



SCHOOL OF ISOLATED
AND DISTANCE EDUCATION

2016 ANNUAL REPORT




**SIDE is a vibrant, cohesive learning
community committed to excellence.**

School of Isolated and Distance Education
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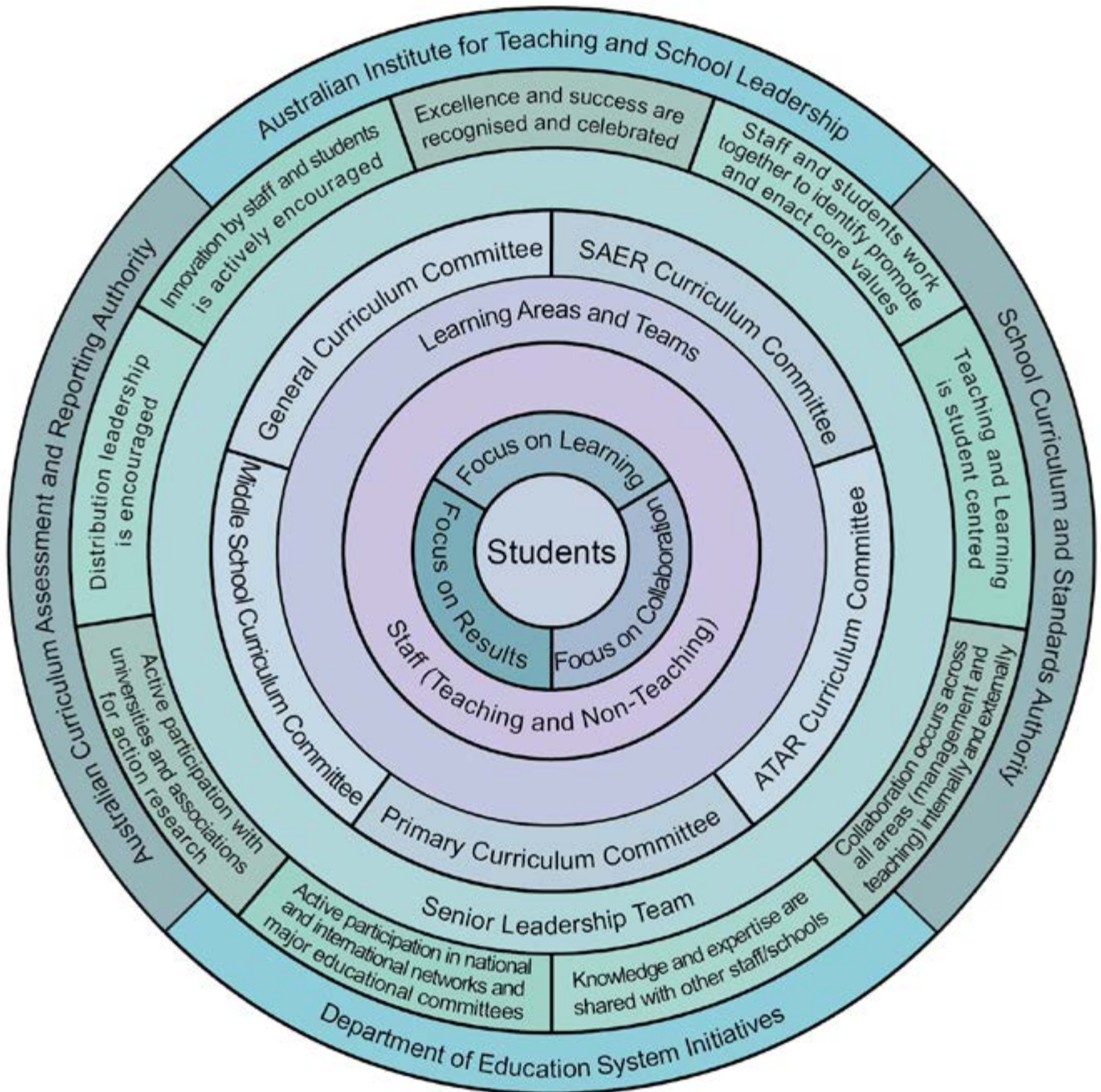
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Table of Contents

SECTION 1 INTRODUCTION	
SCHOOL PROFILE	4
SCHOOL VISION	5
SCHOOL VALUES	5
SCHOOL BELIEFS ABOUT TEACHING AND LEARNING	5
OUR MISSION	5
SECTION 2 WHOLE SCHOOL PROGRAMS	
ONLINE TEACHING AND LEARNING	6
STUDENT SERVICES	9
CAREERS AND VET	11
SECTION 3 CURRICULUM LEARNING AREA REPORTS	
PRIMARY SCHOOL	13
MATHEMATICS	14
THE ARTS AND TECHNOLOGIES	16
LEARNING SUPPORT	18
HEALTH AND PHYSICAL EDUCATION	20
LANGUAGES	22
SCIENCE	23
ENGLISH	26
HUMANITIES AND SOCIAL SCIENCES	28
SECTION 4 STUDENT PARTICIPATION AND ACHIEVEMENT	
STUDENT PARTICIPATION	33
YEAR 12 ACHIEVEMENT	35
WACE DATA 2016	36
LITERACY AND NUMERACY	36
SECTION 5 SCHOOL MANAGEMENT	
FINANCE	39
STAFF ATTENDANCE	40
PARENT, STUDENT AND STAFF NATIONAL SCHOOL OPINION SURVEYS	42
STUDENT SURVEY	44
STAFF SURVEY	46
GLOSSARY	48



SIDE is a vibrant, cohesive learning community committed to excellence.



SECTION 1 INTRODUCTION

The annual report is a summary of the school's achievements and provides information, commentary and analysis across the key areas of the school. The 2016 school year saw enrolments decrease to approximately 1,289 students in the Secondary School, 147 in the Primary School and 685 students in Primary Languages. There were also decreased numbers of student enrolments from metropolitan schools accessing the School of Isolated and Distance Education (SIDE). This decrease was due to the high number of schools who have joined together to form local partnerships for senior school courses.

SCHOOL PROFILE

SIDE is the government provider of K–12 distance education in Western Australia (WA). Enrolments are typically permanent WA students who fall into one or more of the following categories:

- full-time students unable to attend a conventional school due to geographical isolation
- WA students travelling throughout Australia or the world, on a long term basis, with their parents
- WA students whose local school does not offer the subjects they wish to study, or where the timetable does not allow them to join the class – this includes rural and remote primary schools with secondary students
- WA students whose local school has staffing issues that have resulted in classes being left without a suitably qualified teacher
- students studying a language where provision is not available in their home school
- students suffering from long-term illnesses
- students from within the WA prison system
- elite athletes or arts students
- students referred to SIDE due to:
 - severe medical/chronic health problems
 - psychological/emotional/social disorders
 - pregnancy or parenting responsibilities
 - special circumstances.

The following chart illustrates the community economical background of the student families enrolled at SIDE:

Student background 2016	
Index of Community Socio-Educational Advantage (ICSEA)	
School ICSEA value	1081
Average ICSEA value	1000
Data source	Parent information

Distribution of students				
	Bottom quarter	Middle quarters		Top quarter
School Distribution	10%	19%	29%	41%
Australian Distribution	25%	25%	25%	25%

SIDE offers a comprehensive curriculum for students in Years K to 12 in all eight Learning Areas.

In addition, the school offers a specialist primary school program in Languages from Year PP to 6 as well as secondary school language programs for Years 7 to 12. Four languages are offered: French, Indonesian, Italian and Japanese. The quality of these programs has been enhanced through our School Partnerships – Service Provision document with primary and secondary public schools throughout WA.

SIDE also has strong links to State Training Providers through Workplace Learning, and other Vocational Education and Training (VET) programs, including stand-alone VET and Careers programs. The school is continually refining these vocational education links.

The school has continued on its journey to realign and upgrade its Information and Communication Technologies (ICT) capacity to enhance the teaching and learning program. The school is developing as a future focused, state-of-the-art facility that delivers outstanding e-learning opportunities, strongly focused on supporting student learning. The school is committed to creating and re-designing educational programs to better respond to the needs of students in the 21st century. SIDE uses a secure, online learning management system (LMS), Moodle, consisting of individual courses accessible whenever required.

SCHOOL VISION

SIDE is a vibrant, cohesive learning community committed to excellence.

The implementation of SIDE's vision is inspired by:

- enquiry and innovation
- addressing the diverse needs of students at SIDE
- continuing to strive for better ways to do our work.

Our priorities are:

1. Teaching and Learning
2. Learning Environment
3. Leadership
4. Curriculum and Resources
5. Relationships

SCHOOL VALUES

Our actions are guided by the four core values of the Department of Education.

LEARNING

We have a positive approach to learning and encourage it in others; we advance student learning based on our belief that all students have the capacity to learn.

EXCELLENCE

We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them. The standards and expectations challenge all of us to give of our best.

EQUITY

We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all. We strive to create workplaces and learning environments that are free of discrimination, abuse or exploitation.

CARE

We treat all individuals with care. Our relationships are based on trust, mutual respect and acceptance of responsibility. We recognise the value of working in partnership with parents, carers and the wider community in providing a quality education for our students.

SCHOOL BELIEFS ABOUT TEACHING AND LEARNING

- All children and young people are capable of learning.
- Students learn in different ways and their learning programs need to recognise this.
- The teacher is a critical factor in a child's learning success.
- Teachers need to encourage students to take responsibility for their own learning and to set challenging yet realistic goals for improvement.
- Effective pedagogy is purposeful, challenging and connected to a student's experience, stage of development and background.
- Learning programs need to acknowledge and build on students' skills. They need to be culturally and developmentally appropriate and have real-life application.
- Students should have the opportunity to observe, practice and teach other students the actual processes, products, skills and values that are expected of them.
- The mental and physical health and well-being of students and teachers is a priority.
- Students need opportunities to engage in higher order thinking and reflection about learning.
- The core shared values in practice are the important foundation for all teaching and learning.
- Learning happens best when student-teacher relationships are based on mutual trust and respect.
- Learning occurs where students, home and school have a common goal, interact positively and are mutually supportive.

OUR MISSION

- To be a school with high expectations of learning and achievement by offering creative, engaging and challenging educational experiences in a nurturing environment.
- To strive for a culture of innovation, self-reflection and best practice in online, distance and face-to-face teaching and learning.
- To be a school where students, parents, teachers and supervisors actively engage as partners in the educational process.

SECTION 2

WHOLE SCHOOL PROGRAMS

ONLINE TEACHING AND LEARNING

INTRODUCTION

The Online Teaching and Learning (OTL) team continued to focus on supporting pedagogy and systems to meet the needs of students and teachers.

In 2016 the OTL team consisted of four staff:

- 1 x Level 3 program coordinator
- 2 x special duties teachers working 0.6 FTE
- 1 x support officer – attached to SIDE ICT but focusing on OTL and web services needs.

Additional contracted staff included:

- 1 x content editor/database administrator
- 1 x multimedia developer (undertaking intranet development project).

Also, SIDE's media studio audio specialist worked under the line management of OTL due to integration of our digital content systems.

The brief of the OTL team was to:

- undertake teaching and the provision of training programs for both teachers and students in the appropriate use of technologies.
- exercise responsibility for and manage human, financial and physical resources in order to meet the organisational objectives of the Department of Education (DoE) and SIDE.
- contribute to the development and implementation of a whole-school curriculum, policies, programs and procedures.
- maintain and manage the SIDE learning delivery systems such as the Moodle LMS, Saba Classroom web conferencing, the Erol content management system, and the Medial audio/video repository.

