



SEPTEMBER QUARTERLY REPORT

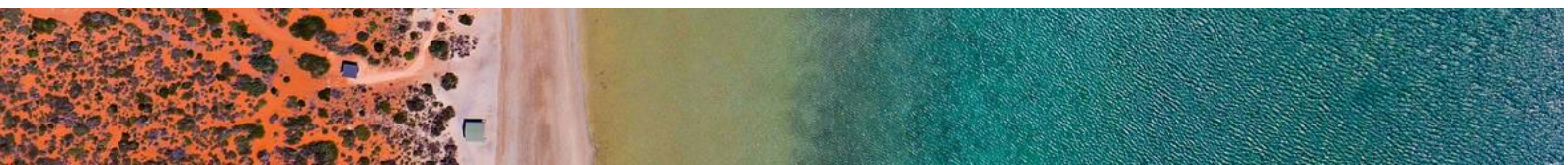


TABLE OF CONTENTS

01 Executive Summary

A summary of CoRE Learning Model and CoRE Games professional development and learning experiences

02 CoRE Engagement & Impact

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

03 CoRE Schools and CoRE Learning Model

What developments have occurred with the CoRE Learning Model in CoRE schools? This encompasses the special learning activities, their impact, and the ongoing evolution of the Learning Model.

04 CoRE Highlights and Events

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

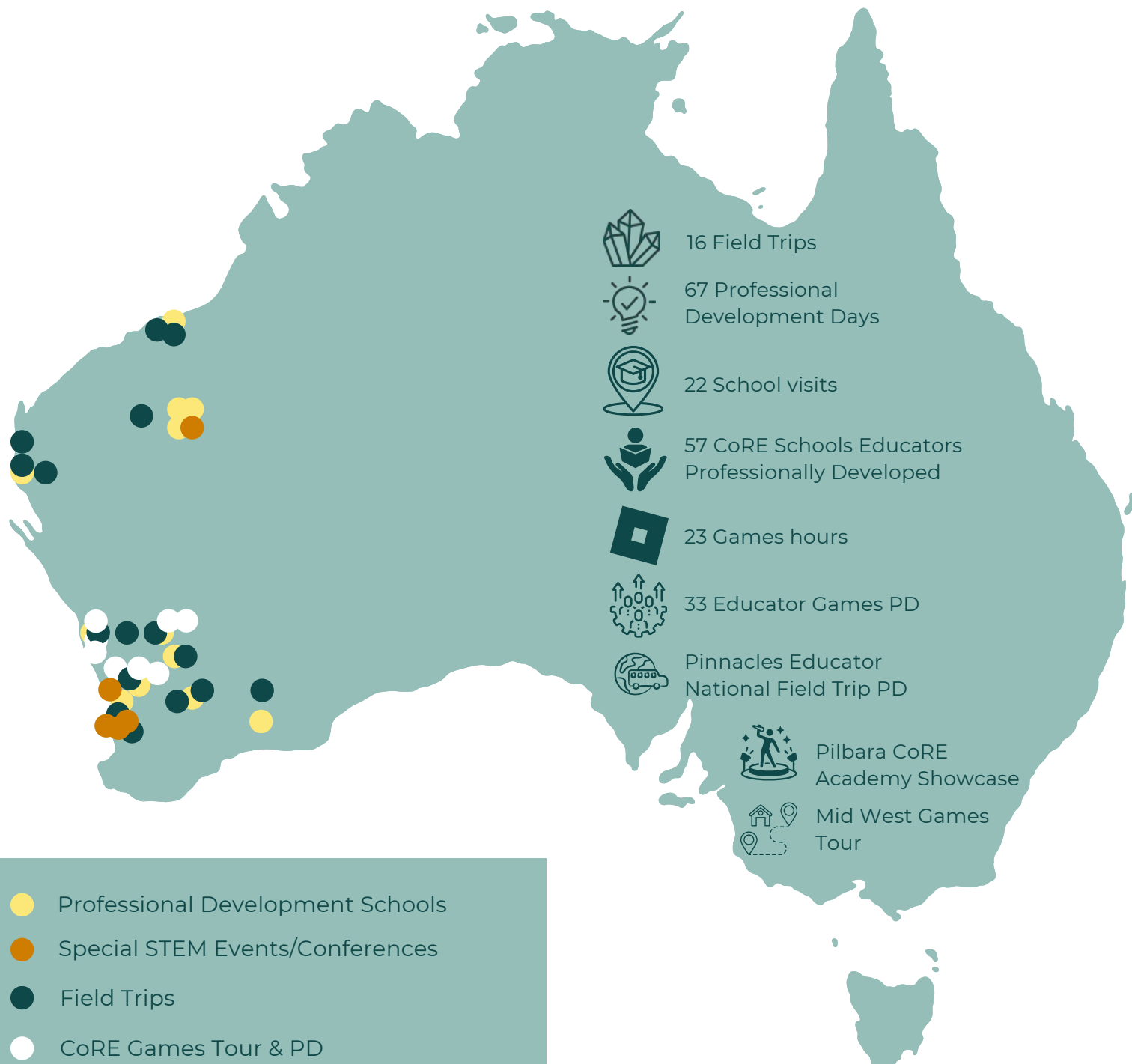
05 CoRE Sponsors and Partners

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.



