CORE
Full STEAM ahead

2024

North Tom Price students doing their investigation on erosion

DECEMBER QUARTERLY REPORT

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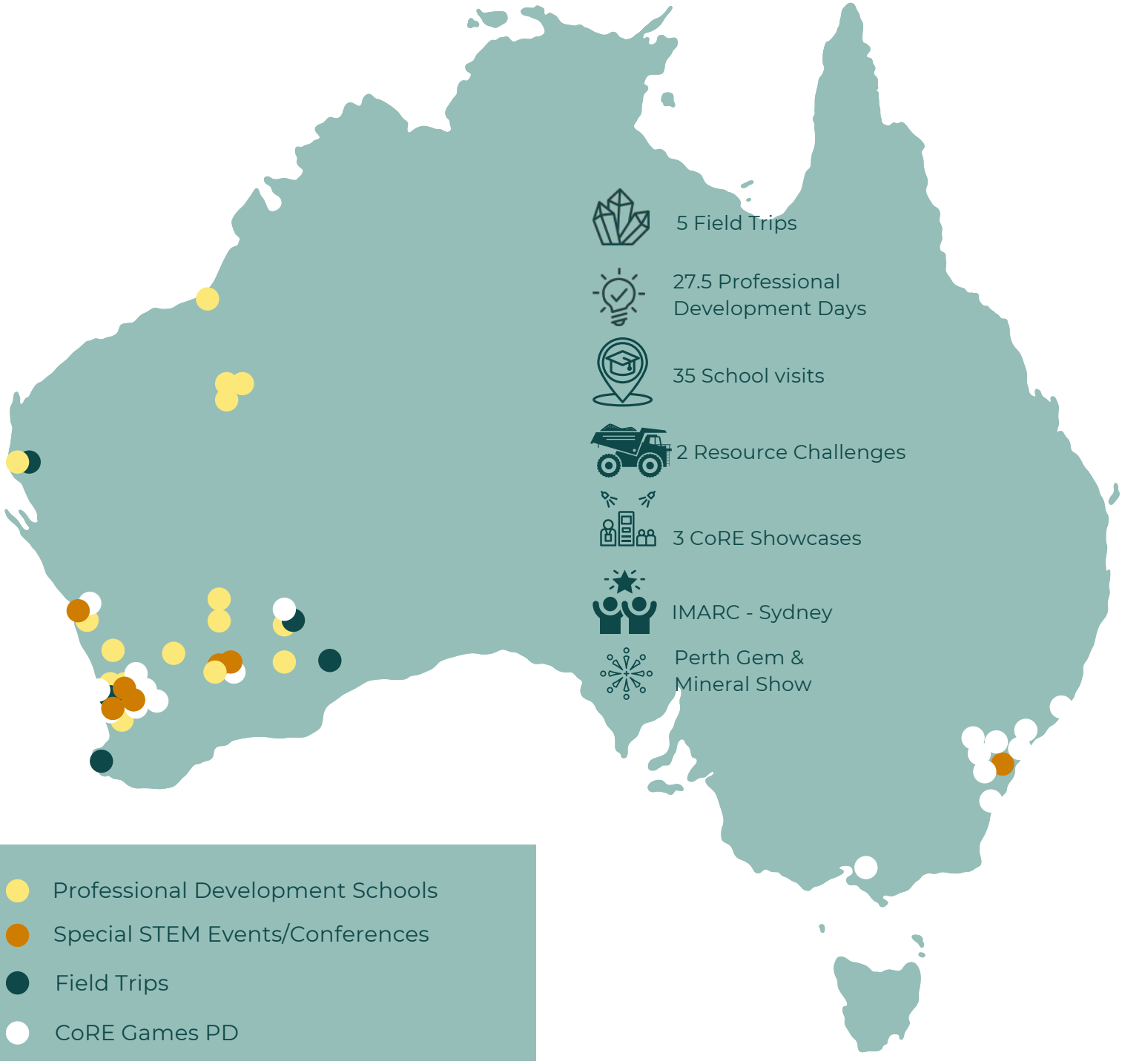
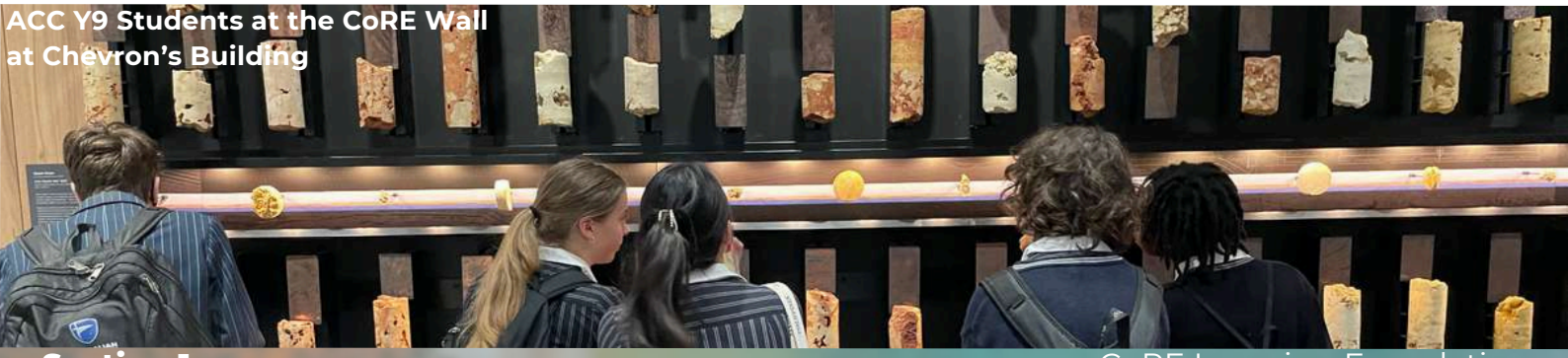
Kent St Year 9 CoRE Students at Talison's Lithium Mine