In 2016, OTL specifically focused on:

- implementing key actions identified in the learning area operational plan.
- continuing a program of development and rigorous quality assurance of SIDE courses in response to developments in the WACE and WA Curriculum, and the changing needs of students.
- consolidating use of the Online Teaching Capabilities Framework and reinforcing the framework through

specific professional learning programs. The framework accounts for the evolving technology that continues to change the nature of a distance education teacher's role.

- integrating and refining the content management and learning delivery systems with a focus on reusability and sustainability.
- undertaking development of a new intranet.

TEACHING AND LEARNING

- Synchronous (Saba Classroom) teaching and learning continued in 2016. Students received regular, scheduled instruction, participating in multiple lessons per week across their learning programs. In 2016, more than 4000 online lessons per month were delivered. The use of Saba Classroom to encourage collaboration amongst students, and to target high-level learning behaviours, was embedded in teaching practice.
- Bandwidth limitations in some client schools continued to limit what SIDE can deliver. A number of schools running large classes proved problematic in maintaining successful teaching and learning. Saturated networks, poor infrastructure and a lack of technical knowledge and support in the schools affected SIDE's capacity to deliver seamless, engaging lessons. Some client schools, especially in Primary Languages, left the program. There has, however, been work undertaken by the DoE to upgrade bandwidth in such schools, with some improvements towards the end of the year.
- Ongoing changes in browser and operating system technology meant heightened risk management for the Saba Classroom web-conferencing platform. Saba Classroom uses the Java application language in concert with a modern web browser. Increasing security issues identified across the internet meant a series of patches for browsers was rolled out. It was becoming increasingly difficult to offer a system-agnostic web experience for SIDE client schools and home-based students. SIDE is investigating the need for an alternative platform.
- Early trials with an integration of Cisco IP-based video conferencing and Cisco Webex web conferencing gave SIDE a tantalising view of what might be achieved. The DoE has implemented the video conferencing into certain schools and SIDE is expecting to trial this technology with languages teaching in 2017.
- The learning management system, Moodle,

remains SIDE's core asynchronous presence, with more than 2000 active users of Moodle and more than 500 courses. Just like Saba Classroom, a Moodle "classroom" for every course is a matter of routine. There is now widespread expertise and a universal understanding of how this tool has helped revolutionise practice at SIDE. Teachers and students identify their Moodle courses as their own classrooms. The strategy has always been to promote individual customisation to match teaching style and context, although the professional learning program in 2016 focused on ensuring sound pedagogical and instructional design practices. The adoption of a strict QA process for funded course development meant the consistency of courses continued to improve.

- The adoption of Moodle in 2009 was based on sound reasons, not least the knowledge that with such a massive worldwide user-base, it was certain to keep pace with technological developments. This has certainly been the case, and SIDE watched the advent of Moodle2 in 2011 with some anticipation. Moodle was redesigned from the ground up so as to ensure even better stability, modularity and extensibility. SIDE's Moodle2 went live in Term 4 of 2012, and by 2014 the platform was entrenched in all aspects of teaching and learning. In Term 4 of 2016 the school upgraded to Moodle 3.1, which, whilst an incremental upgrade to Moodle2, offered many new enhancements to the teaching and learning experience.
- Whilst face-to-face professional learning sessions were offered in 2016, Saba Classroom continued to be the main professional learning tool. The approach consisted of online units combining web conferencing sessions and a Moodle course. This mode of learning has consistently resulted in greater engagement from teachers.
- In 2015 the OTL team undertook comprehensive integration of Erol, SIDE's content management system, with the teaching and learning delivery platforms. Another step in 2016 involved Erol becoming the mainstay of content delivered through our public website and intranet. This program ensured currency and reusability of content.
- SIDE's intranet was long overdue for migration to a database driven platform. In Term 3 of 2016, "SIDENet" went live. The platform reflects the standards SIDE expects of SIDE's web presence, and incorporates the pedagogical practices of a distance education school. User response has been overwhelmingly positive and the intention is to continue integrating assorted systems into the "one-stop shop".

OTL HIGHLIGHTS OF 2016

- OTL and SIDE Library Resource Centre staff continued to collaborate in presenting the Authors Online program, in which working writers worked with SIDE's students via Saba Classroom.
- Angela Melia coordinated and managed the SCSA practical exams in EALD using Saba Classroom. This saw over 1000 students in seven countries in Asia use Saba to complete the practical interview component for their ATAR.
- Departmental directives to ensure timely clearance of outstanding leave required some flexibility in staffing. Long-standing OTL team member Angela Melia was on extended leave for much of 2016, and we welcomed back experienced educator Halina Sobkowiak on a part-time basis. Veronika Popp took leave in Semester 2, and her duties were undertaken in part by former SIDE teacher-librarian Cathy Scott. In Term 4, SIDE also contracted instructional designer Gina Lau to undertake auditing and development of SIDE's systems.
- The fully searchable, database-driven knowledge base system, Knowlt, continued to be in wide use across the school. In 2016 the focus was on ensuring OTL's internal processes were more thoroughly documented in Knowlt.
- Medial (formerly Helix), a media repository integrated with SIDE's web-based delivery systems, came into wide use across the school. A little like a small YouTube, it meant a much more streamlined and bandwidth-efficient way of managing and delivering video and audio. SIDE's media studio audio specialist, Stephen Dans, continued his management of the system. In Term 4 he started the long process of adding legacy content to the system.
- A series of cybersafety online sessions were conducted for upper-primary and lower-secondary students in a collaboration of the Commonwealth Government's office of eSafety and OTL staff. This national program (delivered through Saba Classroom) again proved highly successful.
- The OTL team continued its important role in supporting SIDE's status as a "state-of-the-art", e-learning school.

FOCUS AREAS FOR 2017

- Implement key actions identified in the 2017 Online Learning Plan.
- Continue to refine professional learning, quality assurance, and business practices to focus on sustainable resource development and pedagogy.
- Support the school in adopting the WA Curriculum and translating it for an online context.
- Re-examine and revise SIDE's asynchronous teaching methodologies to ensure the highest-possible standard of courses across the school.
- Continue implementing the web-based video and

audio repository.

- Revise and update the Online Teaching and Learning Capabilities Framework, with a view to mapping it to AITSL standards.
- Support students and teachers in the use of new technologies, such as the recently introduced IP-based video conferencing systems.
- Continue the implementation of streamlined practices in the use of content repositories to ensure ongoing sustainability of course materials.

LIBRARY RESOURCE CENTRE

The SIDE Library Resource Centre (LRC) has a wide range of resources and services to support the curriculum and recreational needs of Kindergarten to Year 12 students.

LRC services include:

- teacher librarians who provide advice to students and their families about resources and services
- online services including a comprehensive catalogue of print, e books and audio books, which can be ordered or downloaded online
- online access to services and resources in Moodle
- subscriptions to online encyclopaedias, reading sites, study sites, newspapers and magazines
- learning spaces at SIDE Leederville where visiting students and their families have access to digital technologies and a congenial place to work and talk to teachers.

The LRC staffing includes:

- 3 x teacher librarians (1.8 FTE)
- 1 x library technician (Level 2) (1.0 FTE).

Student attendance on the SIDE campus increased significantly in 2016 with groups of students working in the library. LRC staff liaised with student coordinators and teachers to ensure all students worked to maximum capacity.

TEACHING AND LEARNING

LRC collaborative teaching and learning programs were delivered in Saba and Moodle to:

- Humanities and Social Sciences – Year 8 and 9 classes (Focus: Inquiry Process)
- English – Year 7–10 classes (Focus: Wide Reading to extend literacy)
- Primary – Saba classes (Focus: Literacy through literature promotion).

Learning strategies focused on opportunities for collaboration in Saba classroom and structured sharing in Moodle.

The Authors Online program continued and was strongly supported by students, teachers and parents. Students provided feedback on every session that showed it was valued by all who participated. Although the program is closely integrated with English year level descriptors, it has extended beyond that learning area and provides an extra-curricular program to students in English, Learning Support, and the Primary School.

Sessions are presented in Saba web conferencing,

recordings are made to allow students who cannot attend to participate, and a range of online support materials are made available so that teachers and students can prepare for the sessions.

A LRC representative participated on the Literacy Committee. Whole-school literacy strategies have been embedded in Saba and Moodle courses.

Learning system integration

- All LRC Moodle courses were migrated to Moodle 3.
- Logins for online services were streamlined.
- Student account management was migrated to the Department of Education's system, allowing students to use their Portal ID to access SIDEs wireless network.

Learning Environment

During 2016 online services were reviewed and a variety of new programs to support the curriculum were added. They include the Story Box Library, Storyline Online, Studyvibe, Research Safari, the Literature Lab and Magpies Children's Literature subject guide.

Our online e-book catalogue was expanded by adding a subscription to Wheelers e-book platform to the existing Overdrive platform.

Services purchased through the LRC cost centre are regularly reviewed by the LRC team and the Resource Centre Committee. In 2016 some print-based services were discontinued as usage declined, reflecting technological changes.

Leadership

The LRC team provides publicly available agendas and minutes are made on all meetings.

The Resource Centre committee provides advice to the LRC team and is representative of teaching teams within SIDE. Agendas and minutes are available in Moodle.

Curriculum and resources

In 2016, the LRC team continued to provide current and updated resources for staff and student access.

Relationships

In 2016 the LRC organised and liaised with Primary teachers for students to participate in the Australia-wide National Simultaneous Storytime (NSS) activity. This year's book *I Got This Hat* by Jol and Kate Temple, accompanied by activities and a read-along was well received by students, staff and parents.

Participation in Australia-wide activities continued with a morning tea held in the LRC on 7 September to support the Indigenous Literacy Foundation's Indigenous Literacy Day. Staff raised funds through donations and a book swap.

The LRC continues to develop relationships with SIDE staff through hosting a variety of functions. The Book Club, held once per term, has been well received by staff and attracts a loyal following. A Book Swap was introduced, which enabled staff to exchange reading

material. This was also a popular event and, on staff request, will occur at the end of each term. The LRC team is developing the use of social media within the school context to better share information with students and parents. In 2016, the library technician worked with the OTL team to develop the school's Facebook page to promote school activities. The LRC staff have a strong association with the Children's Book Council of Australia WA Branch. SIDE hosted the "Meet the Judges" evening held in connection with the Book of the Year Awards. Attendees included teachers, teacher librarians, and public librarians.

FOCUS AREAS FOR 2017

- Review and extend the teaching programs with HASS, English and Primary students, emphasising opportunities for students to collaborate in Saba and Moodle.
- Continue to develop the Authors Online program.
- Explore opportunities to share the collaborative programs with other learning areas.
- Review LRC teaching and learning strategies across all programs.
- Identify ways to share PL undertaken by the LRC team with others in the school.
- Continue to identify LRC-developed materials such as the author support materials, for inclusion in Erol.
- Use Saba sessions in conjunction with learning areas to consolidate the use of online services by students and their families, resulting in increased numbers of unique users and frequency of use.
- Build the LRC Moodle page to include tutorials explaining how to use available resources.

STUDENT SERVICES

The Student Services team includes student coordinators, a VET coordinator and three school psychologists. Leadership of the team was provided by the Student Services' Program Coordinator. Responsibilities include:

- Coordinating each student's educational program in partnership with teachers, supervisors and parents
- Counselling students regarding DOE attainment benchmarks, WACE and ATAR requirements and TISC procedures
- Assisting students to explore tertiary educational options and/or career directions that match their interests and strengths
- Considering individual circumstances as well as the local context when monitoring student progress

The VET coordinator is responsible for the administration and day to day operations of SIDE's VET programs. All student coordinators have a teaching role in their area of specialisation. There are five teachers of careers and VET, within the Student Services team.

