

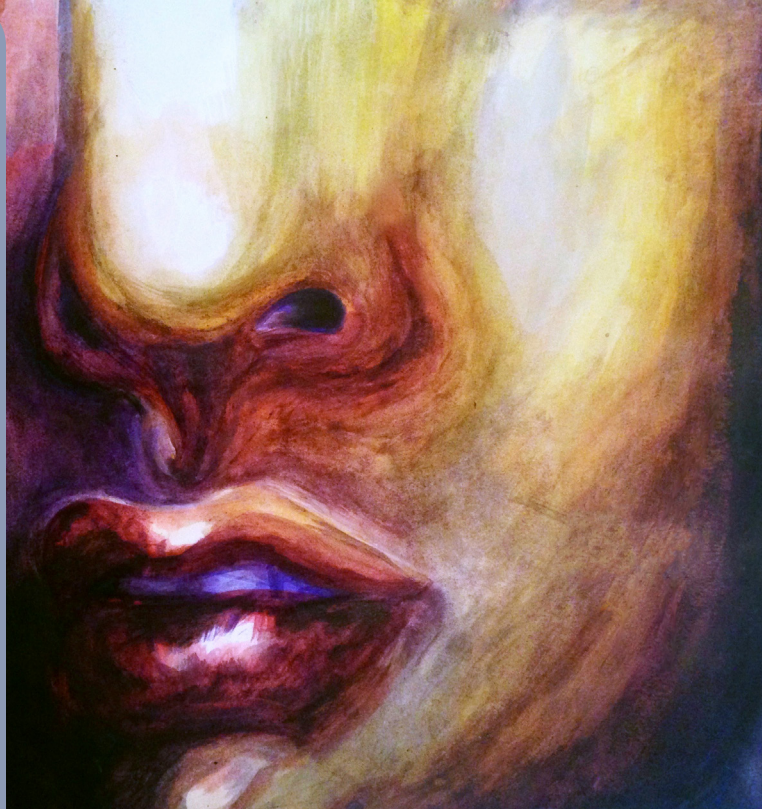


SIDE

School of Isolated and Distance Education

# INSIDE VIEWS

TERM 2 – JUNE 2017  
VOLUME 2



Year 12 ATAR Elkia

## From the Principal



Noel Chamberlain  
Principal

### Yirra Yaakin Theatre Company

We are excited to announce a new partnership established with Yirra Yaakin Theatre Company. Yirra Yaakin (Yir-raarh Yaarh-kin] which means “Stand Tall” in Noongar language, is one of Australia’s leading Aboriginal performing arts organisations producing award-winning, world-class theatre. Yirra Yaakin will be providing

performances and workshops aimed at engaging the community with positive cultural and education messages to Aboriginal and non-Aboriginal communities throughout WA. This year, SIDE will host three recorded performances and opportunities for students to engage with actors through Saba. The plays will be:

- Boodjar Kaatijin - Through a collection of four stories based on Noongar knowledge and storytelling, audiences will learn about The First Sunrise; The Creation of Kings Park and How the Kangaroo Got It’s Colour; How the Echidna Got Its Spikes; and The Creation of Wave Rock and the Stars.

- Noongar Shakespeare Sonnets - The aim of this program is to teach Shakespeare’s sonnets in traditional Noongar language to upper high school students aged 15+. The aim is to create a better understanding of Noongar culture and the process of adaptation, while at the same time, providing students with a meaningful introduction and engagement with Noongar language. In addition, students are also given an introduction into the new and emerging poetry of the Noongar language.
- Yirra Yarnz - emerging playwrights presentation to work with Senior School English students.

All staff will be participating in the **Respect Yourself, Respect Your Culture** program, which represents Yirra Yaakin’s and SIDE’s ongoing commitment to the cultural health and wellbeing of all. The aim of this project is to invite people to explore with a range of questions relating to culture and their experience of it:

- What does culture mean to you?
- What is culture?
- How does this affect you? Your family? Your community?
- What is the role of the past in defining the present?

### Nationally Consistent Collection of Data

We are currently contacting parents and carers of students with a disability and/or learning disability. More information is provided on the school’s website. Please contact us if you have any questions.

## This Term’s Issue

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## English

The English Learning Area has enjoyed a busy and productive Term 2 consolidating learning opportunities for our students with exciting activities and resources, including the embedding of our **WordFlyers** literacy resource into Moodle courses for Years 7 to 10, lots of exciting **Professional Learning** for English staff, and travel to visit and work with our students.

### Welcome to English Staff



From L-R: Esperanza Stein, Amy Rosato and Donella Grieco

Esperanza teaches Year 10 English and Year 11 General English and provides Teacher Relief. Amy teaches Year 7 English and is a Teacher Librarian in the SIDE Resource centre. Donella teaches Year 8 and 9 English, Year 11 General and Foundation English and is co-writing EAL/D courses with Silvana

Patorniti.

### Term 2 Activities

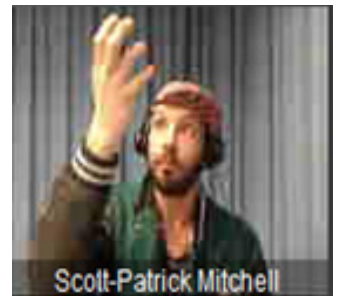
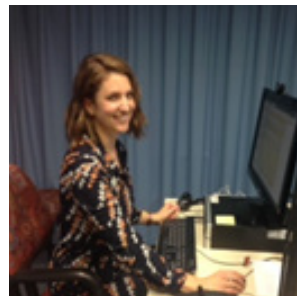
The **Reading Room** forum in Moodle has seen an explosion of activity, including lots of Book Reviews posted after **Wide Reading** Saba lessons, delivered by our great Teacher Librarians. Students are discussing and evaluating their reading.

The **Red Room Poetry Competition** has seen students writing poetry with Susan Cullen and Amy Rosato in **The Red Room** poetry page in Moodle. Special guest performance poet **Scott-Patrick Mitchell** delivered several fabulous workshops to Year 7-11 students on creating a poem inspired by a talisman.



From L-R: Scott-Patrick Mitchell with Susan Cullen

Scott-Patrick Mitchell is 'one of the most diverse and original emerging poets working in Western Australia today' (George Anderson *Bold Monkey*). We love shoes so Scott-Patrick Mitchell's winged shoes created much excitement and provided the talisman for his poem *Talaria* which he showcased in his Saba sessions.

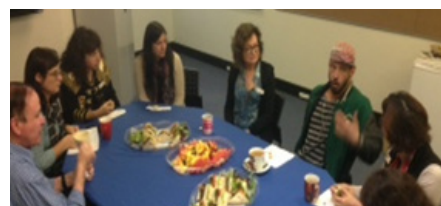


From L-R: Amy Rosato co-presenting with Scott-Patrick Mitchell



Students were able to watch someone who writes poetry and learn how they do it. A sample of his winged shoe talisman poetry object *Talaria* is above.

When Scott-Patrick joined the English Learning Area staff for morning tea, he entertained them with wonderful stories of his experiences in performance poetry.



## Professional Learning in Term 2

SIDE English staff engaged in a wide range of Professional Learning.



Jenny Crowe, Susan Cullen and Cathy Lamers attended the **2017 State Conference of the English Teachers' Association of WA** on the theme of **Storytellers**.



Keynote Speaker was the amazing and energising **Rachel Perkins**, founder of *Blackfella Films*, director of feature films including *Jasper Jones* (2017) and *Bran Nue Dae* (2010), *Blood Brothers: Freedom Ride* (1993), television film *Mabo*, tv series *Redfern Now* and documentary series *First Australians*. Rachel is the daughter of Aboriginal activist, Freedom Fighter and politician Charles Perkins (1936-2000). She flew in from showcasing her film *Mabo*

in Johannesburg the day before and was driving up to Kununurra the day after the Conference. Her strong message was that stories need to be heard as they can be transformative and empowering.

