CoRE
Full STEAM ahead

2025

Pilbara CoRE Academy Launch

MARCH QUARTERLY REPORT

TABLE OF CONTENTS

01 Executive Summary

A summary of CoRE Learning Model and Gamifying Earth Science professional development and learning experiences

02 CoRE Engagement & Impact

CoRE supports the implementation of the CoRE Learning Model and Gamifying Earth Science 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

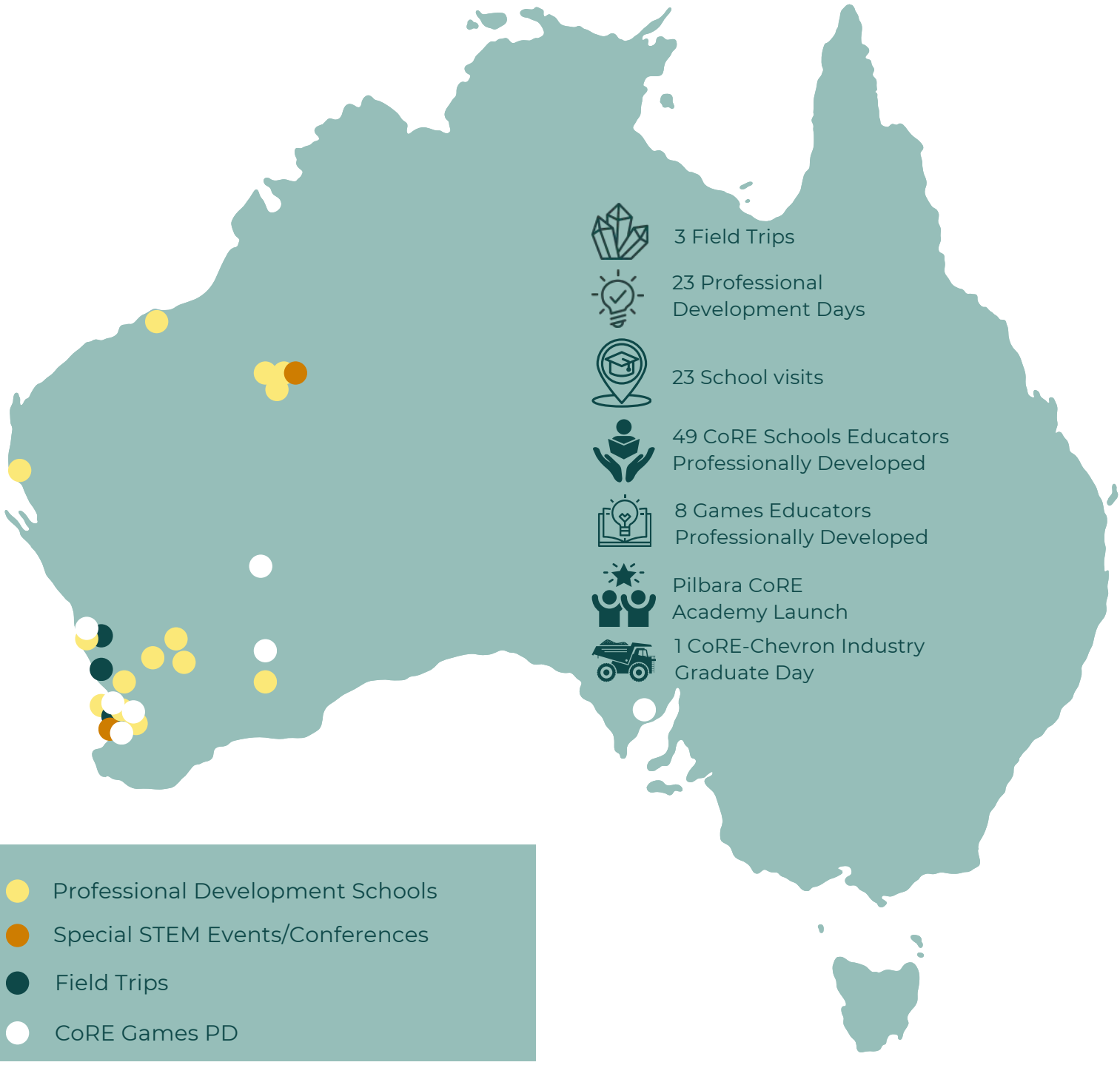
Let's examine recent events, including special celebrations of CoRE achievements, and what lies ahead the incredible opportunities that bring recognition to CoRE.

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."