SENIOR SECONDARY COUNSELLING/ SUPPORT

- Counselling of students was based on educational pathways which met the individual needs of students. All student pathway planning was based on data in Reporting to Parents, SIRS and SAIS.
- Individual student circumstances and goals were discussed and documented and students were assisted with employment and tertiary study opportunities and the achievement of defined goals. Students were made aware of ATAR bonuses via Curtin StepUp, Murdoch Rise and UWA Broadway which cater for students from regional and diverse backgrounds.
- Individual WACE Planners were created and reviewed by the Program Coordinator of Student Services. WACE Planners reflected individual pathways and progress toward WACE achievement.
- A series of Year 12 ATAR support Saba sessions were offered.
- General careers and training advice and information was presented to students via Moodle courses. Targeted career and training advice, information and support was given to students, parents and partner school staff on request.
- The Moodle Essentials course continued to provide valuable senior school information and support including TISC updates and university entry information.
- Financial and practical assistance was provided for targeted Year 12 students to attend WACE revision seminars including the Student Subsidized Travel Scheme.
- Scholarship and alternative entry applications were prepared by coordinators on behalf of students to provide additional university entrance opportunities.
- Student coordinators planned high quality and appropriately challenging ATAR and VET pathways for students.

WACE AND ATAR MONITORING

- Student coordinators tracked 20 Year 12 students aspiring to university entry. 13 students applied to university including 6 students without an ATAR. Several students are deferring, pursuing elite arts or sports opportunities or working during their gap year.
- WACE Planners were used by student coordinators to monitor Year 11 and 12 WACE achievements. Stringent monitoring was essential given the nature of the SIDE cohort and the complexity of

the WACE requirements.

- Modified programs were documented and regularly reviewed after negotiation with stakeholders.

LOWER SECONDARY

- Counselling of students was based on educational pathways which met the individual needs of students. All student pathway planning was based on data in Reporting to Parents, SIRS and SAIS.
- Individual Program plans were created for students whose elite program, illness or circumstance prevented successful engagement in a full time load.

STUDENT ATTENDANCE AND ENGAGEMENT

- Monitored and documented attendance of all students at risk and referred students to relevant personnel/agencies as appropriate.
- Followed SIDE Attendance and Students at Educational Risk (SAER) policies and flowcharts.
- Created and maintained spreadsheet of attendance data for SAER. Used Student Contact and Interventions Log (SCILS) and report data in addition to other information from teachers to construct an overview of student participation, issues and actions.
- Documented plans were created as appropriate.
- High attendance expectations for Aboriginal students by working with students, parents, schools and communities to understand how culture and experiences shape the learning of each Aboriginal student.

COMMUNITY RELATIONSHIPS

- Engaged with parents/carers in their children's learning and well-being.
- Created successful partnerships with approximately 150 schools to support student learning and provide pathways to university and training by delivering courses and programs otherwise unavailable at the base school.
- Year 7 and new students to SIDE in 2016 were invited to participate in an onsite Orientation to SIDE program.
- Brochures, including Guide to SIDE, Fasttrack to SIDE, 2016 Year 11 and 12 Curriculum Information were developed as resources for parents supervisors and students.
- A streamlined Getting Started at SIDE process was implemented in collaboration with OTL to support students and supervisors in the challenges of online learning.
- Regional visit procedures were streamlined and improved to encourage a consistent approach enabling staff to meet and work with students.
- Student casual/day visits were promoted and supported to encourage teaching and learning opportunities.

- Referral and Elite category students visited SIDE on a weekly or fortnightly basis providing an opportunity to work with their teachers and to interact with other students.
- SIDE further developed partnerships with Esther House, Comet, Waikiki Family Centre, Gilmore College – Young Parenting Program and Banksia Hill Detention Centre.

STUDENT LEADERSHIP AND OPPORTUNITIES

Students identified, supported and subsidised to participate in a range of leadership and educational events including:

- Young Leaders Day
- WACE Revision Seminar support
- Individualised SIDE visit programs
- Scholarship support
- Regional seminars for students in partner schools.

PROFESSIONAL DEVELOPMENT

- WACE requirements and case scenarios discussed to improve knowledge and understanding.
- Coordinators participated in PL as part of their Performance Management.
- Links were made to AITSIL professional standards.

FOCUS AREAS FOR 2017

- Expect student by student high performance, high care culture based on strong individual case management.
- Improve ATAR student exam preparation and performance skills by adopting a streamlined approach to an online study skills and exam preparation Saba program.
- Create opportunities for students to demonstrate leadership and care in school and community
- Counsel and monitor students toward WACE achievement.
- Revise counselling guidelines in line with DoE focus of increasing numbers of students accessing ATAR pathways.
- Individualise student programs and pathways to meet the needs of students including their cultural context, aspirations and learning style.
- Raise awareness of individual circumstances that impact on teaching and learning and the health and well-being of students by effective communication with teachers via email and SCILS.
- Establish effective relationships between student coordinators, teachers, students, families and schools to promote individual achievement.
- Implement effective strategies to monitor non-attendance and focus on intervention and positively engaging students in individualised programs.
- Continue liaising and working with OTL on Launchpad and Essentials.

- Raise awareness of the SIDE student coordinator role and student cohort by presentations of information and case studies at staff meetings.

CAREERS AND VET

VOCATIONAL EDUCATION AND TRAINING

SIDE offered eight Certificate I and II courses in 2016 across a broad range of interest/ employment areas. The certificate courses offered in five Learning Areas were:

- Certificate I Business Services
- Certificate I Work Preparation (Community Services)
- Certificate II Applied Language (French)
- Certificate II Applied Language (Japanese)
- Certificate II Business
- Certificate II Creative Industries (Media)
- Certificate II Financial Services
- Certificate II Information, Digital Media and Technology

Certificate II Applied Language: French and Japanese

Six students achieved this certificate: 2 French and 4 Japanese.

Certificate II Business Services

Seven students achieved this certificate. In 2016 competencies were reviewed, streamlined and converted to Moodle books. Information was updated to reflect current industry practices resulting in documentation and assessments being reviewed positively by North Metropolitan TAFE. SIDE participated in moderation and sharing sessions with relevant staff from other schools.

Certificate II Creative Industries (Media)

Thirteen students achieved the certificate. Teachers implemented a new course format where course materials from TAFE were developed into an online platform for Moodle delivery in Term 4 2016. One of the highlights of the year was the introduction of the ABC Heywire competition as one of the student projects. Saba workshops were run by Dan Hirst and Jonathan Atkins from Heywire (based in the Eastern states). Several students entered the competition - one student was selected in the 40 national winners and earned an all-expenses paid trip to Canberra to attend the annual Heywire summit.

Certificate II Financial Services

Five students completed this certificate.

Information Digital Media (IDMT)

This certificate was introduced in 2016 and a Moodle course developed for its delivery. Fifteen Year 11 students enrolled and 10 out of 15 students are on track to complete the certificate by the end of 2017.

Workplace Learning

Authority Developed Workplace Learning (ADWPL) continued to provide students with the opportunity to gain skills in a workplace situation in 2016. The program was very successful with over a 100 students enrolling. A significant number of Year 10 students enrolled providing a solid foundation for developing core skills for work and early career exploration activities built on in Years 11 and 12.

Workplace Learning Coordinators conduct a comprehensive visit program with induction, monitoring and sign-off visits planned throughout the year. On-the-job assessment; collection of iPad and written evidence, with employers and students, provides the information required for SCSA's Validation Sign-off Checklist.

The visit program is supported by Moodle and Saba which provides a level of individualisation necessary when placing students in a work environment within their community. The use of these platforms facilitated the completion of necessary documentation and the opportunity to work through the Skills Journals, which forms a major part of the assessment, along with required on the job hours. Interactive Moodle forms have also streamlined course delivery.

The introduction of RTP WPL allowed for the planning necessary to move towards a centralised system for generation of documentation, moderation of placements and monitoring of student progress. This platform has established consistent work practices that link uploads of critical Certificates of Currency (COCs) with Public Liability Insurance. RTP Placement attendance data will be entered into RTP/Work Placements in 2017.

Jiig-Cal Career Voyage was utilised within this course as well as within Year 10 Work Studies, providing students with the opportunity to explore a range of career options and investigate pathways that best suit their career journey. The Jiig-Cal license was not renewed for 2017 as more user friendly and cost effective programs are available eg My future/Skillsroad.


Career and Enterprise

The Year 11 and 12 General courses were further developed in Moodle. The Year 10 Work Studies course was rewritten and Moodle and Saba resources put in place.

HIGHLIGHTS OF 2016

- Two additional staff have continued their professional growth by attaining the Certificate IV Training and Assessment. Within the Student Services team 8 staff currently hold this qualification.

FOCUS AREAS FOR 2017

- Professional learning for staff to ensure continual reflection and improvement within teaching and learning programs within Certificate courses and adherence to the AQTF Standards.
 - Completion of Certificate IV Training and Assessment by staff within Student Services.
 - Review of courses and qualifications being offered by SIDE and future planning based upon predicted areas of growth in the job/ careers sector.
 - Refinement of the Career and Enterprise courses, utilising internal and external moderation partnerships.
 - Further implementation and refinement of the RTP WPL module for monitoring Workplace Learning.
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SECTION 3

CURRICULUM LEARNING AREA REPORTS

PRIMARY

STAFFING

The Primary staff is highly experienced. In addition to the Deputy Principal, there are five Level Three Teachers and of the remaining eight teachers all hold Senior Teacher status. Two part time education assistants are employed to support students with special needs and the ECE team. One full-time administrative assistant provides administrative support and performs student enrolment duties.

TEACHING AND LEARNING

The online delivery of learning materials continues and has shown considerable growth as the preferred medium for home based students. In 2016, classroom teachers continued to increase the use of Online Learning in all modalities available by creating and developing learning materials and lessons, and promoting and delivering these to a wide range of students (Australian Travellers, Overseas Home-based, Overseas Travellers, Regional and Referral) over the whole school year. Many Australian Traveller students took advantage of greater wireless connectivity within Australia to enrol and attend the school's online lessons.

Learning programs, classroom pages and specialist study areas were created and promoted by classroom teachers in Moodle. A large proportion of Years Three to Seven students made use of this facility. Primary has continued to encourage students to download, and electronically return their learning programs.

In addition, a number of students accessed asynchronous learning opportunities such as Literacy/Numeracy Intervention programs, Maths Online, Reading Eggs and Mathletics.

Delivery to a larger audience continues to be hindered by internet connectivity and time-zone issues. These issues will continue to be addressed in 2017.

NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN)

The majority of our students in Years Three and Five continued to perform well in NAPLAN. These results were confirmed by the progress made by the students through the year. See page ?.

CURRICULUM PROVISION

The teaching and learning programs in Primary are developed specifically to meet individual student needs. Information gathered in the classrooms, from parents, and external tests such as the NAPLAN testing, help inform teachers to determine the needs of their students.

Major achievements in curriculum in 2016 include:

- The completion of a full Western Australian (WA) Curriculum Science program through the primary years.
- The completion and implementation of WA Curriculum English in Year Two.
- The planning, and partial completion of WA Curriculum English in Year One.
- The completion of WA Curriculum History and Geography in Years Five and Six.
- A full Phase Two WA Curriculum audit of existing learning materials.

HIGHLIGHTS FOR 2016

The highlights for 2016 included:

- The capacity of teachers to develop and implement high quality curriculum materials to match the Western Australian Curriculum.
- The professionalism of the teachers in responding to DOE initiatives and priorities.
- The completion of the curriculum audit of Phase Two Western Australian Curriculum and the scoping and partial completion of the final HASS units.

FOCUS FOR 2017

Primary will continue with its strong focus on catering for the individual needs of students, and the implementation of the Western Australian Curriculum Digital Technologies.