Also speaking at the Conference was poetic and insightful Geraldton-born writer and award-winning musician, **Sam Carmody**, seen below with his biggest fan, Cathy Lamers. Sam presented the Alex Solosy Memorial Lecture. His first novel *The Windy Season* has received much acclaim since its release in August 2016. It was shortlisted for the 2014 Australian Vogel's Literary Award. Sam currently lives in Darwin and lectures in creative writing at the Batchelor Institute of Indigenous Higher Education.



From L-R: Cathy Lamers, Sam Carmody and Jenny Crowe



From L-R: WA author A.J. Betts with Jenny Crowe, spoke at the Plenary Session

Other Professional Learning undertaken by teachers included: **Differentiation in the Classroom**, attended by Donella and Silvana. **Visible Thinking** with **Project Zero** guru **Mark Church**: Narelle Carlon and Susan Cullen attended two amazing days on **Cultures of Thinking** which develops a classroom culture where ongoing sustained dialogue is encouraged. **Creating Video Lectures to Support a Flipped Classroom** was attended by the entire English LA team.

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**Developing Culturally Responsive Teaching and Learning for all Students** was attended by Donella, Silvana, Susan and Jenny. At **The School in the Clouds workshop**, **Prof. Sugata Mitra** explained how his ‘hole in the wall’ experiment, which involved putting a computer connected to the internet in the wall of a slum next to his office, revealed how children naturally form groups to learn, without teachers present. This experiment led to the writing of *Slumdog Millionaire*. This feature film is studied in Term 3 by the Year 12 ATAR English students at SIDE so it was great for Jenny to hear about its genesis in the words of the man who started it all.

**The 2017 Curtin University English and Literature Conference**, attended by some Year 12 ATAR students and teachers, offered an opportunity to go to lectures designed to add value to ATAR understandings. These will be shared with those SIDE students who could not attend.



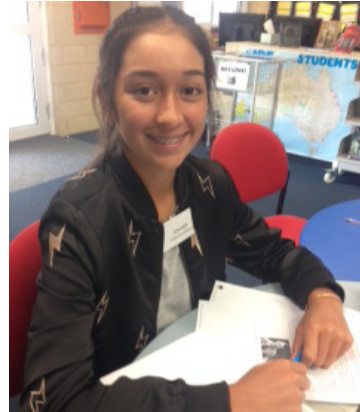
From L-R: Hana and Penelope at the Curtin Conference

**SIDE’s new relationship with Yirra Yaakin Theatre in Subiaco.** Yirra Yaakin which means Stand Tall was established in 1993. In 2017 the theatre has entered into a relationship with SIDE. The English Learning Area through this relationship will develop closer ties and stronger cross-cultural understandings. Stay tuned for details. Offerings in 2017 include its powerful production of *Conversations with the Dead* about the impact of the Royal Commission into Aboriginal Deaths in Custody and *Sista Girl* about identity, grief and family.

## WordFlyers

### Year 10 Student Voice Feedback on WordFlyers:

**WordFlyers** is now embedded in Year 7-10 English courses to support students’ literacy. This comprehensive feedback from Year 10 student, Crystal (below), explains what it offers to students:



*I am writing my feedback for **WordFlyers**. I think it is such a great experience for students, and I have incorporated it into my daily English routine. I like **WordFlyers** because of the tutorials and the categorised activities, each testing different aspects of English. For example, **Vocabulary, Punctuation, Grammar, Writing and Comprehension**. My favourite category is **Writing** because it is challenging and includes new information that I can write notes about. For example, I have written notes on all of the different types of verbs and sentences that **WordFlyers** has explained to me in tutorials. For example, modal verbs and abstract nouns were explained in good detail and helped me to understand them more.*

*I definitely enjoy the range of stories and extracts because they are all different. There are extracts from narratives, videos, informational extracts, different types of articles, factual texts and texts with the author’s opinions on a topic. I have completed **Gate 2 in WordFlyers**, and can say that I have learnt a lot of information from the texts, as well as analysing them to learn about how they are written. For example, about *The White Mouse*, I learnt information about an Australian hero, Nancy Wake, as well as analysing it for the origins of the technical words used, the different types of nouns and sentences used and the features of short biographies. I definitely enjoy doing the activities in **Wordflyers**.*

*For me, **Vocabulary and Punctuation** are the easiest categories, and **Writing, Grammar and Reading Comprehension** are more challenging because they have*

more content in the tutorials. However, they have been set out in a way in which it is easy to remember what is being taught and has examples which assist in explaining the different things to learn.

I think **WordFlyers** is beneficial for students because it is a fun way of learning, it is encouraging, gives good feedback, and is unique in its own way. I particularly enjoy having the texts and tutorials being read aloud as I read along, because it helps to remember the content. It is motivating because as you learn different things as you analyse a text and complete activities, you gain points which you can use to travel to new places. When you travel to new places, you can buy souvenirs for yourself or classmates, which I like because it encourages people to participate. Also, facts about the place you have travelled to are provided. **WordFlyers** is such a great website for learning! I also really like how an added 500 bonus points are rewarded for when you score 100% for an activity.

So far on my **WordFlyers** experience, I have completed **Journey 4 Gate 2**, and have acquired 187,000 points. I have travelled to Paris, Cairo and Los Angeles, and bought souvenirs for myself. I spend half an hour a night on **WordFlyers**, and have found that I have learnt a lot about analysing a text and understanding how it is written and what English tools have been used to write it. This is beneficial for my learning and helps with my learning in English at school. It is a learning website that I will continue to use.



From L-R: Crystal, Samuel and Monique enjoy WordFlyers

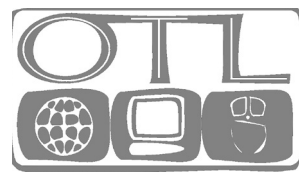
It has been a busy and productive Term 2, indeed!

**Jenny Crowe and Cathy Lamers**

## Online Teaching and Learning

### Bring the world to our students

Our web-conferencing tool, Saba Classroom, is not just for everyday lessons. SIDE's Online Teaching and Learning (OTL) team facilitates many online special events for students. Here's a sample.



### Cybersafety



Office of the Children's  
**eSafety Commissioner**

SIDE pioneered the delivery of the Office of the Children's eSafety Commissioner's cybersafety program in Western Australia. SIDE's OTL team has enjoyed collaborating with the Office for several years to deliver innovative cybersafety content to our students via Saba. A record-breaking 61 students have attended these sessions so far this year, and students who have been unable to access the live sessions have made use of the recorded sessions. This term students have enjoyed the sessions *Secret Security Business* and *Keeping Safe in the Game*. Next term, the program will continue with the sessions *The Internet and the Law*, being delivered to students in years 7-11, and *Being a Good Bystander* for students in years 4-8. For more details on these sessions, see the SIDE Website.

OTL recommends that all students attend these valuable sessions.

### Cybersafety resources for parents



The Office of the Children's eSafety Commissioner also offers extensive resources about online risks, managing technology in the home, and strategies to help parents keep kids safe online. Parents can access these resources at [www.esafety.gov.au/education-resources/iparent](http://www.esafety.gov.au/education-resources/iparent).

Images courtesy of The Office of the Children's eSafety Commissioner

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## Authors online

Hosted by our Library Resource Centre, in collaboration with the English Department, these popular sessions see well-known children's authors connect with our students and discuss their works.

Our second author online this year was Norman Jorgensen, a West Australian author who has written many books for children. During his visit with SIDE this term, Norman spoke with students from Years 5-8 about his books *The Smuggler's Curse*, *The Last Viking* and *The Last Viking Returns*.

You can find more details of recent sessions at the Resource Centre Online blog (<http://sidercoblog.blogspot.com.au>)

## Red Room Poetry - performance poet

Hosted by the English Department, OTL enjoyed providing the technical assistance to deliver three fantastic sessions with performance poet, Scott-Patrick Mitchell via Saba. These sessions and performances were the first of their kind at SIDE and were enjoyed by students from years 3-11.