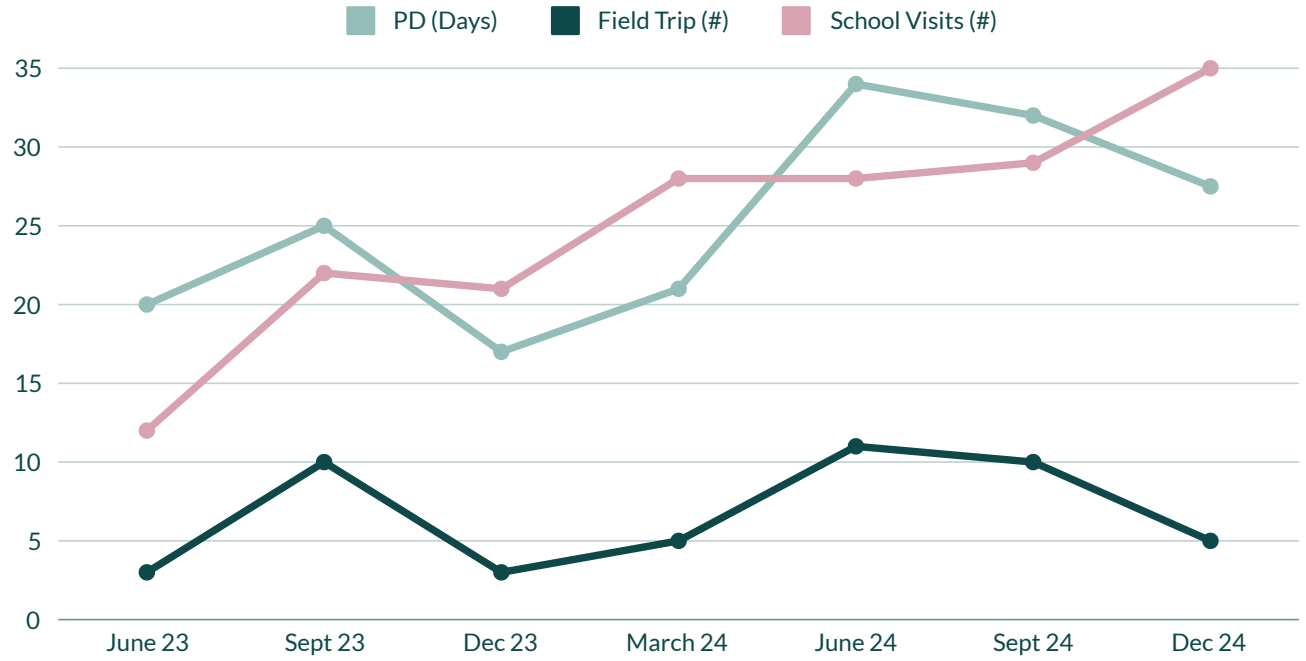
EXECUTIVE SUMMARY





ACC Y9 Students at the CoRE Wall at Chevron's Building

CoRE- Engagement and Impact



Key Observations:

- **School Visits:** Increased significantly due to the NSW Games Circuit.
- **PD Days & Field Trips:** Declined as expected in Term 4, influenced by end-of-year school activities and heat.
- **PD Day Correlation:** School-based PD differs from Games PD in terms of duration and correlation with school visits.
- **Year-over-Year Improvement:** All three categories demonstrated growth in December 2024, reflecting improved operational efficiency.

This quarter witnessed a significant increase in school visits, primarily attributable to the NSW Games Circuit. Conversely, both Professional Development (PD) days and field trips exhibited the anticipated decline characteristic of Term 4. This decrease aligns with typical end-of-year school processes, such as exam preparations and report writing, which naturally reduce available time for external engagements.

Furthermore, the prevailing heat during this period likely discouraged field trips. Additionally, field trips often serve as foundational activities for Project-Based Learning (PBL) units, typically occurring at the beginning rather than the end of the academic year.

It's important to note that while PD days generally do not directly correlate with school visits, this analysis focuses on school-based PD. This differs from Games-related PD, which is typically conducted in hourly sessions and may not necessarily coincide with school visits. School-based PD often involves full-day participation (six hours) to accommodate activities like team teaching, PBL development, and planning.

Year-over-year comparison reveals a notable increase in all three categories (field trips, school visits, and PD days) in December 2024 compared to December 2023. This positive trend can be attributed to enhanced operational capabilities within the team, including improved lead delegation for school and Games operations.