MATHEMATICS

INTRODUCTION

The 2016 school year concluded with 11 Mathematics teachers engaged in a teaching load of 8.6 full time equivalent (FTE) teachers. A total of 531 students were enrolled in a SIDE maths subject at the conclusion of the year which represented a -4 % decrease on the numbers at the same time in 2015. The teaching load of 8.6 FTE represented a 13% decrease compared with the previous year. Most Maths teachers taught across lower and senior secondary classes.

KEY PRIORITIES FOR 2016

LOWER SECONDARY

- Refinement of learning resources for Years 7 to 10 in West Australian curriculum (based upon Australian Curriculum)
- Use of standard courses with variations handled with Individual Education Programs (IEPs)
- Implementation of Common Assessment Tasks across Years 7 to 10
- Improvement of assessment design to allow for the full range of grades to be demonstrated in common assessment tasks
- Differentiation of instruction formalised for the Year 10 course
- Greater student participation in Saba classroom lessons and Moodle classes
- Access quality support materials from commercial publishers and free sources.

SENIOR SECONDARY

- Continuation of new WACE courses into Year 12:
 ATAR: Mathematics Application
 ATAR: Mathematics Methods
 ATAR: Mathematics Specialist
 General: Mathematics Essential
- Mathematics Foundation was delivered by the Learning Support team
- Greater student participation in Saba Classroom lessons
- Greater student participation in Moodle classes
- Continued teacher use of data analysis to steer programs such as conditional spreadsheets, analysis of previous year's exam data
- Continued use of video clips and interactive activities from web based resources
- Use of quality support materials from commercial publishers and free sources.
- Curriculum Development of Mathematics Foundation courses, Year 11 and 12, in preparation for delivery by the Mathematics department in 2017.

TEACHING AND LEARNING

Teaching programs in 2016 included:

Moodle Courses:

New WACE courses were provided with flexibility in the mode of delivery.

For ATAR courses, SIDE purchased a site licence for the text books by Sadler and the pdfs were housed in Moodle. Most students also purchased the text book.

For General courses the text books were purchased, or borrowed from the SIDE library. A code for the ebook was provided to students for online access.

Teachers and students appreciated the comprehensive facilities in Moodle such as: provision of pdf of text books, pdf of lesson guides, announcements, discussion forums, a grading page, links to internet sites and electronic submission and return of work.

All Lower Secondary courses were provided in Moodle. Years 7 to 10 students worked on West Australian Curriculum using SIDE Lesson Guides and a text book by Dr Terry Dwyer. SIDE subscribes to a site licence enabling students to access the pdf of the Dr Dwyer text book for each year group. Also provided within Moodle are interactive activities and support materials.

Anecdotal feedback from students, parents and supervisors, supported the model of

- Text book with accompanying Lesson Guide was clear and easy to use
- Moodle course structure was easy to navigate.

Mathematics numeracy skills- Moodle

The Mathematics department provided a course designed to assist students with numeracy skills, in particular with preparation for OLN and NAPLAN. It focussed on strategies and practice on how to answer multiple choice questions.

PDF markup of student assessments:

It is now the norm that Maths teachers mark work using pdf or Moodle mark-up tools which is then returned electronically via Moodle. This means that the turnaround time for student feedback was significantly reduced.

Access to courses:

Mathematics teachers are able to accommodate the student who is unable to access electronic courses or who has infrequent or unreliable Internet connection.

Saba Lessons:

All teachers presented lessons both scheduled and ongoing, to a broad range of students where practicable. Teachers were able to accommodate most students with access to a live Saba lesson and Playback was available for the students unable to attend the live lesson.

Maths Enrolment Units:

Pre-entry tests continue to be used for counselling students into appropriate courses. These can be:

- completed within SIDE Connect, a Moodle course which is accessed via the SIDE web page OR
- emailed to supervisors in pdf for printing

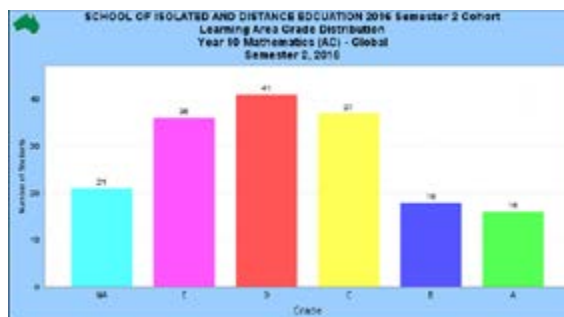
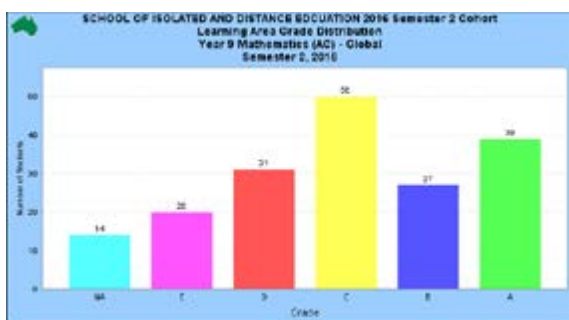
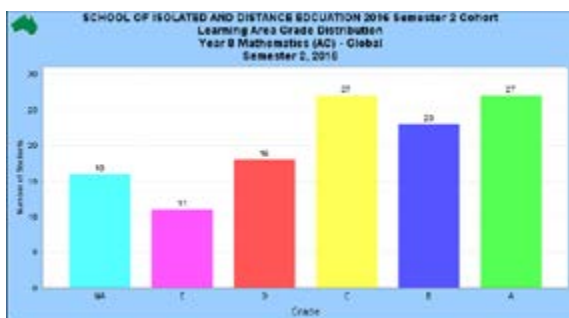
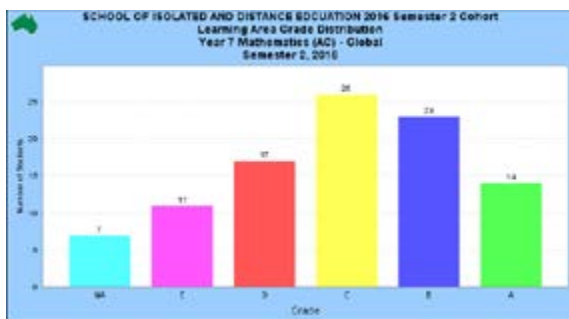
The former is the preferred method as it is computer marked and provides electronic storage of the work.

Data: student achievement Years 7,8,9,10
 Student enrolments in lower secondary concluded with 210 students, which was a 26% decrease on the enrolments at the conclusion of the previous year.

Grades Distributions

As students are now working on standard curriculum, marks were able to be recorded on a standard assessment outline within Reporting to Parents (RTP) and a merged list was created to rank the students within the year group. Grades were awarded in consideration to the ranking but also in conjunction with the descriptions relating to Achievement Standards as set by School Curriculum and Standards Authority (SCSA). This is the fairest way to grade many of the SIDE students who have unique circumstances.

Grades distributions at the conclusion of the year showed the following:



Observations and interpretation

- Years 7 to 9 shows the number of C grades as the largest proportion which is to be expected. Year 8 A grades equalled the number of C grades.
- Year 8 grade distribution showed a higher than expected proportion allocated to A grade. This year group was considered to be an exceptionally bright group and many students were provided with extension work.
- Year 10 shows the largest proportion with D and E grades. This could be partly explained by the practice of administering Common Assessment Tasks and the natural diversity of the year group. The content of Year 10 becomes more challenging and more demanding.
- The large number of NA is most likely attributable to the students in Learning Support who have a different method of reporting.
- The dip of B grades in Year 9 could be as a result of assessment tasks that did not provide enough scope for demonstration of student achievement. This is an ongoing challenge to have assessment tasks that provide opportunity for demonstration against the full range of grades.

DATA: STUDENT ACHIEVEMENT YEARS 11 AND 12

Student enrolments in Years 11 and 12 were 321 at the conclusion of the year which represented a 14% increase on the numbers from the conclusion of 2015.

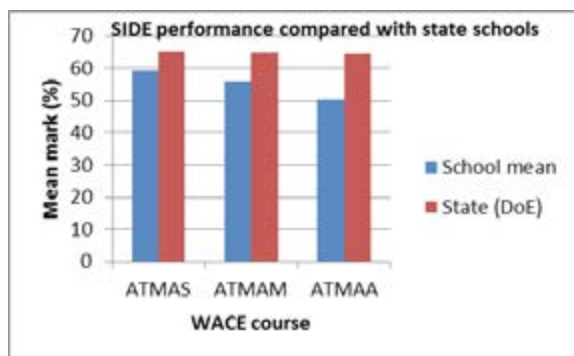
The table below shows some summary information for the new WACE courses

Course	# students	Correlation	Mean mod SM- Mean SM
ATMAS	20	0.92	-2.69
ATMAM	12	0.96	0.91
ATMAA	24	0.91	-7.48

The last column shows the difference between the average moderated school mark and the average school mark. A positive value is desirable but 0 to -4 is adequate.

The second column shows the correlation coefficient. High correlation (closeness to 1.0) indicates that the ranking of students in the school marks was a good match to the ranking of the students in the WACE exam. A value over 0.7 shows “reasonable consistency between the school marks and the standardised exam marks”.

The following graphs illustrate SIDE performance in each of the ATAR Mathematics Courses, against other state schools. Average final scaled scores are used and the graphs suggest that SIDE performance is within an acceptable range of performance against all state schools.



No longitudinal data is available as this was the first year of new WACE courses in Year 12.

These figures provide the starting point for the analysis of the previous year's performance and to initiate discussion on strategies to improve results in the current year.

Of particular interest is the performance in the Applications course. The Year 12 content is considerably different to that of Year 11 and many topics are new to WA curriculum.

Appropriate strategies involve:

- ensuring that entering students have been counselled into the correct course.
- analysing the data (obtained from SCSA and SAIS) for areas of weakness and address them through targeted teaching.
- scaling (by standardizing) investigations, tests, exams and final scores to conform to state mean and standard deviation targets set by SCSA.

HIGHLIGHTS OF 2016

- Implementation of new WACE courses for Year 12.
- Sharing of team resources to support smart work practices.
- Commencement of in-house writing project for Mathematics Foundation Year 11 and Year 12 for delivery in 2017.

FOCUS AREAS FOR 2017 SENIOR SECONDARY

- Completion of in-house writing project for Mathematics Foundation Year 11 and Year 12.
- Consolidation and improvement of all new WACE courses. Teachers will be following the model of instruction which consists of:
 - Moodle course with details for each lesson housed within the term and the week
 - Lessons containing links to other web sites, activities and work sheets

- Lessons based on content from commercial publications via pdf/ebook or hard copy text.

LOWER SECONDARY

- Provision of standard curriculum across Year 7 to 10 with ranking of students in the same year group but with room for variation according to the Achievement Standards.
- Focus on Achievement Standards when designing tests and reaching consensus with grading.
- Consolidation and improvement of the courses now in use across years 7 to 10.
- Refinement of IEPs to suit students requiring (including provision of Moodle courses)
 - o Support
 - o Extension: Particularly Year 10 Advanced course
- Exposure to and discussion around NAPLAN type test questions for both Year 7 and Year 9 students.
- Greater student participation in Saba and Moodle.
- Access to quality support materials from commercial publishers and free sources.

Years 7-12

- Preparation for the Online Literacy and Numeracy Assessment (OLNA) for Year 10 and Year 11 students yet to qualify. Students will be directed to the Moodle Course Mathematics numeracy skills which is targeted to teach and practice the skills required to answer multiple choice questions, such as the time in OLNA. Teachers will use Saba lessons to discuss strategies with answering multiple choice non-calculator questions.
- Greater use of Task Reports to be generated from Reporting to Parents. These are to be sent to students and Parents/Supervisors at the end of each term.