**Narelle Carlon**

**Ross Manson**

Online Teaching and Learning

## Humanities and Social Sciences (HASS)

HaSS Team 2017

### History Teachers' Association of WA (HTAWA): China Revision Seminar

*The HTAWA seminar on the 6th of May, proved to be a wonderful opportunity to not only revise history content, but to meet other history students. The main aspects of the Unit 3 history course were revised and reviewed, focussing on the major events involving the Yan'an Soviet, the Great Leap Forward and the Cultural Revolution. It was a valuable opportunity to identify any 'gaps' in knowledge and to solidify this important content before the upcoming exams. Skills regarding essays and source analysis were also carefully examined and relayed, resulting in a much deeper understanding, and I'm sure, in more confident students. Meeting the other SIDE history students was also*

*a valuable aspect of the seminar, to be able to visualise the class now is a great aid in Saba lessons. All in all, the seminar was very important in improving and enhancing my learning experience, and I'm sure has begun to prepare us well for the coming exams, and undoubtedly we are all very grateful to Ros Keron, who led the China revision seminar and brought us all together.*

**Caitlyn**



Ros Keron and SIDE students:

Front row L-R: Caitlyn, Tamsin, Ros, Liana and Kristie

Back row L-R: Blake, Jasmyn and Jamiee

## Christmas Island Regional Visit

On the 9th May I was lucky enough to visit my ATAR Geography students at Christmas Island District High School (CIDHS). I was met at the airport by Greg Graffin, the Deputy Principal and SIDE Supervisor. He was very generous with his time while I was there and showed me the amazing and diverse landscape around the island. The students were very keen to spend time with me, even the



View of the Settlement

students I did not teach! The SIDE facilities at CIDHS are very impressive; they have a large common room and a



One of the local residents

smaller room where they can attend their online lessons in a quieter surrounding. While on Christmas Island I worked with my Year 11 students, Ranger and Natalia, on preparing for their Semester One Exam and adding more depth to their Malaria Inquiry. I also spent

time with Justin who is studying Year 12 ATAR Geography. We worked on developing his extended responses in preparation for his semester exam. The students all returned positive feedback from my visit and all had dramatically improved their results in the semester exam. A very worthwhile trip.

**Tracy Sterling**

## Year 10 History

Student reflection is a valued part of learning. We asked our Year 10 students to reflect on the five most important aspects of their topic on World War 2 and the Modern World in the post war era. We have included two of the students' responses.

### Hail:

*I am the person that doesn't really like History that much, but my dad is a history nerd, every day he would watch WW2 documentaries, dinosaur, Egyptians, everything pretty much. I wasn't aware that I was missing so much information when I had this course, I learnt the timeline and how it happened. I started to love HASS, with my dad's help we would always share information about things. The five important lessons I learnt in this subject are:*

- WW2 Timeline
- Holocaust Timeline
- How Germany had a massive inflation
- The Koalas that fought the Japanese
- Why countries declared Human Rights

*This course is fun but also quite stressing if you don't know what they are talking about. It is always good to talk to people to exchange and furthermore your information about things and to clarify information. It's hard to memorize all the dates but if you make a timeline you will map the dates inside your head.*

*Note: The Koalas were in fact the Militia who were Australians conscripted in World War 2. They were also referred to as 'chocco's' as the Australian Imperial Forces (AIF) believed they would melt in the heat of battle like chocolate.*

### Emma:

*I really enjoyed learning History this year, so far I particularly found the studies on World War 2 and source analysis sections very interesting.*

1. *I learnt about how the war impacted a lot of people and the way our modern society is structured today.*
2. *I learnt about Australia's history and input into the war including the Kokoda tracks, ANZAC's and an in depth understanding of what really occurred during 1945.*
3. *I learnt how to properly construct source analysis paragraphs and the important messages and clues to look for when annotating them.*
4. *I learnt about human rights and how the United Nations was formed through a lot of persistence.*
5. *Lastly I learnt about the importance of the treaty of Versailles and agreements made towards Germans punishments.*

### Dominique:

*To be honest, I actually enjoyed everything about this course believe it or not. I just found everything so intriguing and interesting I wish we could go into further depth with this topic. I especially enjoyed learning about WW2; like the main events. I always thought this era was black and white but I never thought that there was actually so much more to it.*

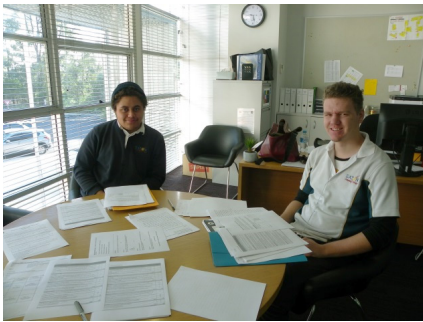
*The 5 most important lessons I learnt were:*

1. *It doesn't take a soldier with a uniform to do something 'heroic'*
2. *Just because someone is a different race to you, it doesn't mean they're inferior.*
3. *War is driven by hate*
4. *War doesn't just affect soldiers or colonels. It affects everyone.*
5. *It only takes one person with burning desire to make a stand of what's right*

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### South West HASS Student Seminar

On Friday 16 June Valda Puls, Ros Keron, Bev Meneghello and Jacquie Sandhu welcomed Year 11 and 12 students to a HASS seminar in Bunbury. This seminar was held at Manea College and covered a range of subjects including Economics, Geography, Modern History and Politics and Law. It was terrific to see students travelling from Hope Christian College, Eaton Community College, Bunbury SHS, Australind SHS, Dalyellup College, Collie SHS, Margaret River SHS and Cornerstone Cristian College.



Deputy Principal SIDE Jacquie Sandhu with Rhys from Bunbury SHS

Students worked together to investigate how to maximise exam performance and how to improve and build their independent learning skills. Teachers and students expressed the value of the seminar and the opportunity to work as a group and build confidence in their subject areas through interacting with each other.

### Bev Meneghello

Students who attended included:

Emily: Australind SHS

Rhys: Bunbury SHS

Lauren: Collie SHS

Jamiee: Cornerstone Christian College

Koby, Sean, Sahznae and Dane: Dalyellup College

Natasha, Rangi and Luke: Eaton Community College

Caitlyn, Blake and Thomas: Hope Christian College

Kate and Rory: Margaret River SHS

We would like to thank Andrew Healey and Manea Secondary College for allowing us to use their facilities for this seminar.



## Health and Physical Education

On the 24th and 25th May this term I travelled with two other teachers from SIDE to visit Exmouth District High School. We have 10 year 11 ATAR, one year 12 ATAR and three year 12 General students studying Health Studies at Exmouth.

We had planned parent meetings immediately after arriving in Exmouth from the flight. We then had a chance to see some of the sights of the town.

It was great to meet teacher supervisor, Jeni Wellman and the very hard working students of Exmouth, the next day. The SIDE room was large, but well set up with each student having their own computer and cubicle.

I was able to revise content with the ATAR students for their upcoming exams, which hopefully was very helpful. The year 12 General students are working ahead in their second and last semester of secondary schooling.



Senior school students in Health Studies have started their second semester of study after sitting exams or the Externally Set Task.

Lower school students finish their second semester of study at the end of Term 2.

### Resilience

Kirsty O'Halloran recently attended a professional development day looking at Resilience, one of our lower school topics.

Some interesting information for parents similar to what the students study in Health, is included here.

### Family Information Sheet on Resilience skills

Student resilience and wellbeing are essential for both academic and social development. Children who are confident, resilient and emotionally intelligent perform better academically. The skills these children also possess can contribute to the maintenance of healthy relationships and responsible lifestyles.

Research has shown that children who are resilient are also less likely to be involved in problematic alcohol or other drug use, or misbehave in antisocial ways. So resilience and drug education is important as it helps young people to learn the skills that will help them to be more resilient, manage their emotional responses and cope with challenging situations that may come their way.

These resilience skills include:

**Using humour in a helpful way** so when your children experience sadness or bad times, they can laugh at their mistakes or laugh with others to help put things in perspective and feel more positive and hopeful.

**Recognising their own strengths and limitations** to bounce back from setbacks and achieve new goals. Some teenagers only see what they can't do not what they can do. Knowing their ability strengths (eg good at running or art) or character strengths (eg fair and honest) can help your children to take steps to overcome problems and set goals.