CoRE- Engagement and Impact

Educators Empowering their Students

Kayleigh Kimber: Teacher Perspective on CoRE Delivery and Learning Model

"I have thoroughly enjoyed the immersive journey of delivering and implementation of the CoRE Learning Model at Geraldton Senior High School. This experience has not only allowed me to grow as an educator but also to develop skills in fostering STEAM capabilities within a classroom. I have had the privilege of guiding students as they hone their abilities to visualise, interpret, engineer, and effectively communicate their scientific literacy.

Every step of the CoRE journey has been a rewarding learning experience, enabling me to support students in developing critical problem-solving skills. Witnessing their growth and progression in this area has been both inspiring and exceptional.

One of my favourite aspects of the CoRE Learning Model is its flexibility and encouragement of creativity, particularly in the individual Business Units. Each unit is unique, and I have been amazed by the innovative ways students have excelled in developing and delivering their town hall presentations. Watching them enhance their interpersonal and presentation skills has been a highlight of my teaching experience.

The skills students acquire through the CoRE Learning Model are not just relevant for the classroom—it equips them for their future career pathways, regardless of where their journeys may lead. Being part of this transformative program has been an incredible experience, and I am proud and excited to contribute to its ongoing success."

Kayleigh Kimber, Geraldton CoRE

Kayleigh (above), Year 8 CoRE Students during their Town Hall presentation (below)

CoRE- Engagement and Impact

Educators Empowering their Students

Jorgi Robertson-Hall

Jorgi's heartfelt thanks for our CoRE support over the past two years is a testament to the positive impact of our collaboration. As she said, ***"You have been a lifesaver in so many areas and I have thoroughly enjoyed teaching CoRE!"***

We are incredibly grateful for Jorgi Robertson-Hall's dedication to the CoRE Learning Model at Tom Price Primary. Her enthusiasm for CoRE Games, challenges, and showcases has been contagious.

Jorgi's ability to recognise the cross-curricular potential of PBL, even after just one year, is a testament to her innovative thinking and commitment to student-centered learning. Her integration of STEM skills has enriched the learning experience for all.

We will miss Jorgi dearly and hope to keep in touch.

Jorgi (above), and her studetns creating their diorama for their Sizzling Summers PBL

CoRE- Engagement and Impact

CoRE Alumni Spotlight

Lee-An Lu (Class of 2017)

“This is what the CoRE program is to me, applicable and relevant learning ready to prepare you for outside the classroom. Personally, I found that the CoRE program pushed the limitations of what I thought I could do, every single day - before CoRE, I never knew I would be leading teams, public speaking, and running my own experiments and science investigations. I got to take charge of my own learning and do the things that interested me. Looking back, the best parts of high school were the times I spent in CoRE - from week-long camps taking notes and observations on rocks and the natural environment, to proudly presenting our work at industry events and seeing a whole host of careers I never knew even
existed. My journey with CoRE had helped me transition from high school to uni, to the working environment, almost seamlessly - thanks to the foundational skills that the program had taught me - like those you'll learn today.”

Lee-An Keynoted at the Kent Street Resources Challenge and then judged the event.

Sylvia Blakeway (Class of 2023)

It is awesome to see CoRE Alumni out there as interns working in the industry alongside a former CoRE Educator and now BHP Structural Geologist - Katrina Rees. All the best Sylvia Blakeway.

CoRE- Engagement and Impact

CoRE Alumni Spotlight

James Fox (Class of 2019)

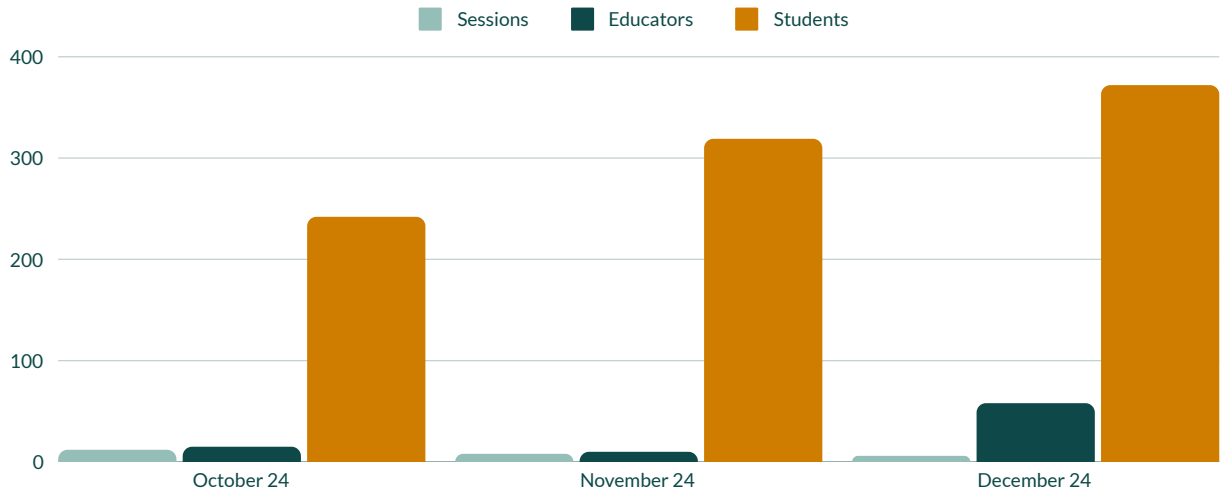
It was an absolute delight to see CoRE alumnus, James Fox, take center stage at Nova! James captivated a group of eager students from Norseman CoRE with a truly inspiring presentation on the intricacies of underground mining.

