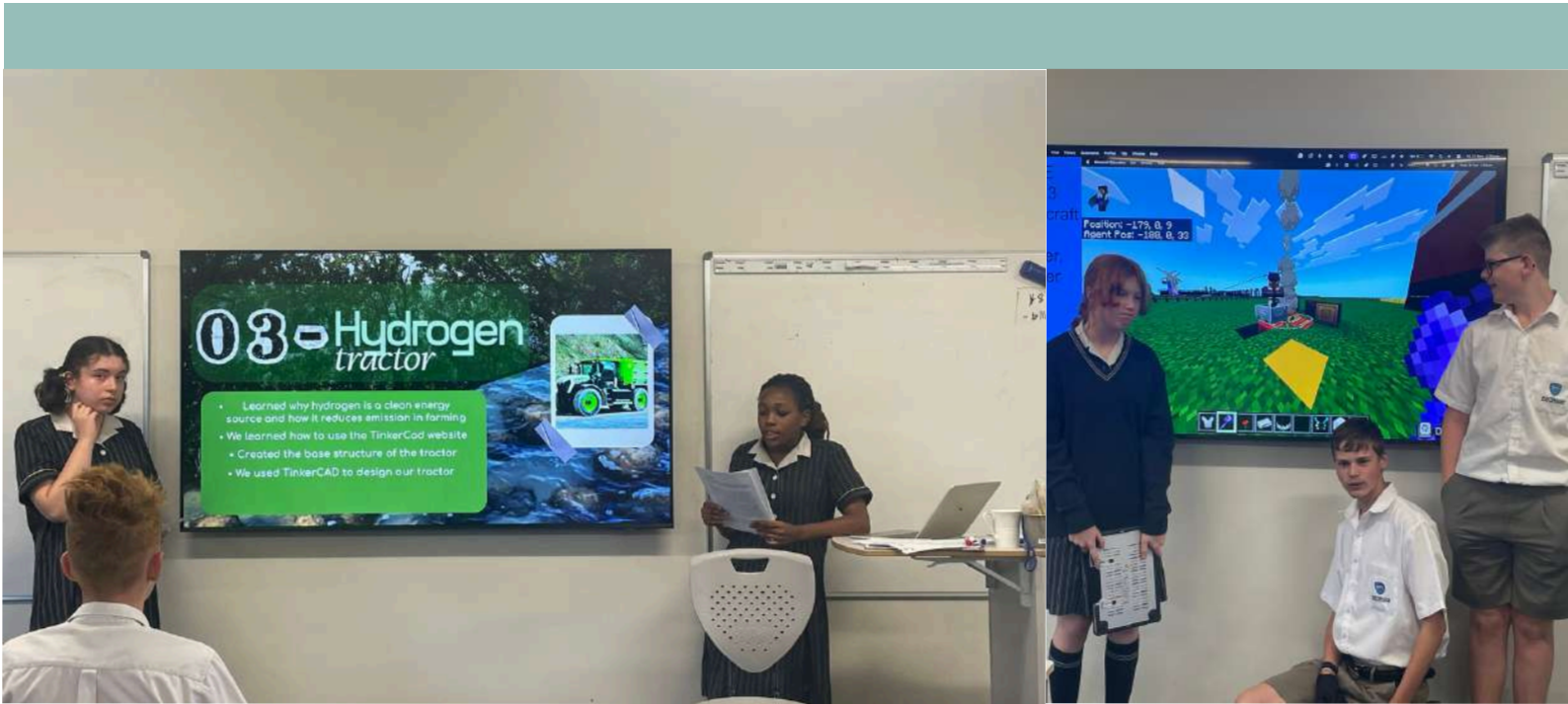
Images 12 - 13: From Australian Christian College some 3D models of Hydrogen Powered Tractor (work in progress) from Year 8 Business Units for their Feeding the Future PBL



Images 14 - 16: For these Geraldton students, looking at these images you can feel CoRE Learning in real time. Right - PBL Deconstruction; Middle - finishing off the story book for their Journey through Time PBL and Left the new podcast equipment in action for their PC #4 - From Fossils to Wildflowers.