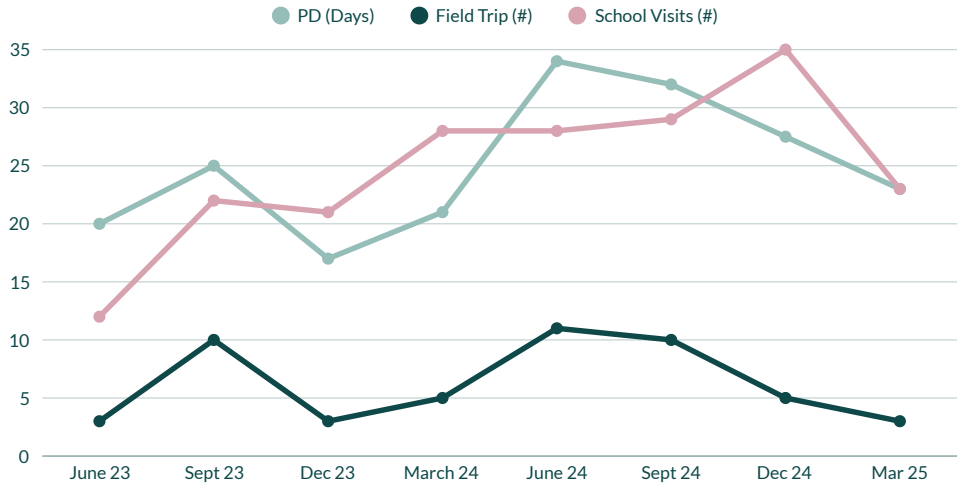
Rio Tinto partners for the Pilbara CoRE Academy visiting Tom Price SHS

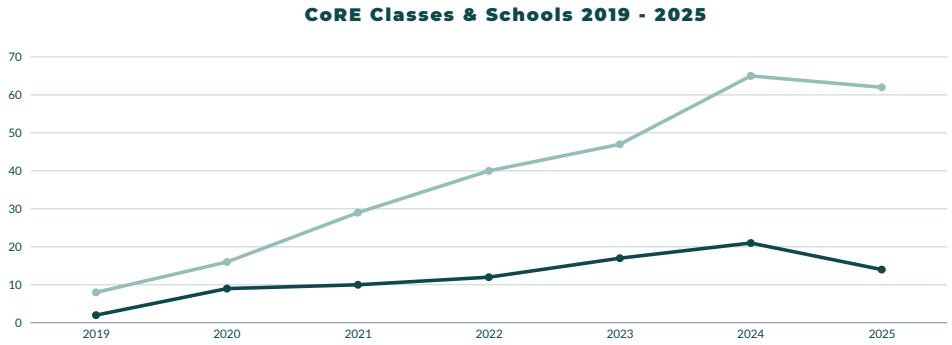
EXECUTIVE SUMMARY

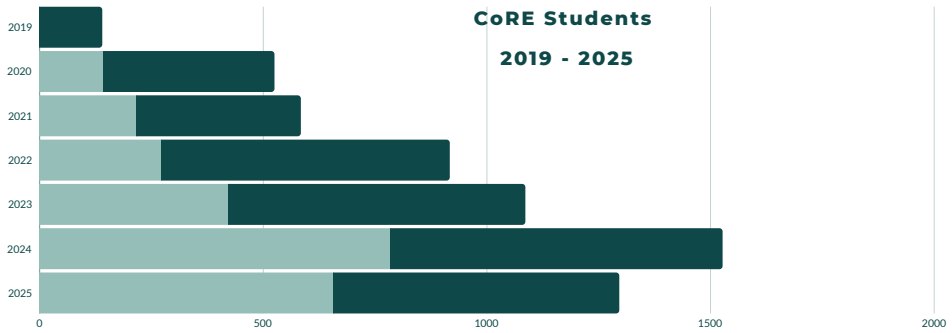


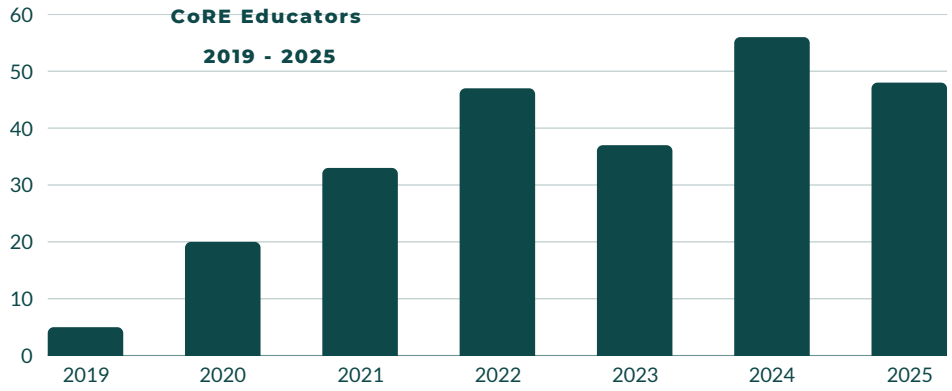
Leinster PEAC CoRE Games

CoRE- Engagement and Impact









CoRE- Engagement and Impact

Educators Empowering their Students

"CoRE has been a game-changer for my teaching. It's made lessons more exciting and engaging by integrating all subjects into one cohesive experience. This approach helps students connect ideas across different subjects, making learning more meaningful and fun.