With a passion that was palpable, James delved into the diverse engineering capabilities that underpin this complex field. His eloquent delivery and student-centered approach kept the audience engaged, sparking curiosity and fostering a deeper understanding.

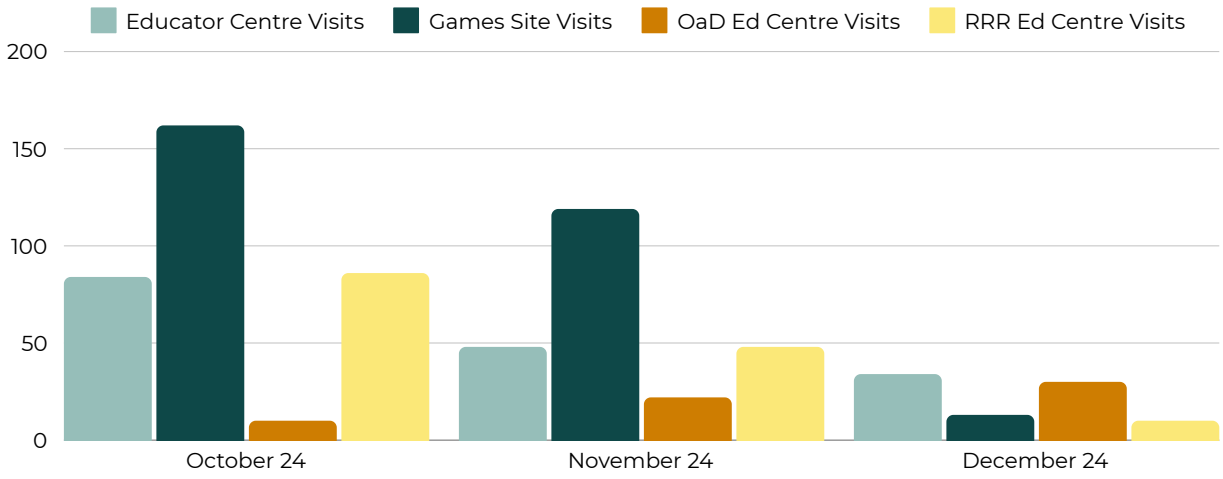
By sharing personal anecdotes and skillfully utilising schematic diagrams, James brought the abstract concepts of stopes, drill and blast to life. His ability to guide discussions and pose thought-provoking questions created a dynamic learning environment.
We couldn't be prouder of James and his remarkable contribution to the next generation of engineers. His presentation is a testament to the exceptional education and experiences provided by CoRE.

It's truly inspiring to witness the exceptional teaching abilities of our CoRE alumni. As James concluded his engaging presentation, the school principal was so impressed that she offered him a position on the spot!

CoRE Games - Engagement



CoRE F2F Games Sessions Professional Development



GES Website Resourcing by Educators

The CoRE Learning Foundation team at IMARC were fortunate enough to meet the Honourable Madeleine King - Minister for Resources Australia. Madeleine was pleased to hear about the work CoRE has been doing.

CoRE Games - Engagement and Impact

Lisa Clark at Beacon Primary School:

"It went really well thanks! We played 'Keep It moving' for the first time and students enjoyed that. They completed three rounds and worked well to increased amount of iron ore transported each time."

Jordan Bader at Denmark Primary School:

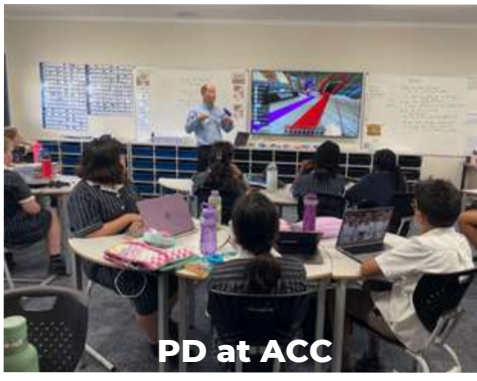
"So far I have used the Minecraft world with my year 5's and 6's and Coring and Exploring with my year 4's. This went well and apart from a couple of strategies that were hard to find (backburning and water tanks) they were all able to find the strategies and implement them.

I also ran coring and exploring with my year 4's after spending some time looking at rock samples in the classroom. At first it was very difficult for them as there were often more than one answer that could be correct, however after a couple tries we cottoned on to writing down the facts and after a few rounds were able to succeed.

I have not been able to find a way to implement any of the other activities into the learning. Perhaps having a document or page with each game that just dot points some important pre-learning and post-activity instruction to integrate the games into the curriculum. I would have found this very useful."