THE ARTS AND TECHNOLOGIES

In 2016 the Arts and Technologies learning area maintained a similar staffing profile to the previous year with extra fixed term staff required for Arts and Information Technology. Enrolments increased from 2015 in both of these areas and can largely be attributed to two factors:

- students who were previously taught these subjects by the Learning Support team, returned to mainstream classes;
- the increased enrolments of students from ballet schools as IT, Media and Visual Arts were popular elective choices and were conducted in face to face classes at SIDE.

Enrolments were slightly down in Design and Technology and Home Economics subjects. This can be attributed to the variability that occurs from year to year given the nature of SIDE enrolments. Senior school Woodwork was not offered due to consistently low enrolments over the preceding few years.

Year 11 and 12 Information Technology subjects, especially the ATAR courses had very strong enrolments as did the Certificate II in Creative Industries (Media).

New courses were introduced in Year 9 Media, senior school Preliminary Art, Year 12 Automotive Engineering Technology and the Certificate II in Information Digital Media Technology. All Year 12 courses were “new” in as much as they were taught to the new WACE syllabuses which followed on from the Year 11 new WACE courses the previous year. New online Moodle courses were developed for each of these and were either self-published by the teacher or utilised funding through SIDE’s curriculum development to engage a contract writer.

HIGHLIGHTS OF 2016

The Certificate II Creative Industries students created an entry for the ABC Heywire competition where they are required to tell a story about an aspect of their life. Two of the executive producers from Heywire ran a Saba class in Term 2 and several students completed their entry in Term 3. One student was successful in being selected as one of the winners with his video story entitled ‘How riding a “kids toy” changed my life. The winners scored an all-expenses paid trip to the Heywire Summit in Canberra, to develop ideas to make regional Australia an even better place for young people. Submissions can be viewed at <http://www.abc.net.au/heywire/>.

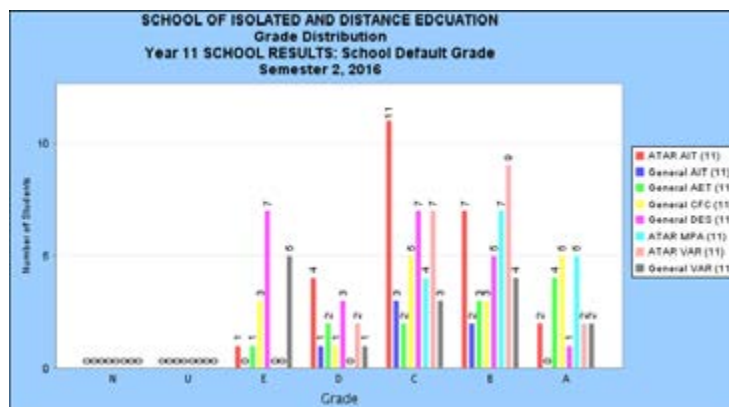
2016 saw the continued successful selection of SIDE Art students in the ‘Young Originals’ exhibition. One student from Year 10 and one from Year 11 were selected to exhibit out of 75 chosen from across Western Australian public schools. One Year 11 student was also successful in exhibiting her work in the St. Georges Art exhibition which is has ‘become a premier annual event in art education in Western Australia, attracting schools from all sectors.’

TEACHING AND LEARNING

The new syllabi for Year 12 WACE courses for Applied Information Technology, Children Family and the Community, Automotive Engineering Technology, Design Photography and Media Production and Analysis and Visual Arts were introduced.

The Year 11 results are shown in the following graph and generally indicate a satisfactory spread of grades. ATAR Media, ATAR Visual Arts and General Automotive results were strong. General courses by virtue of the WACE structure have a higher proportion of Students at educational risk students as can be seen in the Design Photography and Visual Arts General results. This will require strategies to be put in place to enable greater student engagement and tracking of these students.

The Year 12 results shown in the following graph indicate a sound range of grades were achieved at C grade or better. Groups were generally on the smaller size with cohorts of less than 15 students. The AIT group was larger, however, not as strong a group as the previous year which is reflected in the results.



Based on the analysis of Year 12 ATAR results from 2015 teachers of these courses put a focus on moderation and assessment practices that enabled results to more accurately reflect the mean and standard deviation of the state to minimize the difference and hence scaling. It was deemed that course assessments need to be of greater rigor with more emphasis placed on formal, timed test and exams to ensure that school grades were reflective of their ranking at a state level. This has proven to be very successful which can be seen in the comparative tables below.

ATAR AIT

	Students in Course	Students sitting Exam		Course	Exam	Diff
School	20	20	Mean	56.2	59.2	-3.0
			Std Dev	13.3	11.6	
Like Schools	0	0	Mean	0.0		
			Std Dev	0.0		
DoE	174	174	Mean	64.1	66.1	-2.0
			Std Dev	12.6	14.4	-1.8

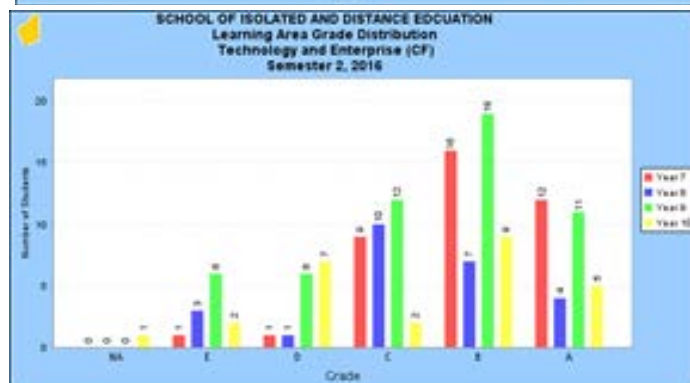
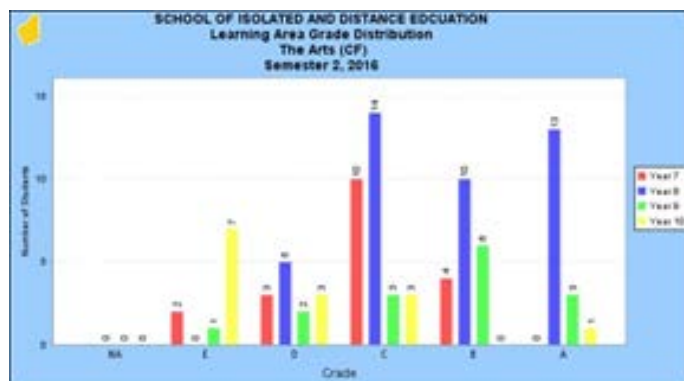
ATAR Media

	Students in Course	Students sitting Exam		Course	Exam	Diff
School	11	11	Mean	45.5	46.2	-0.7
			Std Dev	20.4	16.7	3.7
Like Schools	0	0	Mean	0.0		
			Std Dev	0.0		
DoE	374	362	Mean	60.5	57.8	2.7
			Std Dev	12.5	14.6	-2.1

ATAR Visual Arts

	Students in Course	Students sitting Exam		Course	Exam	Diff
School	10	10	Mean	53.1	51.0	2.1
			Std Dev	10.9	11.0	-0.1
Like Schools	0	0	Mean	0.0		
			Std Dev	0.0		
DoE	313	291	Mean	62.3	58.9	3.4
			Std Dev	11.0	15.2	-4.1

Lower school subjects in both the Arts (Media and Visual Arts) and Technologies (Digital Technologies, Design & Technology, Home Economics) continue to attract strong enrolments. Students generally performed well across the range of subjects. One district high school ran a trial of lower school Digital Technologies in Semester Two and in 2017 all of their lower school IT from Years 7 – 10 will be studied through SIDE.



There was a range of Moodle courses developed for the new K-10 curriculum, ready for 2017 implementation. This was achieved with the help of school funds that enabled the employment of courses developers and also in-house development by some teachers.

Courses included Year 9 Home Economics, Media, 9 Visual Arts and Year 10 Design & Technologies and Digital Technologies. The Certificate II in Creative Industries has been re-developed to cater for updated course requirements. Year 12 Design Technical Graphics is new for 2017.

2017 FOCUS AREAS

The Arts and Technologies K-10 Curriculum and Assessment outlines were used as the basis for course development in 2016. Existing Year 7 and 8 courses were mapped against the new curriculum to enable any non-compliant courses to be updated. In 2017 staff will be working with the Assessment and Judging Standards as they are released by SCSA ready for implementation in 2018. A major focus for staff professional learning will be attending events offered by DoE and the different specialist subject professional groups in the implementation and assessment of the new curriculum.

LEARNING SUPPORT

STAFFING

At the start of 2016 the Learning Support Team consisted of 7.4 FTE teachers and 0.6 FTE education assistant providing service to approximately 120 students, requiring educational support. By the end of 2016 the team had expanded to 11.6 FTE teachers and 0.6 education assistant providing service to approximately 180 students.

KEY PRIORITIES FOR 2016

Areas that the Learning Support Team focused on in 2016 were:

- Whole learning area approach to improving student attendance and engagement.
- Ongoing development and reviewing of high quality Moodle resources in Mathematics, English, Science and Humanities (MESH) learning areas.
- Ongoing development and implementation of the ASDAN program in New Horizons and Transition Challenge.
- Continue to enhance and maintain an effective resource collection that encompasses easily retrievable digital resources and supports online delivery and current curriculum pedagogy aligned to the WA Curriculum and delivered via Moodle and Saba Classroom.
- Implementation of reflective teaching practices as per the Australian Institute for Teaching and School Leadership and the 'GROWTH' coaching model.
- Ongoing collaboration with all main stream learning areas in development of courses and moderation of student work samples.
- Ensuring staff have attended relevant professional learning to support the teaching and learning program and to further develop personal growth.
- All teachers under went peer observation and provided peer feedback throughout the year.
- Develop Phase 2 & 3 WA Curriculum course material in partnership with mainstream teachers.

TEACHING AND LEARNING

The Learning Support Team teachers focused on developing learning programs that were in response to the individual needs of our students. Improvements and new practices included:

- Teachers utilised a range of instructional strategies to

assist student learning gained from attending professional learning in Understanding Dyslexia and Understanding Autism Teachers. Teachers utilised this professional knowledge in the development of their Saba lessons and Moodle classrooms.

- Team members developed individualised Moodle Classrooms and engaged students in regular online activities.
- Teachers developed smart goals for students in order to support students' achievement of goals.
- Student common assessment tasks were developed and moderated against Year level cohort.

Curriculum development

- Phase 2 and 3 curriculum courses for Civics and Economics were developed for year 7/8 and will be further developed in 2017.
- Foundation Mathematics for year 12 was developed for Moodle, however this unit will be taught in mainstream in 2017.
- Continued development of ASDAN course materials for Moodle.
- All Moodle courses in Learning Support were reviewed and refined with many improvements being made to the content in line with the WA curriculum.

Individual programs

All students in Learning Support are on an Individualised Education Plan (IEP). Teachers collaborated to develop SMART goals for individual students and they were reported on using SEN reporting and DoE Report formats within the Reporting to Parents data base.

Achievement data

Students engaged in the NAPLAN, OLNA and ACER tests. In the ACER tests, students attempted the English Reading, Writing, Comprehension tests and the Numeracy test. Results were used to support students and set goals for improvement in areas of need in literacy and numeracy. A number of students in learning support passed their OLNA in 2016.

HIGHLIGHTS OF 2016

All members of the Learning Support Team worked extremely hard throughout 2016. Each team member demonstrated a commitment to their students that was highly commendable. The team were very supportive of one another and student outcomes were very positive. In 2016 the senior teachers in Learning Support took on curriculum leadership roles and with other staff members created curriculum area teams. These teams worked collaboratively to review and refine Curriculum courses and resources.