Images 17 - 18: A team of 6 wonderful Baler CoRE Year 6 students, along with Miss Mewett and Mr Blake, had an absolutely fantastic day at the Hedland Senior High School STEAM Fest! The students confidently engaged with Year 7-10 participants, sharing their knowledge about CoRE Science and even teaching others how to program and control micro:bits. They spoke with clarity and enthusiasm, explaining each step of the process while showcasing the brilliant topics we've been exploring in CoRE; mangroves, the salt pile, cyclones, and iron ore. Beyond the learning, the event was a valuable opportunity to build strong connections with Hedland Senior High School and the wider community, helping our students feel inspired, supported, and excited about their future STEM pathways. It was an inspiring and unforgettable day for everyone involved!



Images 19 - 20: Australian Christian College (left) Year 8 CoRE students presenting their Town Hall on Feeding the Future and Year 7 presenting their Town Hall on Golden WA.



Image 21 - 22: Constructing an operating riffle table and making a scaled replica of a gold nugget were the two activities that completed Norseman CoRE's - A Horse called Norseman - PBL. The operating riffle table proved to be successful utilising an ore mixture of rice, sand and iron filings. The gold nugget replication and mathematical calculations pertaining to current gold spot price surprised many.

CoRE - #therealclassroom



Images 23 - 24: Top and Right - students from North Tom Price PS working on their investigation on asteroid impact. Making the jelly to represent the mantle, colouring the sand for the crust, sprinkling flour to represent soil and then using different ball sizes or changing the angle of the ramp to see how the shape and size of the crater changes as the variables change.



Image 25: Above - Torah Year 4 from Merredin College received the CoRE Learning Award for her year group, presented at the Merredin College Showcase.

Image 26: right Max Year 9 Tom Price SHS remodelling RC cars to have dual polarity to stimulate plate tectonic movement using chess boards.



CoRE's #fieldtrips



Image 27: For their 'Walking through the Wilderness' PBL, investigating dryland salinity and its acidic nature, Calingiri students made red cabbage indicator to measure the pH of Lake Ninan water and sediment and compared it ten other household products. In the end Lake Ninan water is acidic with a pH of 5. This observation astounded many!



Image 28: Field Trips are full-on learning. Learning that is creative, fun and experiential. Learning in #therealclassroom provides students with authentic connections and skills such as note-taking, making observations and problem-solving.



Image 29: Y2-3 Carnarvon Christian School students enjoying the world renowned Carnarvon Space Station Museum for the field trip for their Outta Space PBL.



Image 30: Kent Street field trip experiences - understanding the science in the natural world and how it applies to careers in the resources sector - a diversity of experiential learning in #therealclassroom at Talison's Greenbushes Li Mine



Image 31: For Y5&6 Baler PS CoRE students, this 3-day experience that involved 6 classes and over 130 students was one not yet attempted by the Foundation. However, now it is known that it can be achieved. Each class experience had subtle differences, changing the delivery as it evolved. It was a good experience for the CoRE Lead to demonstrate the adaptability of content and process with diversity in mind to suit the capabilities of the students.

CoRE's PBL Planning - Ending a School Year

Tom Price Primary School

As the end of the term gradually approached, the Year 5/6 classes began bringing their Project-Based Learning (PBL) unit **Attack of the Asteroids** to a close. Throughout the final weeks, students demonstrated strong engagement and independence as they finalised their investigation reports, refining their research, structuring their information clearly, and preparing their work for publication using Canva. This process supported students in developing digital design skills alongside their ability to communicate scientific and technical understanding in a polished and accessible format.

A key focus of this PBL was preparing Year 6 students for the expectations of high school science by explicitly guiding them through the scientific process. Students developed and refined investigable questions, conducted research, made predictions, collected and analysed data, and drew evidence-based conclusions. Emphasis was placed on using scientific language, presenting results clearly, and reflecting on the reliability and limitations of their investigations—skills that will directly support their transition into secondary science learning.