**Using empathy** to help see a situation from another person's point of view, and understand how they are feeling. This will help your children to build positive and supportive relationships.

**Using leadership skills**, which are the social skills that help to build good relationships. These skills include: being a good communicator, finding the best in others, being adaptable, being able to stand up for their own values, problem predicting and solving, and being enthusiastic and self-aware.

**Setting SMART goals** that are specific, measurable, linked to actions, realistic and have a timeframe. Being able to set and achieve short and long term goals can add to your children's health and wellbeing.

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*“The strongest oak of the forest is not the one that is protected from the storm and hidden from the sun. It’s the one that stands in the open where it is compelled to struggle for its existence against the winds and rains and the scorching sun.” Napoleon Hill, 1883 -1970.*

*School Drug Education and Road Aware (SDERA) n.d., Family Information Sheet on Resilience Skills, .pdf, Government of WA, Perth.*

**Susanne Robilliard**

## Languages

*Learn a language and open the door to a bigger world...*

Congratulations to all students and staff for completing another busy term. We hope you will read with interest, the Language reports of our students from P to 12 and talk with your child about their progress in French, Indonesian, Italian or Japanese.

Now is a good time to reflect with your child on their progress in their SIDE lessons. Attending all online classes, and completing set work gives students the best chance of making good progress in their language program. Good preparation and organisation is essential for obtaining the best results possible at any level. Developing a good memory for vocabulary and phrases (ask teachers for tips), and not being afraid to use the language (even if you might be wrong) will give you a really positive start to acquiring a second language.

### Exchange Teacher: Mr Takuma Ito

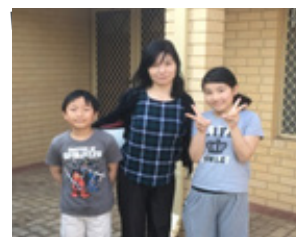


Welcome to our exchange teacher from Hyogo Prefecture, Japan – Mr Takuma Ito. We are very fortunate to welcome Mr Takuma Ito from Kobe Japan. Here is his introduction to you all:

*Minasan Konnichiwa, I am Takuma ITO, an exchange teacher from Hyogo prefecture. WA and Hyogo are sister states. Both states exchange teachers for one year. My wife, Mari ITO, is also an exchange teacher, who is working at Applecross SHS. And I have a daughter, Misaki, going to Applecross SHS in Year 7, and a son, Yuma, going to Ardross PS in Year 4.*

*We arrived in Perth on 3rd April. Perth very much.*

*I was born in Kobe, which is famous for Kobe beef. I have been teaching English for 18 years at Hyogo Prefectural Senior High School.*



*I am really happy and honoured to work at SIDE as an Assistant Japanese teacher. I believe that learning languages is a wonderful way to help you widen your knowledge of the world. Please enjoy learning languages!*

### Student and staff visits

Some of our teachers have been on school visits this term. Ary, our Indonesian Language assistant travelled south with some of our teachers to **Borden PS, Wellstead PS and Gairdner PS** and here is his reflection on his trip:



*That was my first school visit. It was so exciting because I could meet the kids. This journey took more than 4 hours, so we had to depart at 6am. There were 4 of us: Pak Andrew, Ibu Chavaune, Ibu Denise, and me as the young(est) one. They alternated driving along the way while I was supporting them by not bothering them (read: sleeping).*

*Finally, we arrived at Borden primary school as our first school. It was a quite small school with no more than 100 students. The people there were just lovely and friendly. They welcomed us with a red carpet rolled out (this is just my fantasy but they are indeed very friendly and kind). In this school trip, I was honoured to cook “Nasi Goreng” with the students. The students looked fascinated during the cooking; they enjoyed the fried rice. We did the same for Gairdner primary school. Overall, I enjoyed this trip and I am looking forward to another one.*

Ibu Denise also explains:

We explored the themes of ikan (fish) and nasi (rice) being staples of the Indonesian diet. We also read the story about Pak Yono and his rice paddy. This gave the students the chance to find out about the production of rice in Indonesian and an opportunity to see the similarities between rice and wheat farming. This is very relevant to many of the students who live on these types of farms.

The students showed their skills weaving fish from ribbon or card and also weaving topi petani (rice farmers' hats). Wearing Indonesian traditional clothing and their topi petani, the students then enjoyed playing a magnetic fishing game, which involved answering questions in Indonesian.

The craft activity was completed in rotation with cooking Nasi Goreng. Indonesian language was used to discuss the ingredients and utensils, while the students participated in the preparation and cooking. Enak sekali (very delicious) was heard many times as the students enjoyed eating what they had prepared.



Yong Mui travelled with Arielle Fernandes to **Northampton DHS** and writes:

Arielle Fernandes and I visited Northampton District High School on Wednesday 24 May 2107.

We spent some time with the Year 2 students painting Indonesian masks in the Art Room. The students were happy to have visitors and they were creative with their



paintings.

Later, we spent time with the Year 3 and Year 4 students. They produced number cards to be displayed in their combined classroom. This would mean that the Indonesian number words would be part of a word rich environment for the students.

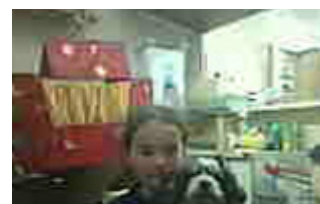


## Italian news

The Year 3 students at Cadoux PS have been trialling the new Italian Primary Glossary this term. They have been able to choose new words they find interesting and add it to their list. They were able to identify that most Italian nouns have a gender and able to use the word in a sentence. They could also predict in most cases how the word changed from singular to plural.

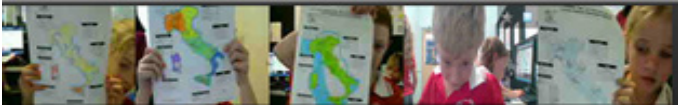


We had special visitors in class this term. The Carnarvon and Port Hedland School of the Air students introduced their dogs to the class. We were able to learn new vocabulary to describe our dog. Our biggest surprise was that our overseas students were able to introduce their dogs too. It was a fun and memorable lesson. Only Wiggles sitting on Jessica below sat still long enough to have a photo taken.



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The Yerecoin PS Year 3 and 4 class have been working very diligently this term. They were eager to share their mapping activity. They had to listen to a sentence in Italian and locate the correct city on the map. They were introduced to names of the seas surrounding Italy and then shaded the map.

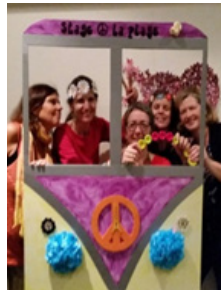


### Congratulations to Brigitte Blunsdon!

SIDE teacher Brigitte Blunsdon has received the Teachers of French Association Marie-Louise Laurent award for 2017.

This award recognises both excellence in the teaching of French and the recipient's contribution to the French teaching community.

The award was announced at the dinner following the Stage à la Plage conference on May 17.



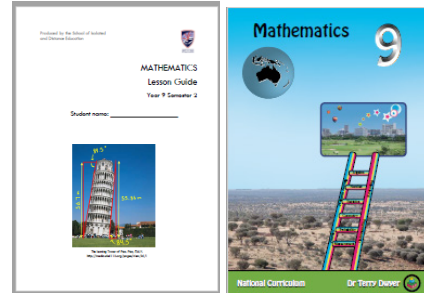
Congratulations also to Dominique in Year 10 who is one of the laureate prize winners of the Alliance Francaise Association's poetry recital competition. Dominique has been invited to attend an awards ceremony on Friday November 3rd. This year the students had to learn and recite a poem in French called 'Respire'. Well done!



## Mathematics

### Australian Curriculum Years 7, 8, 9 & 10

All students in lower secondary Maths classes are working from Lesson Guides and the text books written by Dr Terry Dwyer.



<http://www.drduyer.com.au/year9maths.html>

The Lesson Guides clearly show the expectations of content coverage and understandings broken down for each term, each week and each lesson. The text books are provided on loan from the SIDE Resource Centre.