Students playing games at IMARC

Adults enjoying games at IMARC



PD at ACC

CoRE Games - Engagement and Impact

Jett running an in-depth - 2 hour session of Resource Respond Rescue for Helena Valley Primary School. When asked what could cause the bushfire to breakout, Jett heard the best answers he has ever gotten from a classroom. This class is used to Project Based Learning, explaining their fantastic performance.

Adam and Jett running an in class PD session at Como Secondary College - the students of this specialist STEM class performed amazingly as a team.

CoRE Games - Engagement and Impact

The NSW Games Circuit

During November, Adam had the privilege of visiting six schools across New South Wales, thanks to sponsorship from the Australian Institute of Geoscientists. Covering nearly 1000km, he introduced students and teachers to CoRE Learning Foundation's Gamifying Earth Science initiative, showcasing Old as Dirt! and Resource! Respond! Rescue!

The journey started at Brisbane Water Secondary College - Umina Campus on Monday morning, followed by Ettalong Public School in the afternoon. By the end of the week, Adam had also visited St James Primary School, Neumeah High School, Gilroy Catholic College, and Shellharbour Anglican College. Despite the extreme heat—hovering close to 40 degrees each day—the energy and enthusiasm of the students and teachers were unwavering.

The games were met with excitement, with students diving into the challenges with curiosity and enthusiasm.

One student shared their thoughts on Old as Dirt!:

"What I enjoyed most about this game was that I learnt so much about different types of rocks and the methods of which rocks are classified. Playing the game had a range of emotions, from being competitive to getting the right answer and proud when I knew which rock type it was. The skills or abilities I learnt while playing the game were communication, teamwork, creativity, problem-solving, and making educated guesses with the facts in front of me."

Another student, reflecting on Resource! Respond! Rescue!, said:

"Playing the scenario made me curious about other mitigation strategies that can help not only in earthquakes but in other natural disasters."

Hearing such feedback reaffirmed the impact of these immersive learning tools.

CoRE Games - Engagement and Impact

Highlights of the Trip

One of the most rewarding aspects of the trip was ***connecting with innovative educators.*** It was fascinating to hear that the challenges they face in innovating education are strikingly similar to those in Western Australia. These discussions inspired ideas for future collaborations and reinforced the importance of initiatives like ours in bridging gaps in STEM education.

Another highlight was witnessing ***the sheer excitement of students engaging*** with the games. One student even took the time to excitedly share their personal rock collection, a moment that underscored the power of sparking curiosity through hands-on learning.

Looking Ahead

As the week wrapped up, Adam left NSW with a sense of accomplishment and excitement for the future. Based on the overwhelmingly positive reception, CoRE is exploring the possibility of returning in the first term of next year to further expand the program's reach.

Trips like these remind us why we do what we do at CoRE Learning Foundation. By bringing ***interactive and innovative STEM education to schools,*** we are not only making learning fun but also preparing students for future challenges with critical thinking and problem-solving skills.

Thank you to the Australian Institute of Geoscientists for making this incredible journey possible and to the schools, educators, and students who made it unforgettable!

CoRE's #therealclassroom

Creating their dioramas for the Sizzling Summers PBL

ACC Y5/6 students presenting their Town Hall on HMS

Baler Y3/4 students making the Hedland Spoil Bank

Underpinning the CoRE Learning Model Philosophy and its student-centred approach is the quote below that sums up #therealclassroom -

"Don't tell people how to do things, tell them what to do, and let them surprise you with their results"

George S Patton

At the Kent Street Resources Challenge

Norseman students in the Met Lab at IGO's Nova Mine Site

Kalgoorlie students on their Super Pit Field Trip

Kalgoorlie students showcasing their cable cars

CoRE - #Fieldtrips



Carnarvon Christian School embraced #therealclassroom when 40 students from K-PP and years 4 -6 wandered through the riverbed of the mighty Gascoyne River as part of their 'Rock'n'River and Electric Ice PBLs respectively.



Students from Norseman District High School visited the Nova Mine Site. The two day event, had the students enjoy camp life, experience first aid and emergency services, tackle turbidity in the Met Lab and listen to a very comprehensive mining talk from James Fox.



A wet day in Kalgoorlie didn't stop CoRE Students from enjoying their field trip to the Super Pit and Hannan's North Tourist Mine, using this real-world experience to enhance their cable car design for their 'Golden WA' PBL. The field trip complemented the PBL as a means for students to investigate and diversify Kalgoorlie's economy, by adding to its tourism potential through the design of a cable car system that operates over the Super Pit.

CoRE - #Fieldtrips



ACC Year 9 students spent a day at the Chevron Building immersing themselves into the energy business and its value chain from exploration, production and use of this natural resource. A standout feature of the visit was the students' time in Chevron's virtual reality room. They experienced an offshore platform simulation used for maintenance and safety training. It was an eye-opening demonstration of how cutting-edge technology, including gaming concepts, is applied in real-world settings such as science and engineering.



This three-day field trip to the South-West provided insights into Earth's geological and cultural history, from exploring the ancient limestone formations and story of the Ngilgi Cave to understanding lithium extraction processes at the Talison Lithium Mine and observing the unique geological setting of the basaltic rock formations at Wyalup-Rocky Point in Bunbury, to the ecological significance of thrombolites at Lake Clifton. This Field Trip gave the students an opportunity to connect knowledge from PBLs in Year 7 through to Year 9.