As a teacher, I've seen how CoRE encourages critical thinking and creativity. By combining subjects like math, science, and language arts, students can see how everything connects in real life, which keeps them curious and involved in learning.

The impact on students has been incredible. They're more excited about learning because they see the bigger picture and understand how everything ties together. It's also helping them develop problem-solving skills and work better in teams. Even students who struggled in one subject are now more confident and interested in learning.

Overall, CoRE has made teaching and learning more dynamic and enjoyable. It's been amazing to watch my students become more engaged and confident in their learning journey."

Shamal Mani, Carnarvon Christian School

Image 1: Working with Shamal during PD this month on the Y4-6 PBL - The Flooding Gascoyne.

Image 2 & 3: Above, the Y2 & 3 teachers Maddie and Sarah working on their Fishing the Gascoyne PBL and Left PP & Y1 teachers Sophie and Lindsey working on their Bananaramming the Gascoyne.

CoRE- Engagement and Impact

Excited to Bring CoRE to Calingiri Primary School!

As I settle into my new role at Calingiri Primary School, I'm filled with excitement about the opportunity to bring the CoRE Learning Model to our Year 3 to 6 students. This approach—focusing on collaboration, reflection, and hands-on learning—has already had a profound impact on my teaching, and I'm eager to see how it unfolds here at Calingiri. Interestingly, my journey with CoRE hasn't always been smooth. When I first attempted to implement it as the Primary Science teacher at Carnarvon Community College, it didn't quite fit the way I had hoped. At the time, I was still figuring out how to make the model work in that context. However, since arriving at Calingiri, it quickly became clear that this is the perfect place to fully embrace and bring CoRE to life.

Finding the Right Fit: CoRE at Calingiri Primary

At Calingiri Primary, the CoRE Learning Model feels like a perfect fit for the senior class, which includes 14 students across Year 3 to 6. The hands-on nature of CoRE allows students to engage with the material in a meaningful way, developing not only academic skills but also practical problem-solving abilities. They're not just absorbing information—they're actively involved in creating solutions and exploring ideas in ways that make learning feel authentic and impactful. This approach fosters curiosity and encourages deeper engagement, as students begin to see the direct relevance of their work to the world around them.

I've witnessed firsthand how CoRE nurtures curiosity in my students. They ask more questions, seek answers independently, and engage in lively conversations to share their findings with peers. The shift from passive learning to active involvement has sparked genuine excitement across the classroom. CoRE not only empowers students to take control of their learning but also encourages them to reflect on their journey, understand their progress, and identify areas for growth.

Image 4: Back working with Amy a second time but this time at another school!

Looking Ahead: CoRE's Future at Calingiri Primary

As we introduce CoRE into our school community, I'm confident that our students will not only grow academically but also develop the critical thinking and problem-solving skills that will set them up for success in the future. The journey ahead is exciting, and I can't wait to see how our students thrive with CoRE. In Term 2, our PBL unit "Stormin' into the Winter Solstice" will focus on understanding local weather patterns and the impact of climate change, with a particular emphasis on natural disasters in the Calingiri region. This project will encourage students to explore local climate data, historical weather events, and potential future risks, all while making connections to global climate trends. What started as a journey of uncertainty at Carnarvon has now come full circle, and I couldn't be more excited about the potential CoRE holds for our students here at Calingiri Primary.

CoRE Engagement and Impact

Educators Empowering their Students

Baler Primary School

"Here is a spiel from the 5/6s at Baler. We are doing PC 3 the Investigation.

The staff at Baler Primary School were lucky enough to have a visit from Suzy on the 10th of March. We have lots of new staff this year, and so the incredible Suzy did a crash course in all things CoRE. The team are excited to engage in our PBL, Pit to Port. All 3-6 students participated in a CoRE boot camp in the lead-up to our visit from Suzy and practised both MOR (Measure Observe Record) and creating tables.