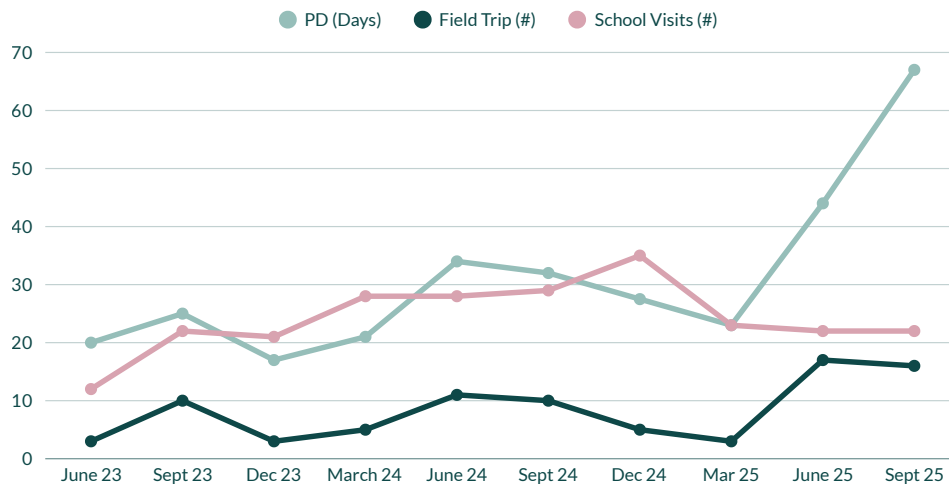
Baler Y3&4 CoRE Students building their ships for their 'Ships Ahoy PBL

EXECUTIVE SUMMARY



Coring & Exploring with Bencubbin CoRE students

CoRE- Engagement and Impact



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

- Baler PS X3
- Merredin College X2
- Calingiri X2
- Tom Price SHS X2
- North Tom Price PS X2
- Tom Price Primary x2
- Bullsbrook College X2
- Bencubbin PS
- Beacon PS
- Geraldton SHS x2
- Carnarvon Christian School
- Norseman DHS

Special Events

- Games - Get into Resources
- Mid West Games Tour
- ConASTA
 - Pinnacles National Field Trip
 - CLM Workshop
 - Water Workshop
- Australian Exploration Geoscientists Conference
- Secondary Student Day

CoRE Field Trip Locations:

- Joseph Banks Y8 - Kalgoorlie & Kambalda
- Calingiri PS - Calingiri Reserve
- Baler PS - Port Hedland X2
- Bencubbin PS - Bencubbin Rock
- Beacon PS - Beacon Rock
- Geraldton SHS Y8 - Narngulu & Back Beach
- Geraldton SHS Y9 - Dongara & Mignenew
- Carnarvon Christian School
 - PP & Y1 - One Mile Jetty
 - Y2 & Y3 - Carnarvon Space Centre
 - Y4 - Y6 - Pt Quobba
- Merredin College Y4 - Y6 - Totadgin Rock X2
- Tom Price SHS Y9 - Munderie Springs Cheela Plains
- Australian Christian College Y7 - Mundaring Weir
- Joseph Banks Y7 - Yanchep NP

CoRE- Engagement and Impact

"I have had an absolutely incredible time on the Kalgoorlie field trip with our Year 8 CoRE students. Exploring Kalgoorlie's rich mining history, geology, and culture alongside such curious and enthusiastic students has been both rewarding and inspiring. Watching students make real-world connections to what we have covered during our PBL, Golden WA, has shown me the power of learning beyond the classroom. This experience has helped me grow as an educator by equipping me with the knowledge and confidence to teach our students in the #realclassroom. I am incredibly proud of our students and grateful for the opportunity to be a part of such a meaningful learning experience. Thank you again for the fantastic experience and wealth of knowledge."

Emma Skane, Y8 CoRE Educator Joseph Banks

"Suzy and Adam have gone above and beyond to provide the best hands-on professional development experience. Our PD sessions have been creative and collaborative, and feels like a very supportive environment. They strongly encourage you to implement your own ideas and align them to the context of your school and students. They promote student-based learning, whilst also demonstrating how to encourage and guide the students to achieve success in the classroom. This week, they took me into the field personally so I could gain significant hands-on experience in their work, and to encourage me to develop my own field trip handbook. Taking the time to drive a 3-4 hour round trip just to provide me with an authentic experience was greatly appreciated, and I am very much looking forward to continuing our working relationship in the future."

Shyla Petricevich, Bullsbrook College



Image 1: Emma taking part in the panning activity at Hannan's North Tourist Mine. A lot of science in this process, reflecting the #therealclassroom ethos of the CLM



Image 2: Shyla was an Earth and Environmental Science student, now she is an educator who is introducing CoRE Learning to Bullsbrook College

CoRE- Engagement and Impact

CoRE Student Speeches from Pilbara CoRE Showcase

From Naomi a Year 8 CoRE student
and from Caitlin and Charlotte both
Year 6 students from North Tom
Price Primary.



Images 3 & 4: Naomi top
in class working on her
PBL and below Charlotte
and Caitlin with pride and
excitement at the
showcase.

**For more testimonials
please refer to Appendix
1.**

Good evening, My Name is Naomi Mukuka, I am in Year 8. I moved to Tomprice in 2019, and have been doing CoRE since year 5 at North Tomprice primary school. During the past 3 and half years of experience of the CoRE programme, I have learnt me, how to be innovative, How to be a leader, and how to work with others in a team. CoRE has brought science to life which has taught me the value of science in our everyday life, and how it helps us understanding everything better. I would like to thank suzi the Co-founder of the CoRE Foundation, and the Pilbara CoRE academy for making this opportunity possible.



Hello everybody my name is Charlotte Dempsey and today I will be telling you all about my top three things about CoRE.

But before I tell you that - CoRE is **amazing!** It's a place where I can let my creativity run wild. So my first favourite thing about CoRE is being to create things I've never done before. It's amazing how many ideas people come up with.

Second, I love how people can learn from each other - not just the teacher. Like how we are learning about the attack of the asteroids and when I look around, it's all hands are up and learning from my classmates, not just Mrs Aben.

Third, how we all can share our ideas like in Pit to Port when we were designing and building a train out of cardboard. I love how everyone takes part and how we all put everyone's ideas into one - it's amazing!

And these three reasons are why I love CoRE 😊

Caitlin

Hello, I'm Caitlin Nunn and CoRE is absolutely amazing! I'm going to tell you a few things that I personally like about CoRE.

Firstly, I have done CoRE for two years and every single project has been absolutely incredible.