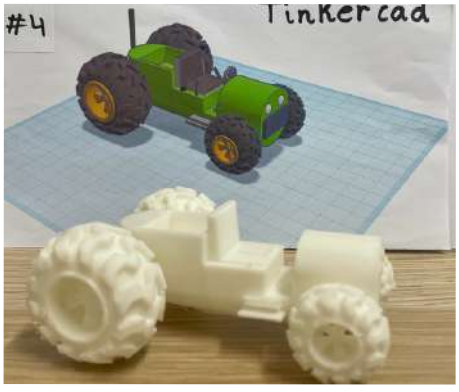
CoRE Schools

ACC - Showcase and Secondary Town Hall

To conclude the year, we hosted a vibrant showcase highlighting the diverse projects completed by our students. This event provided students a platform to engage with a wide audience as they explained their work. Among the attendees were our school's board chairman, representatives from BHP and the CoRE Foundation, students, teachers, and parents.

The event began with student presentations across Years 5 to 9, sharing how the CoRE programme has influenced their learning and personal growth. Many students reflected on how CoRE has enriched their understanding of STEAM concepts while fostering essential skills such as collaboration, leadership, and communication.

Following the showcase, the town hall session featured presentations from each Business Unit (BU), where students highlighted their semester's learning journey. The ***Year 7s explored Golden WA***, focusing on the iconic Kalgoorlie Super Pit. Their presentation delved into Western Australia's rich gold-mining history, from Paddy Hannan's 1895 discovery to the engineering ingenuity of the Mundaring Pipeline that sustains the industry and the Super Pit today.



Meanwhile, the Year 8 and 9 students presented their work on ***Feeding the Future***, which examined the role of hydrogen energy in sustainable agriculture. They demonstrated how renewable energy can produce green ammonia for fertilisers, supporting food production while reducing carbon emissions.

The event was an excellent opportunity to celebrate the students' achievements and showcase the impact of the CoRE programme on their academic and personal development.

Mitch Lastrilla, CoRE Coordinator

CoRE Schools

'**Merredin College** - "This month saw the second ***Wheatbelt CoRE Resources Challenge***, with schools (Beacon, Koorda, Bencubbin, Kelleberrin, St Mary's and Merredin College) from surrounding districts coming together for an epic day of challenges, problem-solving and making new friends, all judged by the wonderful staff from Ramelius Resources and the enthusiastic Suzy Urbaniak and let not forget the year 9/10 mentors who displayed amazing leadership skills supporting the younger students. Students experienced taking 'gold' from pit to mill and raced against the clock to gain points to determine the overall winner for the day. St Mary's School slid in to take the title, winning by 0.5 points in a cliffhanger of a day.

Here is some of what students and teachers had to say:

- Suzy and her speeches were amazing.
- The helpers were really kind.
- Separating the marbles from the clay was fun.
- The students loved how they had to include everyone and there were jobs for all.
- Being able to cooperate.
- The atmosphere the day brought.
- It was great for the students to complete some activities outside of the classroom.
- Students enjoyed the friendly competition between other schools and Chloe and Malakai were great mentors for the Dolly Pot group."

Deb Cartwright, CoRE Wheatbelt Coordinator

Ramelius Resources have supported the Wheatbelt Resource Challenge for 2 years, bringing together 7 schools from across the Wheatbelt to enjoy this carnival event that specifically models the gold mining activities from Ramelius mine sites in the area.

CoRE Schools

Tom Price Senior High School

"Year 7 CoRE students have been investigating gorge formation by simulating gorges formed by weathering and erosion. Students have applied scientific understanding to plan, conduct and write a scientific investigation report on their findings. The ***Year 7 PBL is Karijini - An Oasis of History in the Pilbara***

Year 9 CoRE students have been exploring the geological formations that result at tectonic plate boundaries. In particular, students are studying the process of seafloor spreading at divergent boundaries. ***Year 9 PBL - The Pilbara – A Rich Resource for FUTURE CRITICAL METALS - Engineering Earth 2.0 Discovering the roles of plate tectonics in Exoplanets***

Year 10 CoRE students are studying the life cycle of a star and are planning how they will communicate their understanding of this through a creative outlet. Some students will be applying their knowledge of stellar evolution through cooking, interpretive dance and puppet performances." ***Year 10 PBL - A journey through time and space.***

Divergent Plate boundaries, having fun with cooking to simulate real world macro processes.

Zane Greaves, CoRE Educator

Beacon Primary School

"Students have been busy working on their **PBL#4 Paddock to Plate**. The focus has been on PC#5- Students harvest their crop of spinach to make pesto. They experimented with plant growth and also make a salad using class-grown lettuce. Students used mathematic skills to make a bulk batch of pesto, creating a production line to ensure roles and responsibilities of students. They designed and advertisement to prepare to sell the products using persuasive devices. Students also discussed profit and loss opportunities by making a budget for this business."