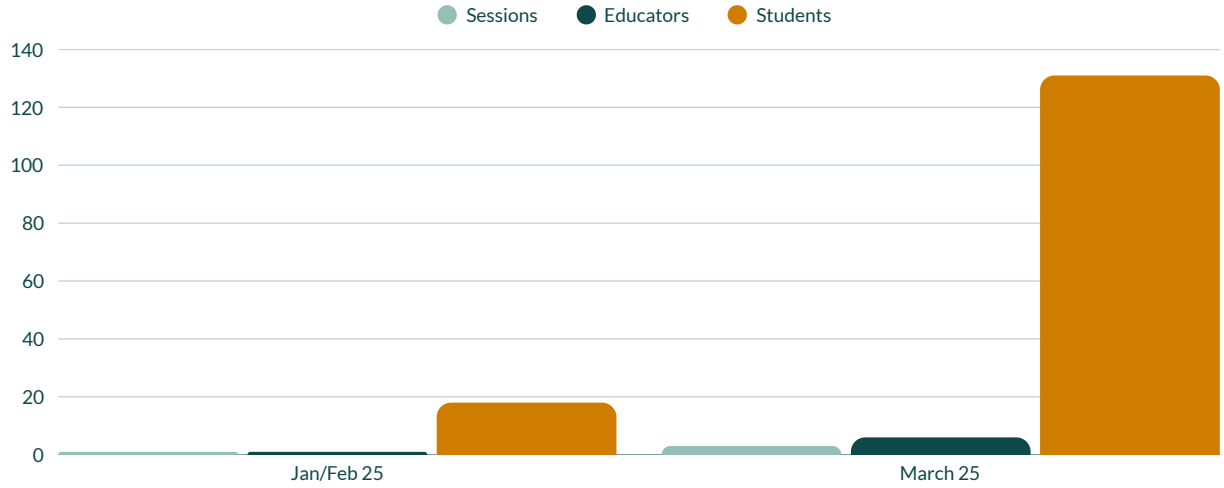
The Year 5/6 students for their Pit to Port PBL at Baler Primary School have been planning and conducting their first investigation of the year. Students are looking at rust, what causes it and how quickly the chemical reaction can occur. Students have brainstormed the variables they can change to observe different outcomes. Some classes are changing the type of metal used, and other classes are changing the type of liquid solution. Each business unit has constructed tables to record the data and will monitor the rusting process for the rest of the term.

All Year 3-6 students are looking forward to their Field Trip next week."

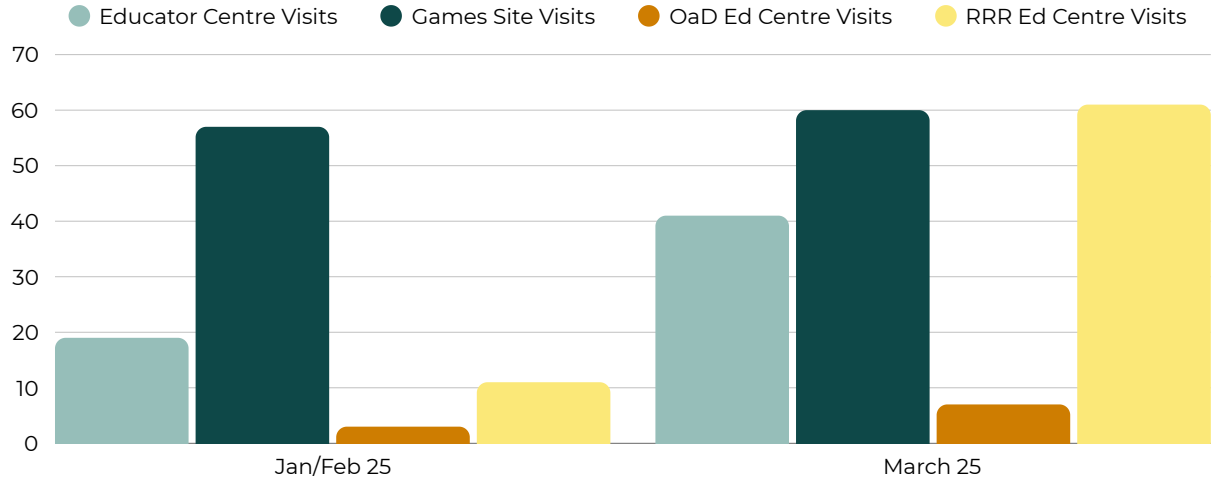
Liana Mewett, CoRE Coordinator Y5/6, Baler PS

Image 5 & 6: Above the Year 5/6, below the Year ¾ Baler PD. Both teams have a mixture of last year's trained educators and new educators totalling 9 across 11 classes and approximately 300 students.