Secondly, CoRE is fascinating in about 100 ways. For example, CoRE covers a lot of topics like what the transparency rates on trees are and how the dinosaurs became extinct, and I especially like the civic engagement parts.

For my final reason, CoRE lets you show your creativity and overall makes me happy.

So now you know three of my reasons out of a lot on why I love CoRE.

Thank you from North Tom Price Primary School.

Sparking Discovery: CoRE Ignites Future Careers at Get Into Resources

CoRE was proud to partner with the Get Into Resources event this month, a unique showcase of industry careers for secondary students. Over three days, Adam engaged approximately 20 student groups with our hands-on 'Coring and Exploring' mini-game, which simulates real-world geological challenges.

The highlight was seeing students step up to lead their peers and solve problems independently—a core principle of our educational approach in action. The event drew rave reviews from teachers and students alike, who praised the practical activities and valuable career insights. The success reinforces our strong partnership with the Get Into Resources team and opens up promising opportunities for future collaborations.

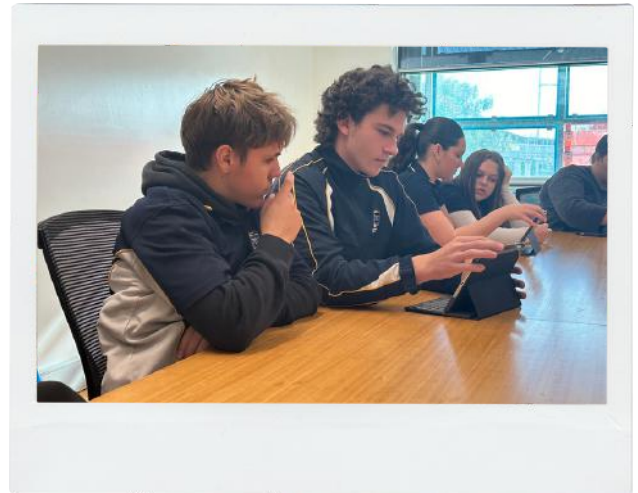
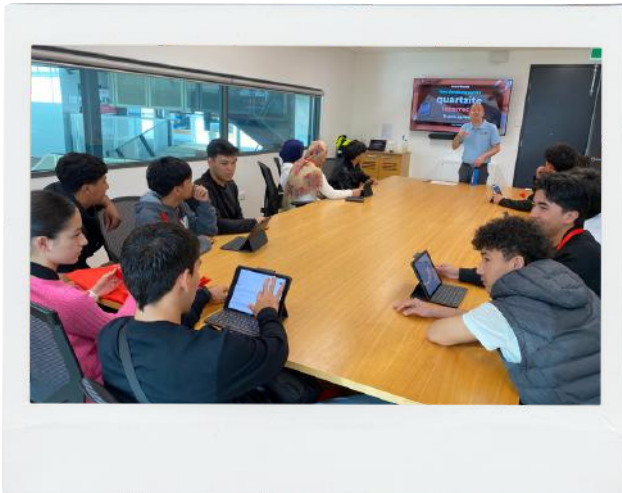


Image 5 - 6: Adam, CoRE Foundation Educator running 18 CoRE Games sessions at the **Get into Resources Event**. The CoRE Games were developed to create an awareness of the importance of Earth Science education and its connection to resource industry careers.

CoRE's #therealclassroom



Image 7: Calingiri PS students engaging in the scientific process to collect data for analysis and interpretation. The CoRE Science Investigation is one of two essential components of the CoRE Learning Model. This exercise was undertaken in preparation for their field trip.



Image 8: Carnarvon Christian School Y3 students trialling their land yachts for their science investigation for their 'Fishing the Gascoyne' PBL



Image 9: Baler Y6 students demonstrating their equipment for their Magical Mangroves Investigation. Unique ecosystems & adaptations.



Image 10: Carnarvon Christian School Y1 students engaging their engineering of One Mile Jetty buildings.