Specific highlights included:

- Foundation stage Mathematics course for year 12 was developed.
- All team members utilised phone/email/Saba to make regular contact with students, building positive relationships and improving student engagement.

- Learning Support teachers developed and delivered differentiated teaching programs to small groups and individual students on a regular basis via Saba and Moodle.
- All team members participated in Teaching Students with Autism Professional Learning (PL) which was provided by School of Special Education Needs: Disability (SEND) and Dyslexia SPELD Foundation (DSF).
- A number of teachers attended SEND and DSF courses and were able to share the key aspects and strategies learned with the rest of the team.
- We had one staff member, Ann Werndly, achieve her Level 3 classroom teacher status.
- Very successful interactive Saba sessions were delivered by Scitech throughout the year and this will continue in 2017.
- A good number of students completing ASDAN courses had their ASDAN modules sent in for moderation. They all passed and will receive their certificates from ASDAN UK. ASDAN Workright was moved to Learning Support and online course work was developed. This will continue in 2017 with all ASDAN teachers working collaboratively to achieve desired outcomes.
- Prominent Aboriginal elder Dr Richard Walley visited Learning Support as part of the 2016 PALS Program. He delivered an important message about engaging in school and staying focused on student learning. He shared many wonderful aspects of his life in a very informative Saba presentation.

FOCUS AREAS FOR 2017

Areas that the Learning Support Team will focus on in 2017 are:

- Whole learning area approach to improving student performance, attendance and engagement through implementing a Case Management approach with all students.
- Ongoing development and reviewing of high quality Moodle resources in Mathematics, English, Science and Humanities learning areas.
- Ongoing development and implementation of the ASDAN program.
- Ongoing collaboration with all main stream learning areas in development of courses and moderation of student work samples, course outlines and assessments.
- Ensuring staff have attended relevant professional learning to support the teaching and learning program and to further develop personal growth.
- Continue to further develop peer observation and provide peer feedback throughout the year as part of performance management.
- Continue to develop Phase 2 & 3 WA Curriculum HASS course material in partnership with mainstream teachers in Years 8-10.
- Work closely with students to ensure they meet OLNA requirements.
- Work with Student Services and develop suitable pathways for senior school students.
- Further improve student attendance in Saba lessons and Moodle courses.

- Access quality support materials to support teaching/ learning program.
- Ongoing collaboration with MESH learning areas in the development of courses and moderation of student work samples.
- Develop the Teacher Consultation and Support roles within Learning Support to assist teachers in mainstream when requested.

HEALTH AND PHYSICAL EDUCATION

STAFFING

The 2016 school year started with 3.2 (FTE) teachers delivering curriculum across Years 8-12. In early March another full time teacher joined the team. Subsequent to that another teacher joined the team in May as another left.

KEY PRIORITIES FOR 2016

- Ongoing development and completion of Year 7-10 Health and Physical Education Moodle courses mapped to the WA Curriculum – there had been preparatory work completed in 2015 which served as a good foundation
- Peer observation
- Greater use of teachers in charge
- To create new and or modify assessment tasks and marking keys across Years 11-12 in both ATAR and General Courses
- Ongoing Development of Year 11 and 12 Teaching and Learning materials for General and ATAR courses for delivery in 2017
- Teachers giving high level feedback to students across all year groups
- Understanding of the WA Curriculum
- Development of glossaries in courses
- Trialling of groups in Moodle (2 courses for following year: one lower school and one senior school)
- Enhancement of moderation processes
- Consistency of IEP's
- Encouragement of early intervention strategies for non-engagement by students.

TEACHING AND LEARNING LOWER SECONDARY

All Lower Secondary HPE Moodle Courses were re structured to include:

- The Health Education curricula encompassed a variety of focus areas including self-esteem, coping, help seeking strategies, cyber-safety, nutrition, alcohol and other drugs, relationships, fitness, assertiveness, resilience, goal setting, communication, peer pressure, along with many more.

- During 2016 students in Years 8-10 continued participation in physical activity by working 'with' a 'physical activity log' that was incorporated into all of the HPE courses. The log was used as motivator to encourage students to get active.

Lesson Delivery

Fortnightly scheduled lessons were delivered to a broad range of students.

Books

Students across years 8-10 were encouraged to read (as a resource) The Puberty Book, Find Your Tribe and The Teenage Guide to Stress to assist their learning in HPE.

SENIOR SECONDARY

Senior School Health Studies

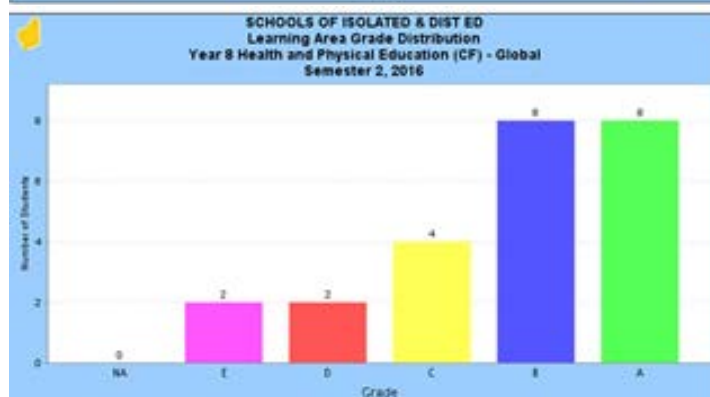
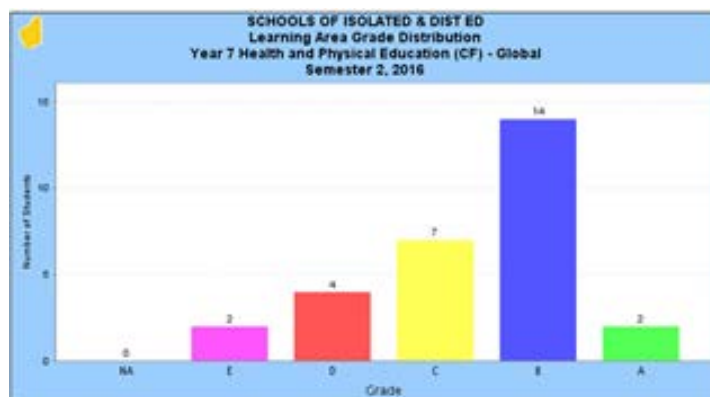
Two pathways for senior school were offered to students: General or ATAR.

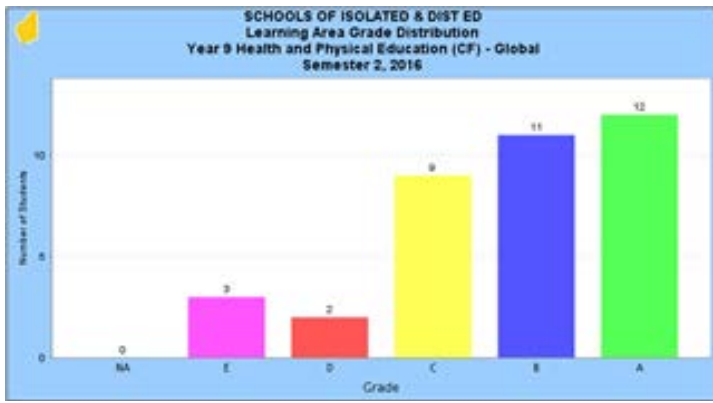
Twenty two students completed the Year 12 ATAR Course. Twenty five students completed the Year 12 General Course.

Thirty one completed the Year 11 ATAR Course. Twenty six completed the Year 11 General Course.

Lesson Delivery

Weekly scheduled lessons were delivered to a broad range of students across WA, Australia and overseas. Some teachers managed timetabling difficulties by delivering out of hours lessons where this was the only option. This was the case for a few students living overseas. For a number of students who were unable to access live Saba lessons the playbacks were used.



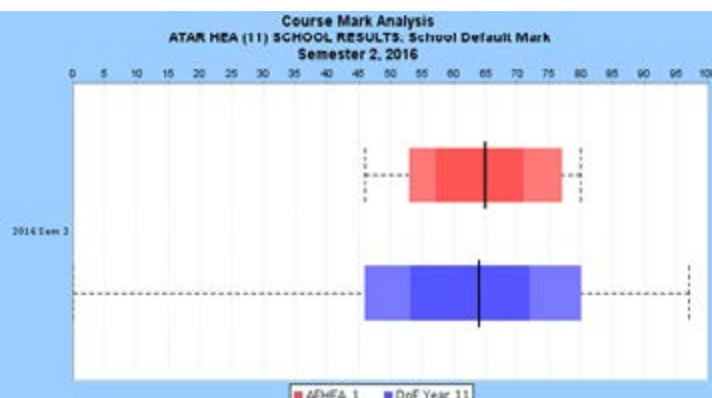
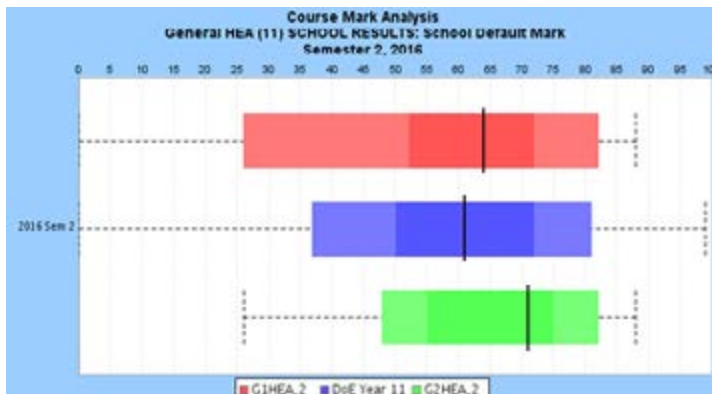


Student achievement data Years 7, 8, 9,10

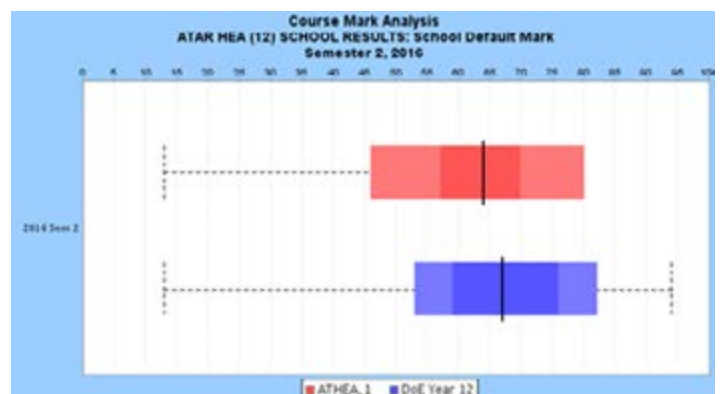
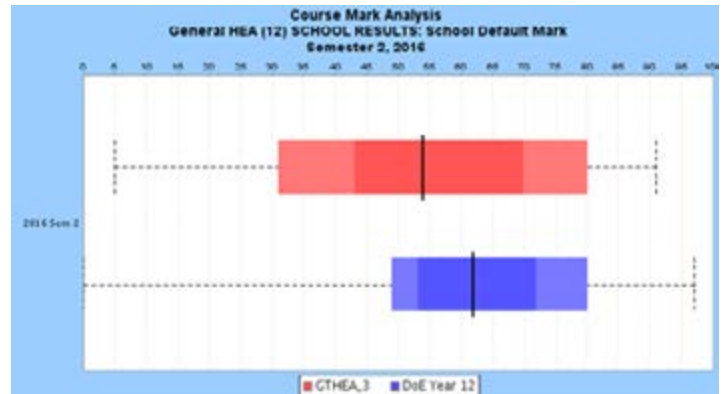
It is important to monitor the achievement of the HPE learning area outcomes to ensure the provision of quality experiences to enable students to make responsible judgements about health and physical activity. Student achievement in grade distribution tended to be skewed to the right in Year 8 but more evenly distributed in Years 9 and 10. However the attributes for attitude, behaviour and effort of students indicated in the Reporting to Parents database that there was consistency of engagement across all year groups.