CoRE Games - Engagement



CoRE F2F Games Sessions Professional Development



GES Website Resourcing by Educators

Image 7: Kalgoorlie PEAC playing RRR

CoRE Games - Engagement and Impact

Goldfields PEAC - Leinster

"I had an amazing 3 full days Teaching RRR in Leinster to Gavy, Finn and Keston, 3 PEAC students, we almost made it through all scenario rooms but will finish with Tsunami when I return in term 2.
The students enjoyed learning about natural disasters and the destruction they can cause, they learned about town planning and mitigations that can reduce the severity of a natural disaster and the role of emergency response teams and different mine and government workers in creating mitigations.
Teleah, a parent and also Risk Assessment Officer for BHP came and talked to the students about the mitigations they have in place for dams after the dam collapse in Brazil https://youtu.be/sKZUZQytads. We also talked about what was in place for the natural disasters in the area which are flash flooding and bushfires.
To finish off the students presented via video link the houses they had built in Minecraft to Adam our judge, he was impressed with the mitigations they put into place for their houses and their presentation skills. Gavrielle had the winning house with her inclusion of weather balloons, break walls, trees planted, raised house and fire-retardant materials used. They enjoyed talking to Adam and expanding on the scientific knowledge they had gained."

Sharon O'Reilly, Goldfields PEAC Coordinator

Image 8: Leinster PEAC engaging in extension learning tasks from RRR

CoRE Games - Engagement and Impact

Goldfields PEAC - Kalgoorlie in the Spotlight

4 Years of RRR - Resource Rescue Respond

"The students in Kalgoorlie are having a blast working as an Emergency Response team to solve the mitigations in the 4 mining towns in the RRR Minecraft game. Living in Kalgoorlie, they have been able to use their prior knowledge and personal experience of bushfires, flash flooding and earthquakes as a background to their learning of mitigations.

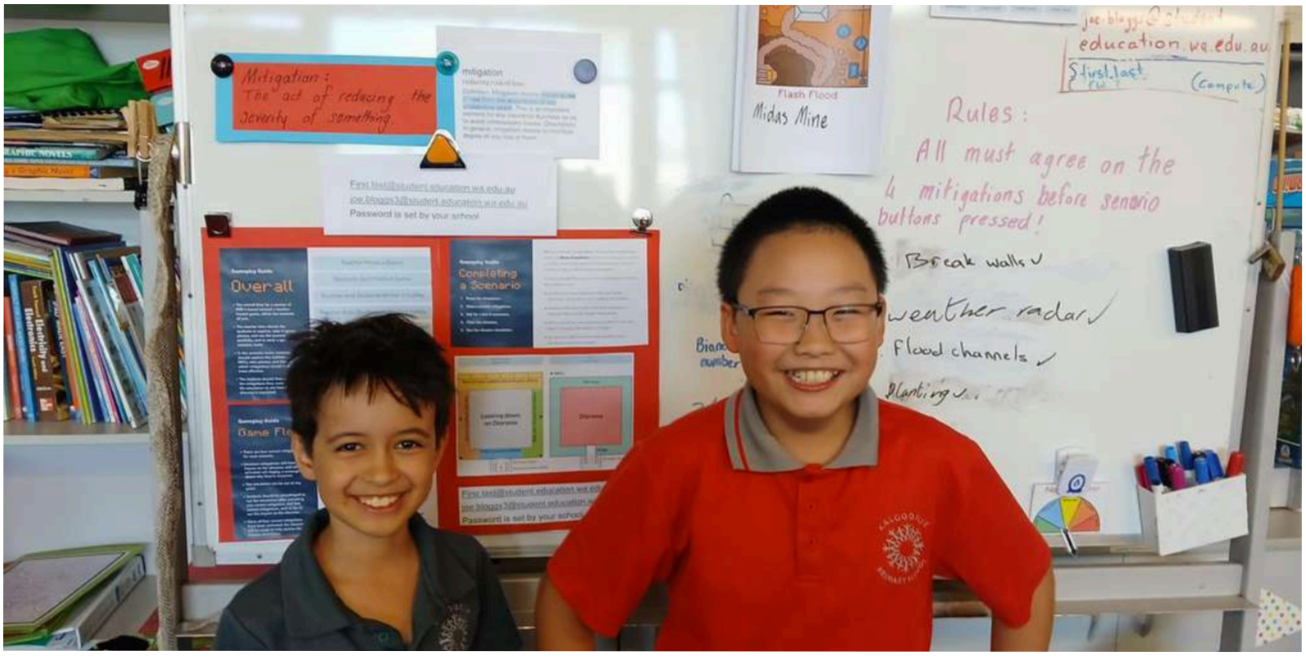
As a team, they have recorded their journey in the Minecraft Book and Quills, their first page, a selfie in their high-vis work uniforms.

At the end of each disaster simulation room, they recorded their findings and explained the mitigations.

Next week Adam Brooks is visiting to talk with students and judge the Minecraft houses they have built to withstand natural disasters."