Image 11: Year 9 Merredin College students exploring the physics of electricity, applying their knowledge to design and build a model microgrid powered by both traditional electricity and renewable energy sources. They also delved into radiation, radioactive decay, and nuclear energy, finishing with a lively debate on whether Australia should move towards adopting nuclear power

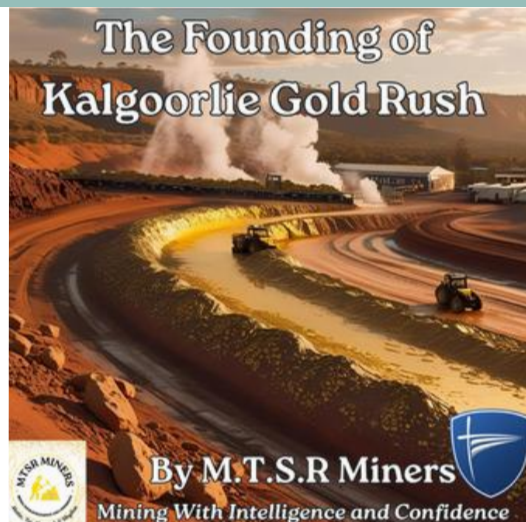


Image 12: A sample of work from Y7 CoRE students from Australian Christian College exploring the development of the Western Australian Goldfields through their 'Golden WA' PBL. The research supports their understanding for their Mundaring Weir Field Trip



Image 13: Y4 students from Tom Price PS displaying their BU's logo and motto for their 'Attack of the Asteroids' PBL. Through this process, students negotiate to create whilst thinking outside the box to develop individual and unique interpretations of the PBL they are undertaking.

CoRE's #therealclassroom



Image 14: Professional development of CoRE Educators is an important element for success and sustainability for the learning model at a CoRE School.



Image 15: Y8 CoRE students from Tom Price SHS working in their BUs, demonstrating the array of STEM skills to engage with to complete the diversity of PC activities to complete their PBL



Images 16: There is a misconception that through the CoRE Learning Model, there is no Direct Instruction to deliver content. This is not correct. Delivering content at the right time is crucial to support scientific skill development and set the scene for exploration, research and inquiry. The CoRE Lead is providing expert content to Y6 students at Tom Price PS for their 'Attack of the Asteroids' PBL



Image 17: Y6 students from North Tom Price Primary working in their BUs, actively engaging in research following a Direct Instruction session to create their cause and effect flow chart for the asteroid impact that caused the demise of non-avian dinosaurs 66 million years ago. Students were required to identify the many effects that over a long period of time initiated and caused this significant mass extinction event.



Images 18: Baler PS Y4 students where learning is fun to complete a PC for their 'Ships Ahoy' PBL

CoRE's #therealclassroom



Image 19: Geraldton Y8 students learning to pan using gravitational separation techniques with a simple machine to separate Heavy Mineral Sands for their investigation for their 'Glorious Sands' PBL. **Iluka** provided the background knowledge through a visit to their Narngulu processing facility.



Image 20: Geraldton Year 8 CoRE students examining sediment to identify different Heavy Mineral Sands (HMS) from samples collected at Cape Burney, the mouth of the Greenough River. In addition to garnets, zircons and ilmenite a variety of other materials were identified as components that create 'beach sand'



Images 21: Year 7/8 students have been hands-on with engineering challenges. They constructed jig tables to model how gold is separated from ore, studying the physics of movement and density, and linking this to how gold moves naturally in rivers and streams. They also designed creative Rube Goldberg machines to demonstrate how simple machines can move objects, connecting this concept to the gold mining process.

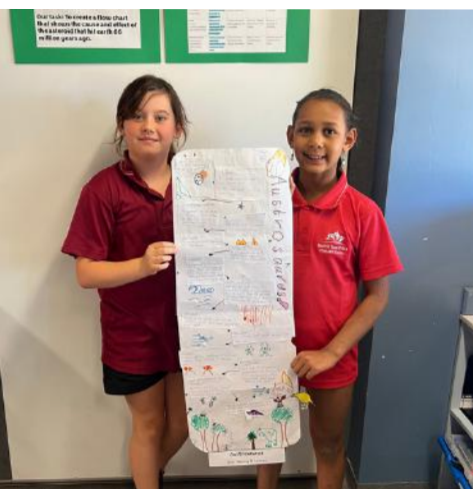


Image 22: Y5/6 CoRE students from North Tom Price Primary School displaying their Cause and effect flow chart to represent the events of the mass extinction event that caused the demise of non-avian dinosaurs. This task showcases the analysis, interpretation and sequencing of events that make sense to describe an actual event.