Lisa Clark, CoRE Educator

Over the years, the students from Beacon have turned their PBLs into an entrepreneurial adventure, making candles, bath bombs and now pesto! At this school, PC #5 becomes that business adventure for them, where they sell their products at the local Co-op to fun raise and they always profit! Well done! This is truly a great example of #therealclassroom

CoRE Schools

Kent Street Resources Challenge

“This month, Kent Street held our annual Resource Challenge where we had 150 local primary school students to come onsite. They built and simulated underground mining in mine sites of 15 miners with the assistance of 2 mine managers. The mine managers are our current year 10 CoRE students who did a fabulous job on the day putting their transferable skills to work!”

Carol Xu, Kent St CoRE Educator

Three local primary schools brought the excitement to life, forming nine energetic teams—or "mine sites"—each named after an underground-mined ore. The students transformed into fearless "miners," guided by their Year 10 "Mine Managers" in an epic day of hands-on adventure!

Their mission? Build underground tunnels, race to haul ore, process it by separating valuable minerals from waste, and finally, tackle the challenges of mine closure and environmental rehabilitation. The stakes were high, as sharp-eyed judges from Gold Fields, Argonaut, Ramelius, and the CoRE Learning Foundation (represented by Adam Brooks) kept score.

The competition was fierce, with every team digging deep (pun intended!) to secure the win. But in the end, it was the "Copper Crusaders" from Kensington Primary School who emerged victorious, claiming the top spot in this thrilling mining showdown!

Not even the rain could dampen the day—it only added to the authentic "underground" vibe! This action-packed event wasn't just about fun (although there was plenty of that); it highlighted the powerful connection between real-world problem-solving and STEM learning. Students honed essential skills they'll carry into the future workforce, proving that the #realclassroom is where adventure meets discovery!

CoRE Schools

The Inaugural Geraldton CoRE-APEX Town Hall: A Roaring Success!

CoRE APEX Year 8 superstars absolutely rocked their inaugural Geraldton CoRE-APEX Town Hall! They captivated the audience with their brilliant ***"Glorious Sands" PBL presentation,*** sharing their deep understanding of Heavy Mineral Sands with community members, parents, and esteemed representatives from Iluka Resources.
The room was electric with excitement and engagement! It was truly inspiring to witness young learners confidently sharing their knowledge and insights.
It was truly inspiring to witness these young minds shine so brightly. Their confidence and clarity as they presented their work were nothing short of amazing. Under the expert guidance of their dedicated educator, Kayleigh Kimber, these students have truly blossomed and discovered their full potential.



Bencubbin Primary School

Wow! The Aurora this year has been absolutely breathtaking, painting the night sky across the Wheatbelt with vibrant hues. It's incredible to think that so many people at lower latitudes had the chance to witness this natural wonder.
The Bencubbin CoRE students' ***'Southern Lights and Sizzling Summers' PBL project*** is a fantastic example of how STEAM learning can ignite curiosity and creativity. By capturing the aurora in their own artwork, these young artists have not only expressed their artistic talents but also delved deeper into the science behind this mesmerising phenomenon.
It's fascinating to consider the conversations and questions that must have arisen as they explored the colors and patterns of the aurora. How does the sun influence this celestial display? What causes those incredible swirls and curtains of light?
This project is a testament to the power of integrating art and science. It's a reminder that learning can be both beautiful and thought-provoking.


CoRE Schools

Tom Price Primary School

"This term students in Yr 4/5 have been working on PC#3 from their ***'Summer Storm'in' PBL.*** They completed their bushfire drawings using charcoal but also added additional effects with pastels to emphasise the intensity of bushfires. The diversity of their sketches was amazing to see, and all did an incredible job. They have also been working diligently on their replica of a bushfire effected landscape resembling Tom Price. It has been pleasing to see their high engagement and collaboration, and the creativity that has gone into their dioramas is outstanding. Unfortunately we have not had the opportunity to take photos as our timetable has had continual interruptions this term.

Given we had torrential rain and flooding recently, including what has been termed a 'mini tornado', students have seen first hand the effects of summer storms. Our rainforest has been destroyed, our town had significant damage to public areas, with large trees uprooted and branches strewn throughout the town, flooding in many parts of the central area of Tom Price, and significant damage to building structures, predominantly fences. We are sure there are more summer storms on the horizon too!

Next week we will move onto PC#1, the investigation, to complete the program."

Trish Chapman, CoRE Educator

CoRE Schools

Baler Primary School

The Year 3 and 4 Baler CoRE students have been busy exploring the fascinating world of sand dunes with their ***"Spoiling the Bank" PBL project.*** They've been channeling their inner artists to create a stunning model of Hedland's Spoil Bank, a massive sand dune that has been shaped by the forces of nature over time.

To gain a deeper understanding of the size and shape of the Spoil Bank, the students have been conducting investigations into the forces that shape sand movement.

They've been observing how wind and water can transport sand particles, creating ripples, dunes, and other fascinating formations.

This hands-on learning experience has allowed the students to develop their creativity, critical thinking, and problem-solving skills. They've also gained a greater appreciation for the natural world and the forces that shape our environment.

We can't wait to see what these young scientists and artists come up with next!

North Tom Price Primary School

“During Semester 2 at North Tom Price Primary Schoo,l we continued with our ***Summer Storming PBL.*** The business units collaborated extremely well together to create a ramp to replicate a flood, so they could measure the velocity of water. They each had a different design, however, as they began to build they realised some design flaws and made adjustments accordingly. During the testing stage they were able to see if their flaws proved successful. During the steps of testing it became apparent to the units that flooding moves **A LOT** of sediment. There was some new learning as the velocity was calculated and hypotheses challenged. It was a brilliant way to see the year out!