Sharon O'Reilly, Goldfields PEAC Coordinator

Image 9: Kalgoorlie PEAC engaging in extension learning tasks from RRR



CoRE's #therealclassroom

Image 10: Kate Driver - CoFounder of CLF with CoRE's first CoRE_Science in Practice students (Year 11) at Tom Price SHS

Image 11: Year 4 students from North Tom Price PS experimenting with light for their PBL - Pit to Port.

Image 12: Beacon students in their Business Units (BUs) for their Attack of the Asteroids PBL

Image 13: Year 9 CoRE Students at Tom Price SHS orking on their PBL - Terraforming Mars

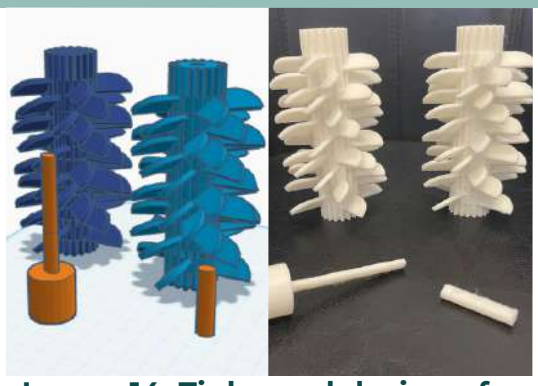


Image 14: Tinkercad design of a crusher component and 3D printed crusher component for the Y7 Martian Muncher PBL at Australian Christian College

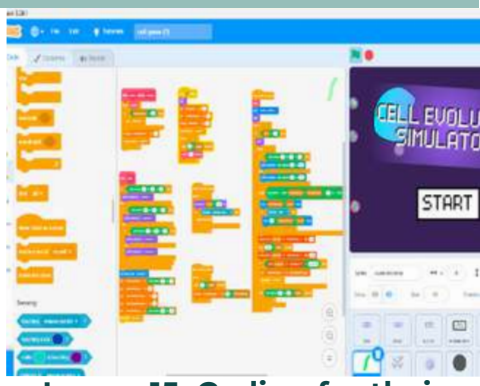


Image 15: Coding for their interactive game about cell evolution and connection to stromatolites- Red Gold PBL - Kent Street

Image 16 & 17: Pre-Primary students at Carnarvon Christian School making banana splits and icecream as part of their Bananaramming the Gascoyne PBL.

Image 18: Minecraft construction of a mine and its tailings management systems for Y9 - Geoscience in Technology PBL

CoRE's #therealclassroom

Geraldton Senior High School

After just one year of CoRE, it's a joy to witness the Year 9 CoRE students collaboratively breaking down their PBL. They have successfully grasped its objectives and outcomes for their Critically Electrified PBL. Each Business Unit (BU) approaches the deconstruction with their own diversity of ideas and creativity.