Images 23: Research and information presentation is a requirement to commence a PBL as demonstrated by Y6 CoRE students from Baler PS for their Magical Magroves PBL.



Images 24: Industry connections are a key CoRE factor and here **Pantoro** is supporting Norseman CoRE with their learning.

CoRE - #Fieldtrips



Images 25-29: Joseph Banks Y8 CoRE students visited Kalgoorlie and Kambalda for their 'Golden WA' PBL. Thanks to industry support from **Wyloo**, the students had the great opportunity to visit and engage with industry personnel across the mining chain at their Kambalda Site. The students also engaged with the **WASM Wombats** and had a session with academics at **WASM**, in addition to an engaging session with **Leah Lyneham** who shared the new research and discoveries that she has made as a paleontologist in the Kambalda Area.



Image 30: It was a cold day but that didn't deter Beacon Y3 - 6 students from developing their field scientist skills to collect data about Beacon Rock and how it applies to their PBL about Geotourism. The field trip experience showcases the importance of interdisciplinary learning and how it applies to real world scenarios.



Images 31 - 32: Geraldton SHS Y8 CoRE students left visited **Iluka's** Narngulu Processing Facility to develop an understanding of the importance of Heavy Mineral Sands to everyday life and how the physical properties of minerals (ionic compounds) can be used effectively to separate the sediment pile into their distinctive types. The Y9 CoRE students spent two days around Mingenew and Dongara to develop an appreciation of geological time and the formation of sedimentary rocks and the ecosystems that they support.



Image 33: Six sessions in two days for ~150 Y3 & 4 students was a great experience for all students and educators at Port Hedland, the world's largest haulage port to observe and understand the process of barge loading of minerals namely iron ore and its importance to Western Australia.

Image 34: Calingiri Y3-6 CoRE students learning from a local community member about Wheatbelt ecosystems for their field trip in their PBL - 'Walking through the Wilderness.' The focus being on preserving and restoring areas of the Wheatbelt with a more sustainable approach to agriculture.



CoRE - #Fieldtrips



Image 36: Year 7 CoRE students from Australian Christian College enjoyed their Mundaring Weir field trip with Adam (on his first solo field trip) for their 'Golden WA' PBL.



Image 38: According to Nathan the CoRE Coordinator at Joseph Banks, the day was brilliant for their Y7 CoRE students who experienced the chemistry and geology behind the formation of the Yanchep Cave system for their Swan Coastal Plain PBL. The CoRE team at Joseph Banks confidently run most of their own field trips.

Image 35: Bencubbin Y3-6 CoRE students literally explored their backyard by examining Bencubbin Rock - a typical Wheatbelt Granite. the field trip, highlighted the engineering of the rock to create a dam to collect water for the turn of the 20th century railway system and town.



Image 37: Munderie Springs at Cheela Plains was the geological site of curiosity for Y9 CoRE students from Tom Price SHS. Pillow Basalts from the Fortescue Formation were the targeted learning experience setting the scene to develop an understanding of Mid Oceanic Rift tectonics during the Archaean Eon and its role in mineral system development. Students measured the size of the pillows and identified the extrusion points, which way was up and the direction of subsea lava flow.



CoRE - #Fieldtrips



Images 39 & 40: Carnarvon Christian School Y2/3 CoRE students went on their field trip to the Carnarvon Space Centre for their 'Outta Space' PBL. What an experience the students had learning about the role Carnarvon had for NASA's Gemini and Apollo missions.