Student achievement Years 11 and 12

The graphs below display the marks spread for students in a course. They are compared against like schools. Course mark analysis – SIDE versus DOE schools. The first graph relates to Course mark analysis for Year 11 General - the second – course mark analysis for Year 11 ATAR, the third is the Year 12 General Course and the fourth is the Year 12 ATAR Course analysis.



There is a consistency across the Year 12 General and the Year 12 ATAR where the school results are below the State. This is an unusual result for the school and will be looked at and monitored over the coming year.



HIGHLIGHTS OF 2016

- Moodle course development across Years 7-10
- Ongoing assessment development
- Regional visits
- Peer Observation.

FOCUS AREAS FOR 2017

The most significant areas for 2017 will be:
Implementation of WA Curriculum

- Literacy and Numeracy
- Classroom Observation
- Student achievement
- Ongoing Moodle development
- Greater utilization of resources
- Greater participation by staff in professional learning
- Greater student participation in Saba Classroom lessons and Moodle courses
- Ongoing Moderation
- Use of data analysis (maximising feedback) by teachers
- Building staff capacity

LANGUAGES

INTRODUCTION

The SIDE Languages Department offers programs at both Secondary and Primary levels, with four languages under its administration (French, Italian, Indonesian and Japanese). During 2016 there was a further decline in the number of students enrolled in SIDE languages programs from Primary through to Senior Secondary. This decline reflected the trend across Western Australian public schools for Languages. During 2016, the department was staffed with 20 teachers (14.7 FTE) and three language assistants under the leadership of the two Level 3 Heads of Learning Area with:

- 4 Level 3 Classroom teachers
- 5 Senior teachers

TEACHING AND LEARNING

All language teachers delivered synchronous lessons through Saba. Primary teachers delivered twice weekly Saba lessons to students. Secondary teachers delivered all language students at SIDE a minimum of one Saba lesson per week in conjunction with the Moodle classroom.

Flexibility in delivery hours was applied in some cases as teachers managed the challenges of timetabling constraints and students living across time zones.

Staff continued to access professional learning to improve their skills in using and developing the asynchronous Moodle courses, with all secondary courses delivered through Moodle. Moodle use in Primary Languages remained at similar levels to the previous year.

Interactive white boards

Interactive white boards continue to be used in conjunction with Saba in some Primary schools to maximise student engagement where there is a shortage of computers or lack of bandwidth precludes a number of computers being online simultaneously.

Best Practice and Innovation

The SIDE Languages Team is dedicated to providing access to high-quality online curriculum, and teaching and learning to students from Years PP-12.

A number of SIDE Languages teachers attended SCSA WACE planning workshops and a range of professional association workshops and conferences during the year and shared the experience with colleagues at SIDE.

Teacher Development School (Languages)

Professional learning for Languages teachers across the State was provided by the SIDE Languages TDS team with the assistance of other teachers within the SIDE Languages department. In 2016 the TDS team initiated, planned and developed ten professional learning events

both online and face to face, covering topics such as the implementation of Western Australian Curriculum: Languages (WAC:L), ongoing network meetings, new Languages teacher support workshops, WACE workshops, Level Three portfolio preparation and Languages methodology. Professional learning opportunities were aimed at a range of audiences including current Languages teachers across the state, teachers new to teaching languages, secondary teachers across learning areas, primary classroom teachers and curriculum leaders within Languages.

The SIDE Languages TDS worked collaboratively with AISWA, CEWA, State Wide Service and Willetton and East Manjimup TDSs to provide ongoing, comprehensive, high quality professional learning. The professional learning program was informed by the needs of teachers and system requirements and was responsive to participant feedback.

The SIDE Languages TDS has led the way in professional learning focused on the implementation WAC:L by developing, planning and presenting a series of modules to develop teachers' understanding of and ability to teach the new curriculum.

The success of the high quality professional learning that SIDE TDS has provided in 2016 is demonstrated by the number of attendees, including a large proportion of repeat attendees and the request from teachers outside DoE to participate in SIDE TDS events. The TDS team have used Connect to advertise upcoming events, share information and make past workshop recordings available to teachers to access at any time. Connect has also been used to communicate efficiently with the WAC:L group of language leaders. SIDE will continue as a Teacher Development School in 2017.

Language Assistant Program

In 2016 SIDE Languages was supported by two Indonesian language assistants (one in Semester 1 and one in Semester 2), one French assistant and one Japanese assistant. All were employed through the Department of Education Language Assistant Program.

Students from PP-12 were motivated by the presence of these young native speakers in their online classrooms and through face to face interactions which added immeasurable value to the Language learning program. The participation by the language assistants on numerous school visits around WA was especially valuable.

Native speaker tutors employed through the DoE Native Speaker Tuition program assisted French, Italian and Japanese senior secondary students to improve their language and be fully prepared for the WACE practical exam.

ACHIEVEMENT DATA

Primary Languages

SIDE Languages delivered programs in the four languages to 685 students across the state.

In 2016 the percentage of Year 3-6 students achieving the expected C grade standard or above was:

- Year 3 90%
- Year 4 86%
- Year 5 93%
- Year 6 91%

The figures are consistent with or better than state-wide results.

LOWER SECONDARY

In 2016 there were approximately 153 Year 7-10 students studying a language through SIDE. Student learning programs were tailored to cater for entry into secondary as a new beginner of a second language or on a continuing pathway from primary school.

In 2016 the percentage of lower secondary students achieving the expected C grade standard or above was:

- Year 7 80%
- Year 8 83%
- Year 9 90%
- Year 10 80%

Small cohort sizes and a lack of continuity in enrolments make it hard to draw meaningful conclusions from lower secondary results.

SENIOR SECONDARY

In 2016 the Languages Department at SIDE continued to offer a variety of pathways for students including Year 11 ATAR and the new Year 12 ATAR courses across all languages, an Indonesian First Language course and the VET Certificate II in French and Japanese. General Languages courses were also offered for Year 11 and 12.

ATAR Year 12

School assessment grades for each language followed a normal pattern. However, there were a greater proportion of D grade students than normal. Some individual students and cohorts did not perform as well as expected in the external exams and as a consequence, some cohorts were adversely affected by the standardisation and moderation processes. In 2017, teachers will engage in additional moderation activities and focus on strategies to support students in effective exam preparation.

Certificate II in Applied Languages

Four Japanese students and 2 French students achieved their Certificate II in Applied Languages, representing a 100% attainment rate in this qualification.

HIGHLIGHTS OF 2016

- The development of an early childhood education course for French
- Upskilling of staff in early Childhood education
- Preparation for Western Australian Curriculum – Languages

Student awards/achievements

One of our Japanese students received a Gold Certificate for being in the top 2 % of the Education Perfect Languages World championships.

FOCUS AREAS FOR 2017

- From 2018 SCSA have mandated Language learning from Year 3. We anticipate an increase in demand for the SIDE Languages program. Focus will be on preparation to meet those needs.
- K-10 print materials and Moodle courses will be written and updated.
- Staff will become conversant in Western Australian Curriculum - Languages.
- Marketing and promotion of Languages learning at SIDE to rural districts to aid in their implementation of the mandate.
- Peer review and classroom observation processes implemented to promote teacher best practice and reflection.

SCIENCE

STAFFING

In 2016 the Science Learning Area enrolled 525 students at the start of the year. The majority of these students were school based enrolments. By the end of the year 565 students were enrolled in Science courses. The Science Learning Area commenced the year with 10.5 teaching FTE and 0.4 Laboratory Technician FTE. There were a number of staff changes in 2015:

- Gerry Nolan took long service leave in Semester 2 and was replaced by Ian Wallace.
- Julie Clark taught 0.8 and took long service leave 0.2 for the Year;
- Natalie Cooper was on 1.0 for 2016
- Wilhelmina Dadour taught 0.4 in Semester Two due to increased enrolments.
- During the year Suri Naidoo, James Marshall and Julie Clark also took long service leave to help reduce their outstanding leave.

KEY PRIORITIES FOR 2016

SENIOR SECONDARY

1. Science Pre-Enrolment Tests in Chemistry and Physics continue to be used for counselling students into appropriate courses. These were completed by students within SIDE Connect.
2. Implementation, ongoing reflection and review of Year 12 WACE courses, namely, ATAR Biology, ATAR Chemistry, ATAR Human Biology, General Human Biology and ATAR Physics occurred in 2016. This included the high quality resources used during Saba lessons and the Moodle course design. This process was ongoing using the curriculum expertise and experience within the Science Learning Area team.
3. As part of the course review, typical exam type practise questions, revision and course specific exam techniques were incorporated into senior secondary ATAR courses.
4. Targeted revision and tutorial Saba lessons were made available to Year 11 and 12 ATAR students to prepare them

for their WACE exams.

- Increased participation and engagement in Saba lessons and Moodle activities was achieved through online instructional strategies.
- Assessment tools were reviewed and refined at the end of 2016 for implementation in 2017. All WACE courses had Common Tasks and Assessment and Moderation strategies embedded in the teaching/learning program.
- Teachers used SAIS data, maximising feedback and other system data to improve student outcomes.
- Teachers used video clips and high quality interactive activities from web based and archived SIDE resources.

LOWER SECONDARY

- Delivery of West Australian Curriculum for Years 7, 8, 9 and 10 students.
- Ongoing review and refinement of Curriculum, Instructional design for Saba and Moodle, Assessment tools and Reporting practices occurred in 2016.
- Each Year group had Common Tasks embedded in the assessment outline. This facilitated internal moderation of Achievement Standards. West Australian Curriculum Achievement Standards and SCSA work sample exemplars were used for comparison.
- Internal moderation of assessment tasks to ensure comparability of grades allocated to lower school students within the Science learning area and students in Learning Support.
- Shared Moodle courses were used for the different cohorts to ensure consensus, collaboration, moderation and differentiation.
- Student feedback and survey questions were used in some Moodle courses and Saba lessons.
- Teachers used SAIS data, and other system data analysis to improve student outcomes. Documented Plans were provided for students requiring learning adjustments.
- Increasing the submission of lower secondary tasks to endeavour to reduce the number of E grades awarded due to lack of work submission.

TEACHING AND LEARNING SENIOR SECONDARY

In 2016 a wide range of courses were offered to senior school students (Table 1). There were 282 students who completed senior secondary courses.

Course	Year 11	Year 12
Biological Sciences	52	50
Chemistry	28	15
ATAR Human Biological Science	38	17
General Human Biology	18	14
Physics	25	20
Chevron endorsed course	5	

Table 1: The number of students studying science courses Semester Two 2016

Overall, the results of the Year 12 Science courses were

impressive due to the teaching/learning strategies that staff implemented with their students. There was a high correlation between school mark and the results that students obtained in the WACE exam.

Table 2 summarises the moderated differences in SIDE Year 12 courses and these are then compared with the Department of Education schools (DoE) and all schools in the state (State) moderated differences. A negative score indicates that the school results are moderated down and a positive result indicates that the results are moderated up. The moderation differences indicate that, in general, the school mark for students studying ATAR Biology, Human Biology, Chemistry and Physics at SIDE were comparable with their school mark.

Course	N0 students*	SIDE	DoE
BIOLOGY	50	-6.53	1.25
CHEMISTRY	15	-9.41	-4.27
HUMAN BIOLOGY	17	-6.63	-3.56
PHYSICS	20	-5.83	1.13

Table 2: WACE Moderation differences in 2016.