Everything the student needs is housed within a Moodle course. The Moodle course contains the pdf of the lesson guides as well as the pdf of the text book. In addition to this students will find in Moodle interactive activities and support materials. Assignments must be downloaded from Moodle but Tests are posted to supervisors, or emailed if students are in a remote location.

Students in each year group are working on common curriculum content and have been sitting supervised tests and investigations. These tasks help with encouraging long term recall, consolidating knowledge and demonstrating application of the acquired skills. The tasks also assist teachers with grading students against the achievement standards published by the *School Curriculum and Standards Authority (SCSA)*.

Feedback from this structure has been positive.

Students in Year 10 who require extension work can access additional materials within their Moodle course, which provide challenging and rigorous coverage from an alternative text book by Cambridge. Students in Year 10 who find the standard pathway too complex are able to be placed on an easier pathway but must still sit the Common Assessment Tasks.

## Semester One reports

Reports for Years 7 to 12 Semester One will indicate a grade of achievement. Please be aware that this is not the final grade for the unit or course but a predicted grade. The final grade for the course will be decided at the end of the year.

## Saba lessons



Saba (Centra) lessons are offered for each class. The number of sessions offered will be dependent upon the number of students enrolled into that course. Should you have a timetable clash preventing you from attending a lesson with your teacher, then you are expected to watch the Playback of the lesson or join a lesson with another teacher who takes that course. Lesson content each week is shared amongst the teachers of that course.

It is also worth remembering that the Saba lessons cannot be considered as a direct replacement of the 4 lessons per week that you would receive in a face-to-face classroom. SIDE Saba lessons focus on key concepts and strategies on the content for the week.

## Senior School WACE courses

Courses that aim for university contribute to the ATAR (Australian Tertiary Admission Rank).

The courses in Year 11 and 12 are:

- Mathematics Specialist
- Mathematics Methods
- Mathematics Applications.

Mathematics Specialist cannot be studied alone but must be studied in conjunction with Mathematics Methods.

Non ATAR courses or General courses in Years 11 and 12 are:

- Mathematics Essential.

For students who need assistance with numeracy and have shown Category 1 or Category 2 in the OLN assessment, we offer in Years 11 and 12:

- Mathematics Foundation.

## OLNA

*Online literacy and numeracy assessment (OLNA)* tests assess basic literacy and numeracy skills that are considered essential for everyday life. WACE graduation relies on passing OLN numeracy (Category 3) or prequalifying by achieving NAPLAN Band 8. Students required to sit OLN may be currently in Years 10, 11 or 12.

Students who need to prepare for OLN (numeracy) are enrolled into the Moodle course *Mathematics numeracy skills (Maths skills)* where they can

- learn some strategies for how to answer multiple choice questions
- practice answering multiple choice questions
- learn skills with answering numeracy questions without a calculator.

## Mathematical Intelligence

We all require some numerical skills in our lives, whether it is to calculate our weekly shopping bill or to budget our monthly income. Flexibility of thought and lateral thinking processes are a few skills which are needed in order to solve these problems.

Mathematical intelligence generally represents your ability to reason and to calculate basic arithmetic computations. It also helps you to understand geometric shapes and manipulate equations. Have a go at these logic puzzles.

### *Guess the number*

What is the four-digit number in which the first digit is one-third of the second, the third is the sum of the first and second, and the last is three times the second? (Hint: work backward).

### *The Two Watches*

My brother and I can't seem to get our watches working properly. His consistently runs one minute per hour fast, and mine runs two minutes per hour slow. We nearly missed a party on Saturday because our watches were an hour apart and we looked at the slower one. How many hours had elapsed since we set both of them properly?



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## Optical illusion....with numbers!

This riddle MUST be done in your head and NOT using pen and paper.

Take 1000 and:  
 Add 40 to it.  
 Now add another 1000.  
 Now add another 30.  
 Add another 1000.  
 Now add 20.  
 Now add another 1000.  
 Now add 10.  
 What is the total?  
 Did you get 5000?



Clipart

Seems most people do.  
 The answer actually is 4100.  
 Don't believe it?  
 Try it with your calculator!

Guess the Number:  
 1349  
 The Two Watches:  
 20 hours

Carolyn Bone  
 HOLA Mathematics

## The Arts and Technologies

In this term's edition, we are showcasing some of the exciting production work happening in our Applied IT, Media and Visual Arts classrooms.



It's an exciting time for our Media Department. We now have an impressive collection of professional standard equipment that have been put to good use in a range of production opportunities.

- Year 7s represented themselves in a self-portrait photography project and designed a computer game cover.
- Year 8s have been learning about sound production and editing. They are currently applying these skills in their creation of a one minute film.
- Year 9s started this semester with a focus on film trailers. They have mastered photo editing software to create a film poster, then moved on to video editing

techniques to produce their own film trailer. They are currently showcasing these skills in their one minute film productions.

- Year 11 and 12 ATAR Media students have had a busy and productive semester viewing, responding to and producing media work. The focus in both groups has been on the role of media in our past, present and future. Year 11s have demonstrated impressive production skills in their Semester One Music Videos and are currently in the pre-production planning stage of their documentaries. Year 12s are applying their creative and technical skills to their ATAR Audio Visual Submissions. There are some impressive Art films and documentaries taking shape that we look forward to sharing with you in next term's issue.
- Developing creativity and improved production skills is central also to SIDE's Cert II Creative Industries course. This semester, students' production work has included music videos, photographic folios and they are currently working on their documentaries.

Our focus is on encouraging students to create media content for real world situations and we use entry into both State and National Competitions to encourage their interest in the diverse opportunities available in the industry.



For example, Year 8s and 9s are putting the finishing touches on their 1 Minute Films. The theme for this year's competition is 'tomorrow' and they have come up with some innovative entries for this

Australia and New Zealand wide Media competition.

This Semester, our Cert II students' documentary work follows the ABC Heywire competition guidelines. This annual initiative encourages young, regional Australians to share stories, ideas and opinions. Winners' stories are published on ABC radio and TV and they are invited to the prestigious, all-expenses paid Youth summit in Canberra.

Our partnership with the ABC Heywire producers has gone from strength to strength with online producer, Jonathan Atkins, running a fantastic Saba story-writing workshop this term. It was great to see the English Department support this collaboration too and encourage their students to not only attend the workshop but consider

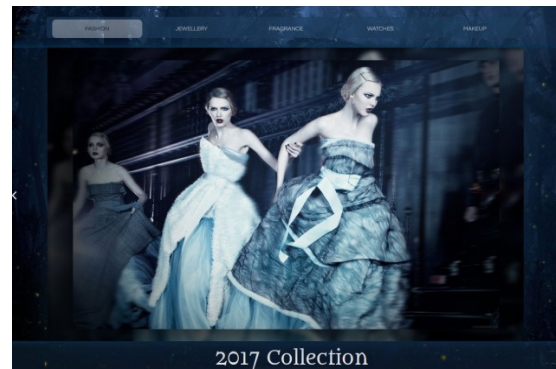
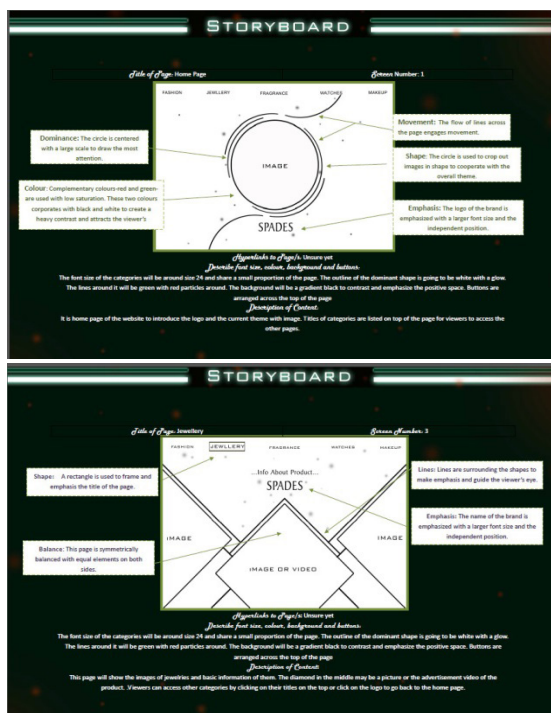
entering the Heywire 2017 competition with their unique stories.