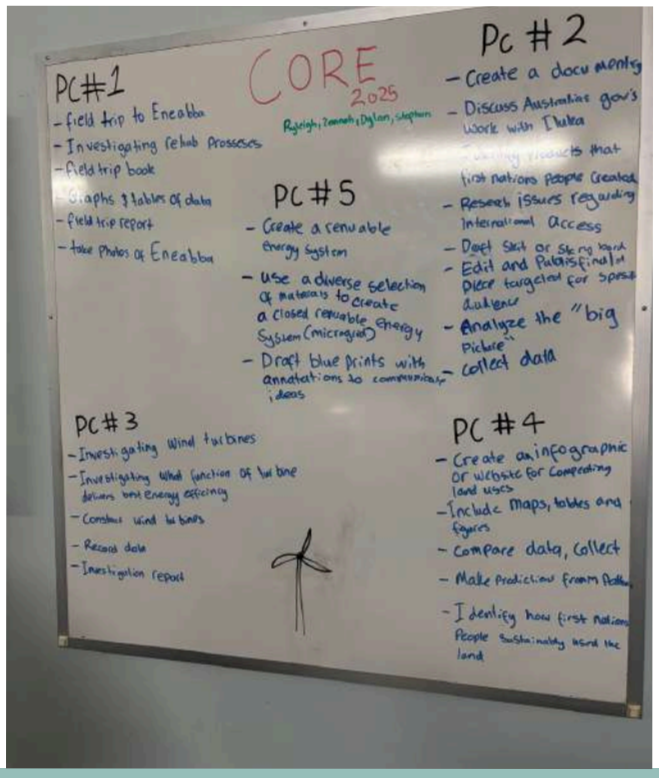
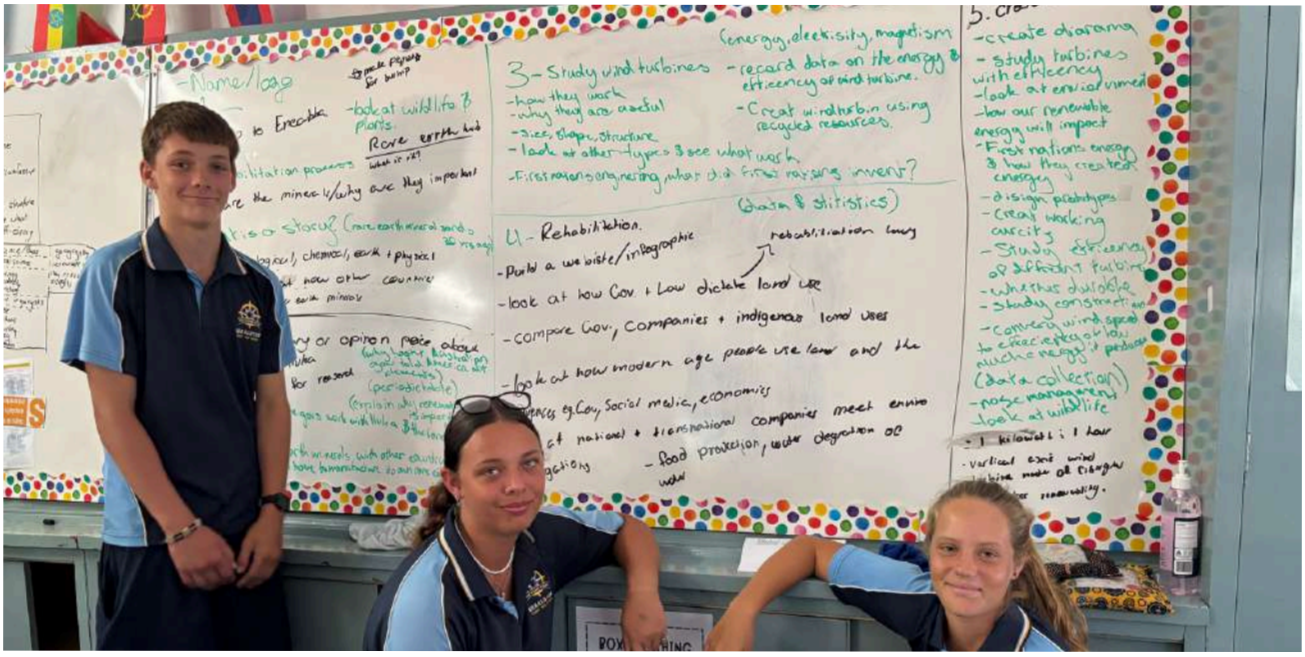


Image 19 - 21: GSHS Y9 CoRE students deconstructing their Critically Electrified PBL based on Iluka's Eneabba Rare Earth Mineral Operations



CoRE - #Fieldtrips

Images 22-24: Year 7 Joseph Banks CoRE Students headed to Burns Beach to build a foundation for their Leeuwin Current PBL

Joseph Banks Secondary College

Year 7 - The Leeuwin Current PBL

"The Year 7 CoRE students have spent the term immersing themselves in a new PBL—The Leeuwin Current. Their journey began with collaborative infographic designs, where they explored how ocean currents influence the four spheres—biosphere, atmosphere, hydrosphere, and lithosphere. To deepen their understanding, students embarked on their first field trip to Burns Beach, investigating the dynamic interactions between the ocean and the coastline that shape the landscapes we see today. While in the field, they travelled through time to examine the formation of the Quindalup Dunes and discovered how ancient dune systems contributed to the development of the Tamala Limestone. This time in #therealclassroom allowed students to develop their notetaking and field sketching, while deepening their appreciation for the world around them. Now back in the classroom, students are applying their newfound knowledge to create dioramas of the coastal landscape, demonstrating the ocean's powerful role in shaping the coast.

CoRE - #Fieldtrips

Geraldton Senior High School

Real-World Science at the CoRE for GSHS

"Last week, our Year 9 APEX-CoRE class took their learning beyond the classroom, braving the heat to explore real-world science in action.
From the rare earth metals mined in Eneabba to their application in operational wind farms, students saw firsthand how science shapes our world. They examined the Monazite stockpile—a key rare earth mineral—and learned about its growing role in Midwest employment.
The day also included a close-up look at the rehabilitation of closed mine sites, highlighting sustainability in mining. Before heading back, the group enjoyed a well-earned lunch at the ILUKA compound mess hall.
A huge thank you to Dan, Ben, and the ILUKA team for an insightful experience, as well as Suzy from the CoRE Learning Foundation for organising this amazing opportunity. And, of course, a big shoutout to our fantastic bus driver, Peter Barclay, for getting us there and back safely."