Val Aben, CoRE Educator

CoRE Schools

Joseph Banks College

Year 7 - Invasive Species PBL

To kick off the term, our Year 7s in CoRE have been exploring the adaptations of plants to disperse their seeds and reduce ***intraspecific competition.*** After conducting a weed survey of the Joseph Banks grounds, it was determined that wind seed dispersal is the most commonly utilised method for introduced species in the local area. Students then returned to the class to design their own wind seed carrier and investigate the influence of seed mass on dispersal travel distance.

Year 8 - Mining Mars PBL

This month, Year 8s in CoRE have been linking their ***knowledge of Earth's rock and mineral features to Mars*** and how we can compare the two environments. Students have investigated a Mars surface to determine the presence of water through sulphite testing. They have begun designing an autonomous machine to perform a specific task on Mars and presenting the solutions to an issue with colonising Mars.

Year 9 - Asteroid Mining PBL

This month has seen our Year 9 CoRE classes apply their knowledge of ***asteroid exploration satellites*** to design and construct their own model satellites to carry out the purpose of sample collection from a specific near-Earth object.
Business Units began their research by deconstructing various satellites through AR to better understand their components. All Business Units are now hard at work constructing their final models through various mediums; from recyclable materials to 3D printing.

Nathan White, CoRE Coordinator

The four teacher CoRE team at Joseph Banks planning and PBL writing for 2025.

CoRE Highlights & Events

What an incredible honor to be selected as the host for ***IMARC's Next Gen Day***, sharing the experience with approximately 150 enthusiastic Year 9 students! And it gets even better—Newmont sponsored CoRE's 27m² Gamification Booth, right at the center of a conference buzzing with over 9,000 international delegates, marking a remarkable 21% increase from last year! To say that CoRE is overflowing with pride over this partnership is truly an understatement.

A fantastic team of four CoRE champions flew to Sydney to showcase CoRE Learning through our exciting Gamifying Earth Science Initiative. The week was a whirlwind of energy, featuring a dynamic panel discussion focused on enhancing education for the future workforce.

Next Gen Day was a tremendous success, with standout moments including a kickoff presentation by CoRE alumni James Fox and Jett Coletti. Their discussion was as captivating as a late-night talk show, highlighting the benefits of CoRE Learning and connecting students to real-world career opportunities.

The roundtable discussions with 12 industry experts were vibrant and sparked deep conversations. Both the seasoned professionals and the 150 Year 9 students left with their minds buzzing. Following these discussions, students engaged in an exciting Exhibitors floor walk, where they flocked to the ***Gamification Booth***, creating the liveliest atmosphere as they engaged in Coring and Exploring. The following day, around 100 primary school students joined the fun, keeping the excitement alive!

We had six Newmont graduates on hand, assisting at the booth and participating in the roundtables, while adults joined in with games like Anoxic Shock and Archaean Adventure. We forged numerous industry connections for future sponsorships, but the true victory at this conference was the overwhelming awareness generated for CoRE across the nation and within the industry. It was genuinely heartwarming to feel such support for CoRE—what an amazing experience!

CoRE Highlights & Events

ACC joins CLF at the Perth Gem & Mineral Show - It was a privilege to receive the exclusive naming rights for this remarkable Perth Community event, which highlights the beauty of Western Australian rocks and minerals as well as the significance of Earth Science education. CoRE showcased its games and learning model prominently at a double-sized booth. The initiative was further enhanced by the enthusiastic participation of CoRE ACC Year 8/9 students, who effectively displayed and communicated their learning to the numerous visitors at the booth. Attendees were highly engaged and impressed by the students' confident connections between their education and the real world. The Pit-to-Port PBL analogy, which utilised the cardiovascular system, stood out as a particular highlight for many. Consequently, several unexpected educator leads were generated.

Having naming rights also allowed CoRE to feature a double-spread in the conference handbook, deliver an introductory speech, and participate in the conference's opening declaration, as a charity recipient of the rock auction. Additionally, CoRE's logo was promoted on all PGMS marketing materials.

The CoRE games workshop was entertaining, adapting smoothly to suit the audience and the atmosphere of the session. The fossicking trays consistently attract children, and special thanks to Deb Cartwright for providing the copper oxide samples that were broken down for the ore. The Geo-Pick Competition is another beloved feature at the CoRE Booth. Children genuinely enjoy rocks, and approximately 160 of them came to participate for a chance to win. Ava Hammond was the winner, and she aspires to become a geologist!

The primary goal was to investigate the Homeschooling Market and gather leads with the intention of offering a service that promotes Earth Science and STEM Learning through CoRE games and field trips. A considerable number of leads were collected for integration into the eagerly awaited CoRE Homeschooling kick-off event scheduled for early 2025**.**

Ava Hammond, winner of CoRE's PGMS GeoPick Competition. Ava is planning on becoming a geologist!

Showcasing CoRE Games in the CoRE booth.

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GOT QUESTIONS? CONTACT US.

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