Alongside their written investigations, students transitioned into the game design component of the PBL, where they explored the fundamentals of coding through Scratch. Students worked through a range of guided tutorials that introduced them to different arcade-style game formats, including clicker games, catch games and classic Pong-style games. Students were then encouraged to apply this knowledge creatively by designing their own original game linked to the PBL theme, with most choosing to base their game on space and asteroids or dinosaurs.



Image 32: Elijah and Val CoRE Educator PD and planning for 2026

CoRE's PBL Planning - Ending a School Year

For their PBL - Attack of the Asteroids, one of the PCs involved students to use code to design a game based on the mass extinction event 66 million years ago.

Many students showed impressive initiative and problem-solving skills, extending beyond the taught examples to experiment with more complex game mechanics. Some designed quiz-based games to test player knowledge, while others created customiseloading screens, instructions pages, sound effects and increasing difficulty levels. This allowed students to personalise their projects and deepen their understanding of how coding choices affect gameplay and user experience.

In addition, the Tom Price CoRE Team—consisting of Elijah Tilbee from Tom Price Primary School and Val Aben from North Tom Price Primary School—met with Suzy to begin planning for 2026. Early planning is already underway for two new PBL units: **Dinosaur Legacy** in Semester 1 and **Hard as Steel: From Rock to Metal** in Semester 2.

These projects aim to continue building student capability in inquiry, critical thinking and real-world application. We are looking forward to an exciting, innovative and eventful year of learning in 2026.

Elijah Tilbee, CoRE Coordinator

CoRE Educator 2025 to become CoRE Coordinator in 2026 - Hannah Gardiner

My first whirlwind year as a CoRE Educator

“As a first-year teacher this year, I was given the opportunity to participate in and teach CoRE. I had no prior experience or knowledge of what CoRE was, so it was a bit daunting to start with. Getting my head around all the specific language used in CoRE was quite tricky but I loved the idea of getting the students to do lots of collaborative work. I was also learning how to teach CoRE with three other teachers who had never taught it before at my school, so it was reassuring to be able to lean on each other for advice as well as have Suzy's support. Even though this was also the first year my students have done CoRE, they have already developed some important skills through the progress. Their ability to communicate and work with each other has significantly improved and I've been impressed with their ability to link their learning with real life situations. I'm excited to continue my journey with CoRE next year as I take on a coordinator role at my school and continue to see the growth the students make.”



Hannah Gardiner, CoRE Coordinator Merredin Primary

Image 33 - Working with Hannan to develop the PBLs for 2026 including adding the new curriculum changes, with a bit of content knowledge too!

CoRE Highlights & Events - #Showcases



Image 34: This remarkable Geraldton SHS CoRE event spanned two days! The successful showcase invited students from local primary schools to discover CoRE Learning, guided by Year 8 and 9 CoRE students, along with a rock table provided by the Foundation. Congratulations to Courtney and Ben for their excellent organisation of this event, which was also appreciated by representatives from Iluka and numerous parents and caregivers. The photos truly capture the essence of the occasion.

Image 35: From Norseman DHS, Annabella showing Year 6 students their CoRE Work for their PBL - A Horse called Norseman.



Image 36: The inaugural Joseph Banks Showcase was a remarkable success. Parents, CoRE Industry volunteers from IGO, SRK, and Western Metalworkx, as well as representatives from the CoRE Learning Foundation, joined the staff and CoRE Classes from Years 7 to 9 to explore their integrated and purposeful CoRE projects. During the presentation, both the CoRE Educator and student speakers highlighted the significant learning benefits of the CoRE Learning Model.

Image 37: The new Merredin CoRE Learning Centre was a buzz as parents and community walked around the room to admire the work that Year 4 - 10 students presented for their CoRE PBLs. CoRE Awards were presented and great conversations were had with parents who are looking forward to their children undertaking CoRE in 2026.