Neil Berry and Rachael Macfarlane  
SIDE Media Team

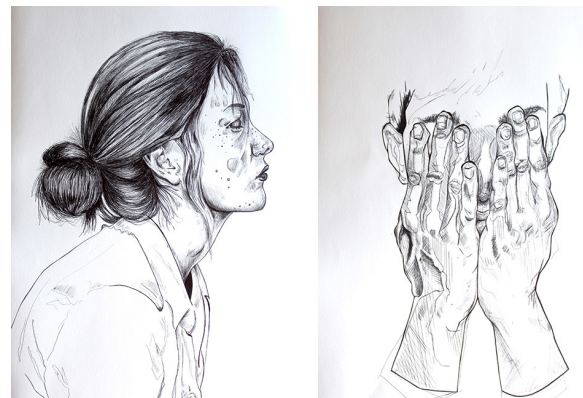
## Year 11 Applied Information Technology

My name is Serena Chew and I am the Year 11 Applied Information Technology Teacher. The class designed and created their own websites. Students created storyboards of their webpages. Then the class used wix.com and SiteBuilder.com to produce their websites.



## Visual Art News

Big congratulations go to Niamh and Ashleigh who were both selected for upcoming art exhibitions. Niamh's work will be displayed in the 2017 Meta exhibition held at Central TAFE (August 2nd- 18th). Ashleigh's work will be exhibited in the St George's Art exhibition held at St. George's Cathedral (July 15th- 23rd).



'Can you hear me?'  
Niamh (Year 12 ATAR)  
Black Pen on paper  
330 X 500 mm (2 drawings)

'This artwork conveys the youth of today and how our voices as well as opinions are not heard in society. Both portraits depict two young figures whose body language communicates the thoughts of feeling frustrated within society and the sense of almost giving up trying. The use of simple tools such as ball point pen and graphic pencil has interested me in recent times and I have created art works through the application of cross hatching and hatching.' Niamh G



*'A struggle against conformity'*  
 Ashleigh (Year 12 ATAR)  
 Acrylic paint on canvas  
 610 X 900 mm

'The screaming facial expression represents an individual and their struggles to stay their unique selves. The grey hands and paint imposing on the portrait represent how mainstream media and society pressure people with expectations that cause everyone to look the same.'  
 Ashleigh W

**Richard Wu Art Teacher**  
**SIDE Art Teacher**

## Science

Congratulations to all those students who have adapted quickly to the distance mode of education in Semester One. We have some wonderful students who have worked hard throughout the semester to complete all assessments on schedule. Strong partnerships between schools and SIDE help students to successfully complete their courses.

Many of our students at SIDE live and work in quite varied places and conditions. Independent learning is always a challenge. It is not unusual to have a Saba lesson attended by students in Ecuador, Bolivia, Malaysia, Germany, Saudi, Subiaco and Mullaloo all at the same time! Talking to some of these students, there seems to be some common strategies that help them to succeed.

Here are some suggestions on how to be a successful student at SIDE:

Student X from a remote Kimberley community tells us that :

*"Studying science through SIDE is easy once you get into a routine and understand what you have to do and know how everything works. A timetable is essential. We do science from 9:30 – 10:30 am on Monday and Tuesday and from 10:50 to 11:50 on Wednesday and Thursday. We have some time on Friday to catch up or revise when necessary. When on Saba we are joined by other students and get to work with them.*

*Investigations are cool because we are able to work as a group and get to do a bit more practical work instead of writing all the time.*

*Our secrets to success are having brains and using them, always revising before tests, paying attention in class and asking questions."*

SIDE Science staff are all available to help you with any difficulties you may have, and to provide you with all the tools you'll need to make a success of your time with us.

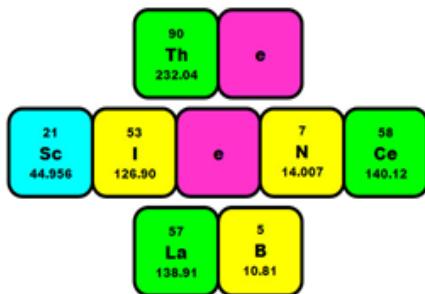
Learning independently depends on a whole range of skills and relies heavily on each student developing the best and



most suitable methods for them to remember and retain ideas. Developing a rapport with your teacher is essential so you can work on this journey together.

## Science Lab

These interesting facts and figures help us deliver interesting Science courses and enable us to introduce students and their families to the realities of everyday Science. Not only are these facts presented in the individual courses, but also in the “Science Lab” in Moodle which is constantly updated to bring you details of all the latest and best happenings in Science today.



One example of what’s happening in SIDE Science that you’ll see in “Science Lab” is the year 11 production of ...

## Mitosis – the musical

.....Like you've never seen it before .....



A group of SIDE elite performance students will be producing and performing a short clip demonstrating MITOSIS (it’s a concept in Human Biology that explains the way cells replace themselves – look it up!) Once it is complete, it will be uploaded into “Science Lab” and also used in the General Human Biology Moodle course. Keep an eye out for its appearance – and be amazed at how talented our students are.

If you want to know more about these new updates on the wonderful world of Science, keep an eye on “Science Lab” and take the time to ask the SIDE student in your family!

All the ideas above and more are there to help you, so please take advantage of the resources available to you while you study with us, and call and talk with our friendly and highly capable staff.

Happy studying!

**The SIDE Science Team**

## Learning Support

Student enrolments have steadily increased this term. It has been wonderful to see students making plenty of effort to attend their Saba lessons and participating in the Moodle course work. However there is still room for improvement.

During Term Two we received the results from the OLN testing in Term One, and teachers will be talking to students to help and encourage them to improve their results. The next round of OLN testing will be in Term Three during weeks 7 and 8 and I encourage all students who have not sat OLN to do so during this time.

Richelle Troode  
Program Coordinator

## Regional Visit - Meekatharra

Learning Support teacher, Jane Bourke, travelled to Meekatharra with Student Coordinator, Jennifer Dobner, where Jane was able to spend time working with her Year 9 students. Both students are enrolled in English and Maths at SIDE. The girls regularly attend Saba and



Jane Bourke with Year 9 Meekatharra students

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work in their Moodle courses. At the Meekatharra school assembly the following week, the girls, along with the help of Meekatharra teacher, Kirsty Maley, set up a live cross to SIDE where they logged onto a Saba lesson. During this session, Jane was able to show the Meekatharra school students and audience members how studying at SIDE works. This included demonstrating how a Saba lesson operates and looking through a Moodle course.



Students at Meekatharra working on their Moodle courses.

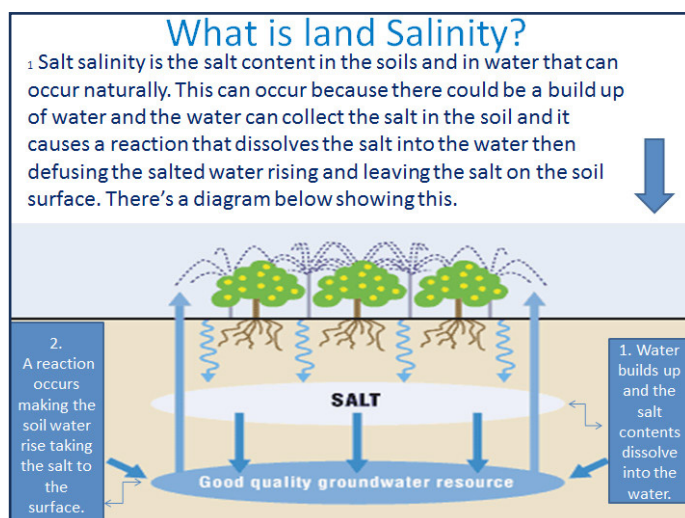


Images by Hannah (Year 10) of soil salinity on her farm.