Ben Errington, Science HoLA, GSHS, CoRE Educator

Images 25-27: Year 9 GSHS students learning about Rare Earth Minerals and their use in future technology from Iluka's Eneabba Operations personnel

CoRE - #Fieldtrips

Geraldton Senior High School

"Geraldton Senior High School students took their first step in the CoRE Project-Based Learning initiative by visiting Ellendale Pool. During the Field Trip, students tested water samples and observed the surrounding environment, gaining hands-on experience in environmental science. Geologist Suzy Urbaniak (OAM) was on hand to share her expertise, guiding the students through a study of the area's rocks and geological formations. This experience provided the students with valuable insights into the natural world, enhancing their understanding of both scientific inquiry and the importance of preserving local ecosystems building on skills and content taught in Science and Geography. Thank you, Suzy, Ms Bulley, Ms Evans and Miss Ruby for supporting students in such an amazing experience."

Courtney Evans, Apex & CoRE Coordinator, GSHS

Images 28-30: Year 7 GSHS students learning about the interactions of sedimentary rocks and water to understand the water cycle and its application to their Mighty Murchison PBL.

CoRE Highlights & Events

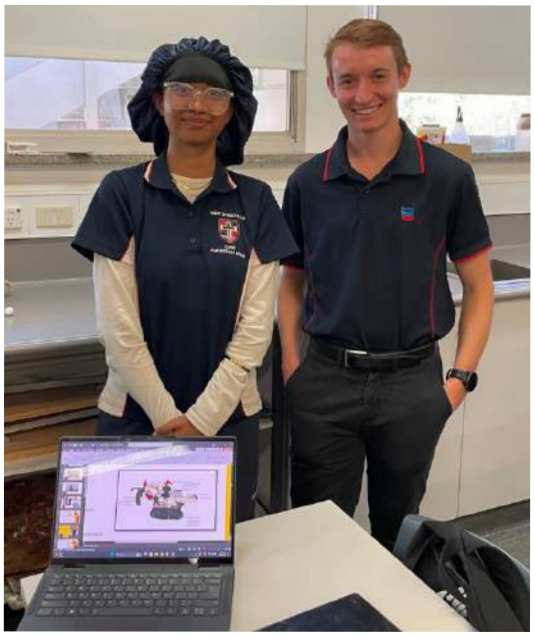
Pilbara CoRE Academy Launch

This is the epitome of CLF success, the bringing together of education and industry; a student's journey from Years 4 - 12. The collaboration of four schools, industry sponsors and the Foundation. In 6 years, the Foundation has worked with 28 educators, with over 400 students and 19 school leaders in Tom Price and Paraburdoo. An amazing achievement by all involved. This is the beginning of a new journey for CoRE.

Images 31-34: Celebrating the launch of the Pilbara CoRE Academy at Tom Price SHS, including representatives from Curtin University, Rio Tinto, Chevron, CLF, students and most importantly eductors and leaders from all of the schools from Tom Price and Paraburdoo

CoRE Highlights & Events

CoRE - Chevron Industry Graduate Program
CoRE's unique Industry Graduate Program is back!



That's why I'm a CoRE Student

"Young people are the leaders of tomorrow and the core of our future. I want to make my STEM skills a powerful tool for positive change. To work towards the future means taking action today, the real classroom is beyond the tables and chairs. That's why I'm a CoRE student."

Mehjaben Moon, Y9 CoRE Student

A Reflection from Alex Moffat - Chevron Graduate

"Volunteering at Kent Street Senior High School for CoRE Learning was a great experience. Interacting with the Year 7, 9, and 10 students provided a firsthand look at the impact the CoRE learning structure has on their educational journey. It was encouraging to see how students could relate their Business Units and Project-Based Learning (PBL) activities to real-life circumstances and career opportunities. Their enthusiasm and engagement were evident, showing how CoRE's approach makes learning relevant and practical.

I also noticed that students who had been part of the CoRE program for multiple years were developing strong critical thinking skills. They were learning to solve real-world problems by integrating different disciplines and applying various skills. This ability to think critically and tackle issues is a testament to the CoRE curriculum. Witnessing these students' growth and development highlighted the value of CoRE Learning in preparing them for future challenges and opportunities. This experience underscored the importance of practical, hands-on learning in education."

Alex Moffat, Chevron Graduate

Image 35 & 66: (Above) Mehjaben proudly showcases her design for a modernised heap leaching machine for improved safety and environmental practices. (Left) Alex Moffat from Chevron working and tutoring students in their PBL work.

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At IMARC, showcasing our unique CoRE Games

GOT QUESTIONS? CONTACT US.

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