CoRE Highlights & Events



CoRE's relationship with IMARC keeps going from strength to strength and this year's attendance at the conference was even better than last year. The Gamification Zone was a center of conversation with people from across the globe, celebrating with us their passion for industry oriented education. Once again playing the games in the booth proved that we had the most interactive booth on the floor. Over 11,000 delegates attended the event and our exposure to this international audience was front and center. CoRE received amazing attention.



The Next Gen Day for Year 9 secondary students was a huge success. Reflection from last year's event delivered a much improved session, the build using various materials of something related to mining created an amazing buzz in the room and the creations were definitely creative with ideas futuristic and outside of the box. The industry mentors were amazing, it takes a lot of stamina to talk about the same thing to different groups of students rotating through the round tables. Hopefully we will be asked back next year!



Images 38 - 40: The Next Gen Secondary Day was active and energetic, you could feel the imaginations and creativity thickly flowing through the room. It was so enjoyable. Adam did and amazing job in the Gamification Zone, it was great having Next Gen University students play our games.

CoRE Highlights & Events

CoRE Community & Industry

Powering Tomorrow's Innovators Seminar

What an amazing evening to celebrate CoRE's engagement and impact with its partners. CoRE is very grateful for the support it receives from its industry sponsors. This event celebrated what has been achieved at CoRE Schools and through CoRE Games. Industry representatives Chevron, AGC, BHP, Ramelius Resources, Newmont and IGO received a rock trophy in honour of the years that they have continually sponsored CoRE work. In addition to the presentation, invited CoRE Alumni - Sylvia Blakeway and CoRE Educator from Joseph Banks Secondary College - Zack Maley spoke in celebration of the CoRE Learning Model and its impact on student development and engagement.

Here is a link to the [presentation](#) for you to have an insight into CoRE work during 2025.

Thank you to all who attended and for your continued support.



Images 41 - 45 An excellent community event to raise the importance of CoRE's sponsors and partners. A true celebration of how collaboration can bridge education with industry.

CoRE Sponsors and Partners



Celestial Sponsors

RioTinto



Curtin University



Sky Sponsors



Eucalypt Sponsors



Garnet Sponsors



In-kind Partners



Appendix 1 - Testimonials

CoRE Educator Speeches from Pilbara CoRE Showcase

“Good evening everyone,

When I joined the CoRE program last year, I stepped into a whole new world of teaching STEM — guided by the brilliant mind of Suzy Urbaniak. At first, it was a learning curve, but very quickly I saw my own confidence grow... and even more importantly, I saw my students’ confidence and engagement explode.

We began our journey with Pilbara Survivors in Semester 1 last year, then took on Summer Storming in Semester 2. This year, we’ve gone from Pit to Port in Semester 1, and now we’re boldly tackling Attack of the Asteroids this semester. Each project has brought its own challenges, creativity, and amazing moments of learning — for both my students and for me as a teacher.

I’ve loved working alongside my incredible team at our primary school and with the team at North Tom Price Primary. I’m excited to continue developing as a CoRE educator next year, inspiring the next generation of scientists, problem-solvers, and big thinkers.

Thank you.”

Elijah Tilbee Tom Price Primary

“Being a teacher in CoRE means I’m not just delivering lessons - I’m guiding students to become creators, innovators and problem-solvers. My role as a teacher has changed into creating an environment where curiosity drives learning, where students work collaboratively to tackle authentic challenges, and where failure is seen as a stepping stone to growth. CoRE empowers students to think critically, experiment boldly, and see connections between science disciplines. It’s a privilege to witness their ‘lightbulb moments’ when they realise, they’re not just learning content - they’re building the skills and mindset to shape the future.

Unlike traditional classrooms and teaching styles, where science strands are taught in isolation, and assessments often focus on memorising facts, CoRE immerses students in connected, hands-on learning. This approach not only deepens understanding but also builds transferable skills - communication, collaboration, resilience - that can’t be measured by a single test. In short, CoRE prepares students not just to pass tests and assessments but to thrive in a complex, ever-changing world.”