## HASS

### Year 10 Humanities and Social Science

This term, we studied different ways that land can be degraded. Students had to conduct some research about soil salinity. They had to identify what it was, if it was happening where they lived and suggested ways to overcome and prevent soil salinity issues. Students then presented their findings as a PowerPoint slide, speech or poster.



Year 10 Maizy- A slide from her presentation showing how soil salinity occurs

## English Year 10

We have been studying Persuasive Texts in our Year 10 English course this term. Here are two samples: Jack's example about the internet and Chris's on the subject of killing sharks.

### ***The Internet is a Powerful Learning Tool!***

*Today, almost everyone has access to the internet, whether it is through a computer, phone or tablet. The internet provides a wealth of information which is very easy to access, always available and provides a wide variety of choice. With appropriate use, the internet is a powerful learning tool that gives students an insight into the world of knowledge.*

*The internet is available 24 hours a day, information can be accessed instantly on many different devices and access is relatively cheap, with many public places offering free Wi-Fi.*

*The internet provides information about almost any topic and offers many different points of view. The internet is not without its downsides, though, as there is no filter for accuracy and honesty of information. The user needs to be aware that they have to choose wisely and use sources that are reliable.*

*The user has a wealth of choice on the internet. Almost any subject imaginable has multiple sources and perspectives. You have ready access to articles, images, graphs, statistics and other forms of information.*

*In summation, used appropriately, the internet is a window to a large wealth of knowledge and can be a powerful learning tool.*

**Jack Year 10**

**Should a shark be killed if it bites a human?**

Question is, what do you think? My opinion is no, sharks should not be killed if they bite a human and here are the reasons why.

We all know that sharks have a bad rap, due to people overreacting; they have become feared rather revered. But the fact is, sharks are most often the victims. Millions are being killed because of the increasing demand for their fins, which are made into soups and eaten as a status symbol. This has led to over-fishing and illegal fishing, depleting shark populations world-wide.

Ecosystems are fragile and sharks play a critical part in the marine environment and must be protected. Most species sit at the top of the food chain keeping the marine animal population in check. Some sharks feed on the weak and sick, helping the prey population to stay healthy. Removing them could make a rippling effect, throwing entire ecosystems out of balance.

Shark encounters are rare, really rare. You have a bigger chance of being struck by lightning than being a victim of an unprovoked shark attack. Sharks aren't trying to hurt humans, they are just curious. If a shark was going to bite, most likely you wouldn't even know it happened.

Sharks should not be killed, even if it bites a human. Like all predators, they are a vital part of an ecosystem and should be protected.

**Chris Year 10**

## SIDE Awards Term 2 2017

Bronze	
Cheyenne	Jasmine
Maizy	Jon
Amber-Rose	Brandon
Tiniel	Chanagarn
Taniayah	Yeriel
Crystal	Jack
Layla	Zara
Gary	Keren
Leah	Dawn
Darcie	Caitlin
Robert	Hannah-Leigh
Hayley	Tahlia
Cerys	Tamika
Milla	Demi-Rae
Jessica	Angela
Dennis	Preston
Shenae	Tiaria
Brandy	Mikayla
Olivia	Kererangi
Hayden	Rhys
Jimmy	Sherman
Andre	Shinnikka
Aidan	Jonathon
Natcha	
Silver	
John	Aaron
Chanagarn	Lewis
Kaitlin	Jack
Analise	Darien
Jon	Isaac
Yeriel	Darcie
Alexandra	Jen
Leah	Vee Jay
Gold	
John	Aaron
Lewis	Shakira
Jemima	Jack
Yeriel	

## Student Services

Student contact visits continue to be a very important service that SIDE provides to its students. These visits help foster positive relationships as well as providing face-to-face support hence serving as a complementary function to the online teaching and learning environment of Saba and Moodle.

Aside from country visits, many teachers also visit their metropolitan students in short day visits. Conversely, schools and students may organise to visit their teachers at SIDE over a day or longer period. For longer stays, they may choose to stay at the SIDE accommodation or at a guardian's residence.



Laverton School

Student contact visits provide an opportunity to put a 'face' to the student and teacher outside of the contact they receive via Saba lessons, Moodle forums, phone calls and emails. Meeting each other face-to-face often helps solidify the student-teacher connection which in turn, will hopefully lead to a greater sense of trust and improved communication between both parties.

The following lists some of SIDE's regions and towns (excluding metropolitan visits) visited in 2017:

- Goldfields:** Kalgoorlie, Leonora, Leinster, Menzies,
- Indian Ocean Territory Schools:** Christmas Island
- Kimberleys:** Broome, Derby, Fitzroy Valley, La Grange
- Midwest 1:** Denham, Geraldton, Shark Bay
- Midwest 2:** Binu, Dalwallinu, Dongara, Gingin, Mukinbudin, York,
- Midwest 3:** Exmouth
- Midwest 4:** Meekatharra, Mt Magnet
- Pilbara 1:** Onslow, Pannawonica
- Pilbara 2:** Port Hedland
- Southwest 1:** Albany, Lake Grace, Kojonup, Mt Barker

**Southwest 2:** Balingup, Bunbury, Busselton, Donnybrook, Vasse

**Wheatbelt 1:** Brookton, Beverley, Corrigin, Dowerin, Jerramungup, Narembeen, Narrogin, Ravensthorpe, Quairading, Tammin, Southern Cross, Wellstead



Denham sunset

## School-based Traineeship, in Automotive Technology, a huge bonus for Gingin SIDE student!

Exciting times exist for home based Gingin student Zac who is enrolled at the School of Isolated & Distance Education (SIDE).

SIDE, which ranks as one of the biggest schools in the world and local business organisations embark on on-the-job training programs to develop Core Skills for work in young people while they are still at school.

School-Based Traineeship (SBT) programs allow students in Years 10 (if they have turned 15), 11 and 12 to commence a training qualification while still at school. Students enter into a legally binding contract between the employer, themselves and the family. The beauty of the program is that it is linked to helping them achieve Secondary School Graduation (WACE), plus it enables them to get a reduction in their qualification time... so it's a win win situation all round.

The local organisation who became readily involved as a host employer was the Gingin Roadhouse and Tourist Park. Zac was signed up for a Certificate II in Automotive Technology linked to the Central Regional TAFE. Mitch Green the owner of the business is the key trainer in Zac's school to work program. "This support of local youth is fantastic" says workplace learning coordinator Shane Murray. The Gingin Roadhouse is at the leading edge in offering local youth an exciting and relevant training option and should be held up as a role model for other regional businesses to follow their lead.

The SBT comes under the coordination of the Apprenticeship Traineeship Company in Geraldton (ATC). They are the official employers of Zac. Congratulations must go to David Power, their Field Officer, who has helped pull the program together.

A comment from Zac explains the positives of such a program. *“I am loving my time at the Gingin Roadhouse with Mitch Green. The SBT has given me the chance to learn more about cars which is my passion. It also gets me out of the classroom and achieving skills in a real workplace.”*

Mitch Green also adds *“Having Zac join us in the workshop has been a great new experience. He is a well-mannered, keen and willing learner who is an asset to the business in many ways. For anyone else in the same situation who can take on a Trainee student I highly recommend it. It was very easy to set up through David Power at ATC Geraldton and Shane Murray from SIDE who are enthusiastic mentors for newcomers to the programme”.*



Zac (L) is all smiles as he takes some time out with his employer Mitch Green.



Zac gets “down and dirty” as he helps repair a seized water pump.

Shane Murray believes the SBT program at SIDE, which is also offered in other schools across the state, will grow in numbers each year because students see it as linking their present school studies with post school intentions. It adds relevancy to their lives. Shane believes it has many hidden advantages to all stakeholders ... students, parents, the school and community. He along with Zac's family would like to say thank you to Mitch and the Gingin Roadhouse for their commitment to local youth. This leadership and support is to be highly commended!

## Year 12 SIDE ATAR Revision Seminars



Student Services has been presenting information sessions to SIDE Year 12 students studying an ATAR pathway.