Images 41 & 42: Y4-6 Carnarvon Christian School at the notorious Pt Quobba Blowholes to measure tsunamis blocks, the rate of water eruption and many more activities



Images 43 & 44: PP & Y1 Carnarvon Christian College students visited the One Mile Jetty to develop an understanding of the science and engineering that went into the development of the wool industry and jetty as part of the town's history.

CoRE - #Fieldtrips



Images 45 & 48: For Merredin College Primary students from Y4-6 two jam packed days of exploring Totadgin Rock just south of Merredin included gnamma ecosystems, the formation and composition of granite, the nature and geometry of pegmatite dykes and of course surfing the 'wave'. Although not as large as Wave Rock in Hyden, it is still impressive.

CoRE Highlights & Events

Working with STAWA for the Science Teachers of Australia Annual Conference

The Pinnacles are so much more than what their natural beauty represents. They are spires or stalagmites (if you want to take it that far) of geological data; representing a story of past environments, climates, physical and chemical conditions. A story told in rock! I can't count the number of times that I have been to the Pinnacles and Lake Thetis taking students into this geological zone. Each expedition is different to the one before, students of all ages interpreting their observations to understand the scientific processes that have formed them.

However, I would have to proclaim that this ConASTA 72 Pinnacles and Lake Thetis Field Trip was very special. It was the first one that I have run in some 200 hundred field trips in the last 20 years to a group of educators rather than students and I would have to say that the questions were different too!! Furthermore the field trip was complimented by an international contingent of lower secondary students and their educators. The students were an amazing addition as the educators observed how CoRE runs its field trips to engage students.

The field trip wasn't a 'death by content' experience, instead it demonstrated to the educators curriculum connections, interdisciplinary science understandings, data collection and measurements and the importance of Earth Science learning, its value as a context to explain the interconnectivity of STEAM learning. Most importantly, CoRE demonstrated how science is used to explain natural environmental beauty and how science occurs in the world around us. Visually, field trips are the best way to engage students in the scientific process, to make use of observations to make sense of them to explain the natural world. (See Appendix 2 for field trip feedback)



Images 49 - 51: On a wet but enjoyable day, a group of national and international delegates enjoyed the learning provided through #therealclassroom.

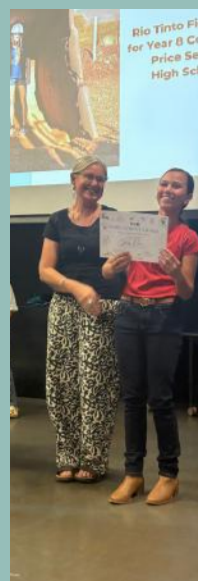
CoRE Highlights & Events

Pilbara CoRE Academy Showcase



Every year the Pilbara CoRE Showcase gets bigger and bigger. Now in its 7th year, students and their educators celebrate their CoRE Learning and shared it with the Tom Price community and industry representatives.

The event also provides awards to students who exhibit the CoRE Learning Model's values of - Commitment, Curiosity, Consistency, Diversity and Innovation.



Images 52 - 59: The buzz created by the community showcase is exciting and rewarding. CoRE learning values winners for each school although not representative of every class that does CoRE Learning across the three schools.

CoRE Highlights & Events

CoRE Schools & Industry

Baler Primary School

Pilbara Minerals Visit

“Baler Primary School was fortunate to welcome representatives from Pilbara Minerals (PLS), who have proudly partnered with CoRE to support STEM education. Through this partnership, more than 300 of our students will have the opportunity to take part in rich, hands-on STEM learning experiences. During their visit, we were able to showcase our school and highlight CoRE in action within the classroom. The team engaged in inspiring conversations with staff and students, focusing on the importance of empowering young learners and building meaningful connections between their learning and the real world. It was a wonderful opportunity to celebrate the exciting possibilities that STEM brings to our students, and we look forward to continuing this partnership.”

Liana Mewett, CoRE Coordinator



Images 60-63: It was Book Week celebration day and what better way to celebrate the CoRE - Baler PS - Pilbara Minerals collaboration to support CoRE Learning. It was an enjoyable day had by all.

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