Zane Greaves, CoRE Educator, Tom Price Senior High School

Appendix 1 - Testimonials

"Miss, do we have CoRE today?"

"Is it our CoRE day today, Miss?"

"These are questions I hear almost every day, And it's not just because our timetable changes frequently-it's because my students genuinely love CoRE. They look forward to the learning, the creativity, and the collaboration that happens during CoRE sessions.

In case you haven't heard, **CoRE** stands for **Centre of Resources Excellence**. Why this name? Because during CoRE, we bring together multiple curriculum areas - science, digital technologies, design and engineering - to explore, experiment and create. Whether we're building ramps, trains, or transportation gadgets, or simulating the Earth's layers to test our hypotheses, we're integrating learning in powerful ways.

Mathematics plays a key role too-calculations distance, speeds, angles and quantities. We write reports, design infographics and produce informercials, presenting our findings creatively using a range of artistic tools and techniques. So yes, its easy to see why students are always asking when their next CoRE session is!

But there's more. Students work in small teams called **Business Units** - groups of four or five who choose a name, design a logo, and set goals based on CoRE values: **Curiosity, Diversity, Innovation, Consistency and Commitment**. Of these, **Diversity** has become the most appreciated even though it was the hardest to embrace at first. Learning to listen to every team member's ideas before making decisions has been incredibly empowering - a skill they're beginning to master in primary school, and one that many adults are still learning.

What makes CoRE truly unique is how each semester's project (PBL) is tailored to our region-the Pilbara.

- How do plants and animals survive in our harsh desert climate? - **Pilbara Survivors**
- What happens when intense storms hit our dry land? - **Summer Storming**
- What goes on in the mines where many of our families work? Where does the iron ore go? - **Pit to Port**
- What are there dinosaur footprints in Broome - near the beach of all places? **Attack of the Asteroids**.

As we explore these projects, students make real-world connections to the place they live. Light bulbs go on, 'aha' moments happen, and learning becomes alive and meaningful.

So when students ask, "Can we have CoRE again this week?", it's not just about the fun. It's about the excitement of learning, the pride in teamwork, and the joy of discovering the world around them."

Val Aben, CoRE Educator, North Tom Price Primary

Appendix 1 - Testimonials

A summary of CoRE Learning from Courtney Evans, CoRE Coordinator at Geraldton SHS

"It's week 9, Term 3. I'm teaching ATAR Year 12s, and I only slept three hours last night. My mind is elsewhere. I had my Year 9 class of public-school kids at 11:40am. I should've prepared a "chalk and talk" on biomes. Linking place, space, environment and sustainability together to connect yesterday's lesson and our next five-week unit. But I was shattered. As I walked into my class a student said, "Can we do CoRE today?". This would be the fourth lesson (between science and HASS) for the class, on a new project. I said, "Sure."

This is only their third project. They jumped into their Business Units.

Not a single student asked me, "What are we meant to be doing?" Instead, I got, "Miss, look what we did in Science yesterday." And was shown Pangea and moving continents over a million years. Normally distracted students tapped me on the shoulder and said, "Ms, look at our plan for the book we are writing." And there was PC#2 deconstructed, a wildflower drawn in the corner and a plot for a story. A third student said, "Ms, we started our website (PC#3-I think)." She turned her laptop screen to show me "Wix" and followed up with, "Do you want to know our motto?" Another student piped in and showed me twenty wildflowers sketched out in field and asked, "Can I go get a wildflower from Art to draw in more detail?" (PC#2 on the go). I stopped her and said we could make paper in our makerspace, if they could figure out how to get it fine enough, to use for their botany books. Another student, very neurodivergent and hard to get on task, someone who often is dysregulated when asked to write, downloaded the field trip report on her own accord and began to write. I was also asked, "For our podcast, can we find an expert and interview them?". To finish the lesson, a fourteen-year-old held up an A2 piece of card that had the entire project deconstructed into each PC with ideas, images, headings and their Business Unit name.