The information presented in sessions relate to:

- Strategies to achieve the best possible school and exam marks
- Exam preparation – time and stress management
- Effective revisions and study tips
- Self-motivation and goal setting
- University application process
- Alternative pathways to University
- TAFE and employment information
- And much more!

Sessions are held 11.15 – 12.00 on Fridays  
Term 3 – July 28 (Wk 2) and September 1 (Wk 7)  
Term 4 – Oct 20 (Wk 2)

For further information students and/or parents please contact:

Karen Loreck (9242 6879)

[karen.loreck@education.wa.edu.au](mailto:karen.loreck@education.wa.edu.au)

or

Paula Bowen (9242 6196)

[paula.bowen@education.wa.edu.au](mailto:paula.bowen@education.wa.edu.au)

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### ATAR Revision Seminars: Eric on track to achieve success

With the end of Semester One holidays almost around the corner, one young lad from Dalwallinu is planning an intense study program for the fortnight break. Year 12 student, Eric, is coming to Perth to complete the Academic Task Force July ATAR Revision Program. This will involve a 9am to 3pm day Monday to Friday for both weeks of the holidays.

Being a recent arrival to Australia from China, Eric is keen to take advantage of this opportunity to improve his essay writing. He has also enrolled in Physics, Chemistry, Maths Methods and Maths Specialists revision courses to improve and consolidate his skills in preparation for the end of year exams. Eric plans to study Engineering at university when he leaves school.

SIDE is pleased to assist Eric in his endeavours to improve his ATAR score. Eric has commented that without SIDE's support his family would have found it difficult to provide this opportunity.



Eric at his workstation

### Special Provisions for examination candidates 2017 Year 12 ATAR students

If you are sitting your external ATAR exams in 2017 there are two main areas of special provisions that may apply to students.

**Sickness/misadventure** – special consideration for ATAR course examination marks. Application after the examinations. This category concerns candidates who believe their performance in the ATAR course examinations may have been affected by:

- a temporary sickness or non-permanent disability, or
- an unforeseen event beyond their control close to or during the ATAR course examinations.

Application forms are available from the end of Term 3 from examination centres, schools, School Curriculum and Standards

Authority and website – <http://senior-secondary.scsa.wa.edu.au/assessment/examinations/special-provisions>

**Special examination arrangements** – special arrangements for sitting the ATAR course examinations. Application before the examinations and were due at the School Curriculum and Standards Authority by 16 May 2017.

These provisions are made by the Authority to assist candidates who have a permanent or temporary disability to demonstrate their knowledge, understanding and skills in the ATAR course examinations. Special arrangements are available for practical or written examinations.

For injuries or illnesses diagnosed after the closing date, please contact the Authority.

#### Contact details

Carolyn Hackett

Senior Consultant – Special Provisions

Examination Logistics

School Curriculum and Standards Authority

PO Box 816, Cannington, Western Australia 6987

Phone: 9273 6307

Email: [carolyn.hackett@scsa.wa.edu.au](mailto:carolyn.hackett@scsa.wa.edu.au)

Internet: [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

### Congratulations!

Some of our very talented ballet students have been selected to compete or gain further experience internationally.

Year 9 students Noah and Tyler have been selected to represent Australia in the Cecchetti International Ballet competition in Florence, Italy in August. Noah has also received a scholarship to the esteemed Paris Opera Ballet School for 2 weeks. Noah and Tyler are exceptional performers with the Perth School of Ballet and we wish them all the best in their upcoming events.



Above L-R: Tyler and Noah

Year 8 student Amy, has been accepted in to the Bolshoi Summer School Program for 6 weeks. This will be an amazing experience for her. Amy is then off to the English National Ballet School for a week before returning to us mid-way through Term 3. Amy is a full time ballet student with Katharine Mantle. We wish Amy all the best with her opportunities in New York and London.



Year 8 student Amy

## School Profile: Leinster Community School

Leinster Community School is located in the Goldfields Education Region, approximately 370 kms north of Kalgoorlie. It is an IPS school which has undergone rebranding to include a new logo, name change from Leinster Primary School and a new school uniform. The school also caters to a small cohort of secondary students studying courses via SIDE. The school and town are funded by BHP and have just had an overhaul of computers, internet and air-conditioning. The Principal is Brendon Wade and SIDE Supervisor is Colleen Sokra'a. The classroom set up works very well for SIDE purposes. They were visited by Shane Murray and Amy Rosato at the end of May 2017.

While in Leinster, Amy and Shane:

- Worked with various SIDE student groups and supported other students in their different learning areas.
- Made sure all students were competent with Moodle and SABA.
- Toured the school and all its facilities.
- Ran a session with SIDE Supervisor about how to borrow books from the Resource Centre and make use of resources
- Conducted a session for SIDE Supervisor on how to manage the video assessments
- Attended a very enjoyable parent open night.
- Visited the Vivien Mine SITE (PYBAR Mining Services) to conduct an ADWPL (Workplace Learning) monitoring visit.



Above L-R: Anthony and ADWPL Coordinator Shane Murray, completing the compulsory breath test before entering the workshop!

## Resource Centre



Here are some highlights from a rewarding term in the Library Resource Centre:

**Wide Reading** sessions have been run through Saba lessons in Primary PP-2, Secondary English and Learning Support.

Secondary English and Learning Support:

Year 7 – Audiobooks

Year 8 – Graphic novels and Speculative Fiction

Year 9 – Biography and Horror / Romance

Year 10 – Persuasive and YA / Coming of Age

**Inquiry Skills** research and bibliography sessions were presented by Felicia Harris with the Year 11 Business students.



From top left (clockwise): SIDE Room; SIDE Students in front of the SIDE Room with supervisor, Colleen Sokra'a; High School Classroom; Front entrance of school

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## National Simultaneous Storytime



The National Simultaneous Storytime was held on Wednesday 24th May. This year's book, *The Cow Tripped Over the Moon*, created by Tony Wilson and illustrated by Laura Wood, was read simultaneously at 11am EST throughout Australia. The SIDE Primary students in years PP-4 enjoyed the session presented by Amy Rosato and were happy to receive stickers, badges and bookmarks in the mail.

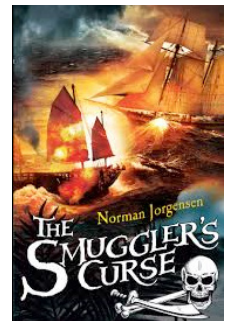
## Meet the Judges



The Children's Book Council of Australia Book of the Year Short List Judges Talks was hosted at SIDE Resources Centre on Tuesday 20th June. Teachers, Teacher Librarians and Librarians from around Perth braved the cold to hear the two WA Judges, Ruth Campbell-Hicks and Dr Margaret Merga, present and discuss this year's Early Childhood and Older Readers Shortlists. The winners will be announced at the start of Book Week. The 2017 Book Week theme is *Escape to Everywhere*. The Library staff will run a series of special events during Book Week 18-25 August. The shortlists can be viewed at <https://cbca.org.au/shortlist-2017>

## Author Online

This term we were very fortunate to have Elizabeth Allen, in collaboration with the English Department and the Primary School, organise for award winning Australian author, Norman Jorgensen, to visit SIDE as part of our Author Online series.



(images used with permission)

Norman's latest swashbuckling adventure book, *The Smugglers Curse*, was enthusiastically received by Secondary students while the Primary students enjoyed hearing about the hilarious new adventures of Knut in Norman's sequel to *The Last Viking*, *The Last Viking Returns*. We have all of Norman's books in our collection in print, ebook or audio book format.

## Helpsheets

A series of Helpsheets is being created to assist students, parents and staff with navigating the Library resources. Please contact the Library Resource Centre if you would like any of the following Help Sheets:

- How to borrow an ebook
- How to use the Online Referencing Generator
- How to change your DoE Portal (Saba) Password

## Online Referencing Generator



This is a resource that helps students reference their work and create bibliographies. It can be accessed through the **Resource Centre Online Moodle** page in the **Research** section.

We look forward to hearing from you:

[library@side.wa.edu.au](mailto:library@side.wa.edu.au) or 08 9242 6303