I didn't direct any of them to do anything. I didn't suggest that they deconstruct the project. I didn't tell them the goals of the lesson. I didn't have a single student say, "I don't know what we are doing."

In 13 years of teaching in private and public schools I have never, ever experienced a lesson like that. They talked in their Business Units about place (Mingenew and Coalseam), space (tectonic plates a million years ago, and into the future, fossils and more), environment (wildflowers, rivers, rocks) and sustainability (where to get paper to recycle and how to turn it into books). They created the lesson I couldn't have even planned if I tried.

In their last economics task, five of them used Iluka (from previous projects) and the mines as examples to discuss imports, exports and products, without queues or direction to do so.

Appendix 1 - Testimonials

A summary of CoRE Learning from Courtney Evans, CoRE Coordinator at Geraldton SHS

I'm the one who facilitated CoRE starting at our school. I oversaw teachers attend PD and leave. I bore the brunt of stress, learning, prep and organisation of Field Trips. I listened to these kids resist, grow and adapt. I collaborated with Ben (Head of Science) in, and we shared the load together to try and get people trained and working towards CoRE, building efficacy and experience in Project Based Learning. It hasn't been easy or perfect but... wow. It has been so worth it!

Suzy, as you know, we hung on by the barest, nail biting, let everything align, hope in hell and now... I have English, Maths, Science and HASS teachers jumping on board. I have teachers finishing Block 5 (the worst block of the day with 13 year olds), coming in to the office invigorated, saying "We looked at the mining of Silicone, followed it's extraction process, looked at microchips and next lesson will look at the impacts of AI, to show the kids how creative they can get." I'm running into teachers at 8:50am who want to stop me and say (with enthusiasm), "I'm starting my CoRE lesson with team building activities, and then they are in Business Units investigating the Narngulu Refinery, then we're reflecting on their group work..." As I sat in the English office talking about the possibility of documentaries and podcasts, another teacher started to eavesdrop and then joined in, saying, "What if the kids asked to record a radio play?" And I replied, "With CoRE and APEX, you get to say yes. It's about the kids going places that they want to along the themes of the project., exploring the real world in our classrooms." I have had two Maths teachers ask to teach APEX next year because they want to go into depth with Mathematical concepts that give extension and creativity where they had none. Four English teachers have put their hand up. Four HASS teachers are keen and several Science teachers. Loanette (Maths) prompted Business Units to measure time and distance between Field Trip locations, calculate volumes of sand piles and investigate the statistics related to risk in the mining industry."

Thank you for your patience. The flames have caught...

Geraldton CoRE Y9 students working on their Journey Through Time PBL



Appendix 2 - Pinnacles Field Trip Feedback

The feedback from the field trip was positive.

12 responses and listed below are the identified patterns. An interpretation infers that the objectives of the field trip was realised and CoRE's role in doing science differently and elevating the importance of Earth Science learning is recognised:

- High interest in repeating and recommending the trip
- Strong appreciation for real-world, hands-on learning
- Suzy's expertise and passion frequently praised
- Trip inspired cross-curricular teaching ideas
- Useful for linking Earth Science with Chemistry and general science
- Valuable for developing interdisciplinary units
- Reinforced importance of Earth Science in education
- Seeing geological features in person made learning more meaningful
- Highlighted WA's unique geological context (but some content needs adapting for other states.)
- Enabled professional dialogue among educators
- Demonstrated effective ways to structure student field trips
- Helped educators visualise curriculum links to real-world phenomena
- Emphasised environmental awareness and stewardship through science

At ConASTA 72 on the field trip and at our booth



The CoRE Team with their new banners getting read for IMARC 2025 next quarter.



GOT QUESTIONS? CONTACT US.

CoRE Learning Model/Games: suzy@corefoundation.com.au
CoRE Business Development: adam@corefoundation.com.au
CoRE Partnerships: jacobi@corefoundation.com.au