* number of students sitting WACE exam

LOWER SECONDARY

In Semester Two 2016 there were 272 students enrolled with SIDE in Years 7-10. Many of these students are whole classes of students who were part of the Elite program, some were from District High Schools, Remote Community Schools, and regional and remote primary schools.

Table 3: Lower School enrolments.

	Year 7	Year 8	Year 9	Year 10
2010		28	66	71
2011		69	36	88
2012		76	89	64
2013		67	91	95
2014		64	100	88
2015	57	80	75	87
2016	36	57	99	80

Table 4: Science Learning Area grade compared to DOE schools

	A		B		C		D		E		N/A	
	School	DOE	School	DOE	School	DOE	School	DOE	School	DOE	School	DOE
7	20.8%	19.6%	17%	23.4%	22.6%	32.8%	18.9%	15.2%	9.4%	6.3%	11.3%	2.8%
8	22.2%	20.6%	19.4%	21.2%	16.7%	29.5%	15.3%	16.8%	11.1%	7.9%	15.3%	4%
9	26.8%	17.3%	26.8%	19.4%	21.4%	30.7%	13.4%	18.6%	6.2%	10.2%	5.4%	3.9%
10	21.6%	15.9%	20.6%	18.6%	15.7%	31.7%	11.8%	19.1%	18.6%	10.6%	11.8%	4%

One of the aims of the Science Learning Area over the last few years is to reduce the number of students receiving an NA on their report. The data shows that the number of E grade students are also comparatively low when compared to the rest of the state. The majority of students who achieve an E grade have attendance concerns or do so because they fail to submit the required tasks. The large number of NA is most likely attributable to the students in Learning Support who may be reported using Special education needs reports.

HIGHLIGHTS FOR 2016

- Successful implementation of new WACE courses for Year 12 2016.
- Online Scitech visit – The Science learning area has experienced a highly successful partnership with Scitech. This afforded students the opportunities to watch high quality live demos using Saba classroom. Students from regional WA were given opportunities to become part of a wider learning community as they participated in these interactive online Saba sessions presented by Scitech.
- Guest speaker: Ellen Jorgensen – In collaboration with Scitech, the Science LA also hosted Dr Ellen Jorgensen, a special guest for Science Week. Dr Jorgensen is from New York and is co-founder and Executive Director of Genspace, a laboratory which promotes citizen science and access to biotechnology. SIDE students thoroughly enjoyed her Saba presentation.
- Presentation: Jo Watkins (CSIRO) – The Science learning area also hosted a live science demonstration by Jo Watkins, Chief Executive Officer, Earth Science WA. SIDE students were treated to a range of exciting and engaging fully interactive Earth Science activities using the Saba platform. This session was delivered to 50 highly enthusiastic students from all over WA as well as overseas. A face-to-face session was held with students on campus.
- Presentation: Ketesse Hansen – A live science demonstration was hosted by Ketesse Hansen, Technical Officer and the Radiation Safety Supervisor for the Department of Physics, Astronomy and Medical Radiation Science, Curtin University. This session was delivered via Saba as well as two face-to-face sessions were held with students on campus.

Ketesse's message to all students was that Science can take you places you never dreamed of. She highlighted the diverse and interesting applications that Physics has in real life and the roles she has played in a variety of projects. She also conducted some very exciting and fun experiments and demonstrations for the students, which challenged their predictive skills.

Staff Professional Development opportunities

- Science staff attended various professional development opportunities including Future Science.
- Science teachers participated in regional visits, school visits, student visits to SIDE.
- Julie Clark is a member of the School Curriculum and Standards Authority Curriculum (SCSA) and Assessment Committee for Human Biology.

- Natalie Cooper Independent reviewer for the ATAR Biology WACE Exam, a team leader for the marking of ATAR Biology WACE Exam, and is on the SCSA Setting Panel for ATAR Biology. Natalie is also a member of the SCSA course advisory committee for Biology and moderator for the General Biology Externally set task (2016). She achieved Senior Teacher status in 2016.
- Diana Tomazos as a committee member of the Australian Institute in Physics Committee, Diana was involved in organising the State's Women's in Physics Student day at Murdoch University. Ketesse Hansen's visit was a direct offshoot from this event. Diana mentored our first practicing teacher at SIDE for eight weeks and achieved outstanding results with this student.
- As part of STEM planning and implementation, James Marchall completed a Regional visit to Wyndham where he involved the students in a range of engaging hands-on activities.

FOCUS AREAS FOR 2017 SENIOR SECONDARY

1. Continue to incorporate exam type practise questions, revision and course specific exam techniques into senior secondary ATAR Year 11 and 12 course lessons.
2. Use data analysis to identify areas of weakness and address these through refinements in the teaching/ learning programs.
3. Looking at different strategies to improve student results in their external exams.

LOWER SECONDARY

1. Ongoing review and refinement of Year 7-10 teaching and learning programs.
2. Encourage greater student participation and engagement in Saba and Moodle.
3. Increasing the submission of lower secondary tasks.
4. Regular monitoring of students attendance to identify SAER students and ensure early intervention and therefore endeavour to reduce the number of E grades awarded due to unsatisfactory attendance.
5. Refining Documented Plans to suit students who need additional support or extension.
6. Focus on STEM planning and implementation to improve student engagement in Science.

ENGLISH

INTRODUCTION

The English Learning Area worked collaboratively during 2016 to seek innovative ways to respond to the unique needs of our students. The 2016 Team consisted of 11 English teachers engaged in a teaching load of 7.60 fulltime equivalent (FTE) of Teaching and Administration time.

TEACHING AND LEARNING

The focus for 2016 was to offer our students a rich and inclusive online English curriculum, which promoted equity and excellence and provided the opportunity for all students to reach their full potential.

KEY PRIORITIES FOR 2016 LOWER SECONDARY

- Refinement of West Australian Curriculum Years 7, 8, 9 and 10. All English staff were involved in the reviewing of each course.
- Reading: the year commenced with the provision of a range of new and engaging reading resources, including e-books and graphical reading resources with the aim of engaging and supporting a wide range of students at each year level.
- Wide Reading Program included two teacher librarian collaborations per term in Years 7, 8, 9 and 10 Saba classes with follow-up in Moodle forums and blog responses.
- Shared Moodle courses were used for collaboration, moderation and differentiation. Common tasks for each year group facilitated internal moderation of achievement standards.
- NAPLAN practice quizzes from different contexts were embedded in the Year 7 and 9 English courses and used throughout Terms 1 and 2.
- OLNAs practice topics were embedded in all relevant Moodle courses. Eligible Year 10 students were provided with practice OLNAs test questions.
- Moodle grade book was updated to facilitate teacher on-balance judgements.
- Embedding of lesson foci, glossary, Interactive instructional strategies and student feedback into Moodle and Saba lessons continued, with the aim to increase student participation.
- Feedback and survey questions were added to all Moodle courses.
- The early use of diagnostic data enabled English teachers to quickly and accurately determine student literacy needs, both across the cohorts and at the individual level, so that curriculum, teaching and learning could be adjusted.
- Individual education programs (IEPs) with an increased focus on data, were provided for students requiring learning adjustments.
- Online literacy program, WordFlyers, was successfully

trialled with Year 7s.

SENIOR SECONDARY

- Refinement of the new Year 12 WACE courses, including English Foundation, English General, English ATAR and Literature ATAR, was a key focus. This will be ongoing, using the curriculum expertise and experience within the English Learning Area team.
- English Foundation was delivered by Learning Support team.
- Common tasks, assessments and moderation strategies were embedded for all WACE courses.
- Engagement in Saba and Moodle increased with the embedding of lesson foci, glossary, interactive strategies and student feedback.
- Online marking of student tasks increased. Marked work was returned electronically and stored in Moodle for easy access to timely feedback.
- Use of SAIS and other system data analysis continued to be a focus area.

LEARNING AREA HIGHLIGHTS

Online Authors

The Authors' Online program, a highly successful collaboration between the English Learning Area and the Resource Centre continued. In 2016, students were able to interact with:

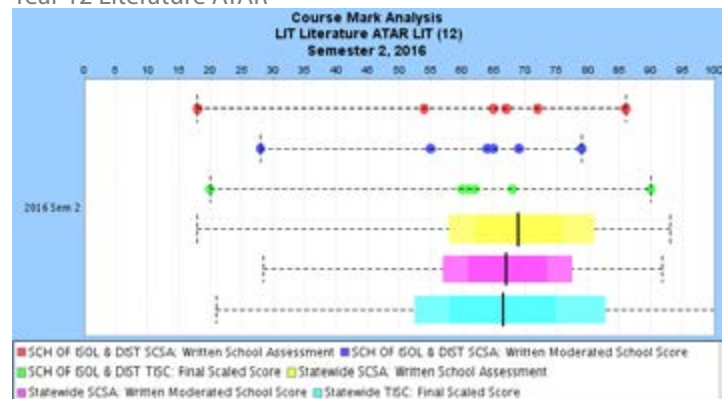
- AJ Betts, author of *Zac and Mia*.
- Kim Scott, author of *That Deadman Dance*.
- James Maloney, author of *The Scorpion's Tail*, *Disappearing Act*.

Student Achievement

In 2016 Year 12 SIDE student performance was above expectations. Congratulations are extended to all students who managed to complete their courses.

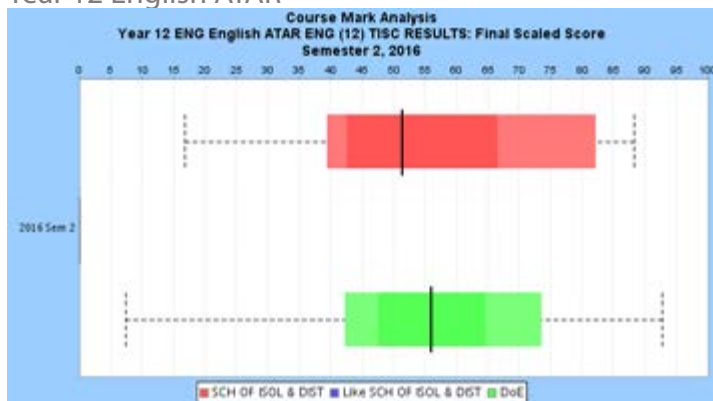
Course and Exam Analysis

Year 12 Literature ATAR



Two of the six 12 Literature ATAR students achieved A grades and one of those improved their excellent performance in the WACE examination, achieving a scaled score of 90.84. All but one student achieved at least a C grade, and a scaled score of above 60.

Year 12 English ATAR



Year 12 English ATAR students performed above expectation. The differential of 6.3 revealed that the majority of our students had a higher score for English than any other subject. We were pleased, that our top student achieved a standardised score of 94 and was therefore awarded a Certificate of Distinction for English. Three other students achieved in this range.

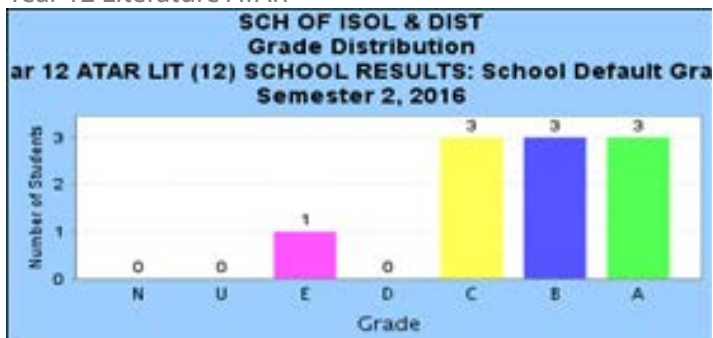
Senior Secondary

Data continues to indicate that teachers of English Senior Secondary students have an excellent knowledge and understanding of their subject. To ensure this outcome there was a focus on:

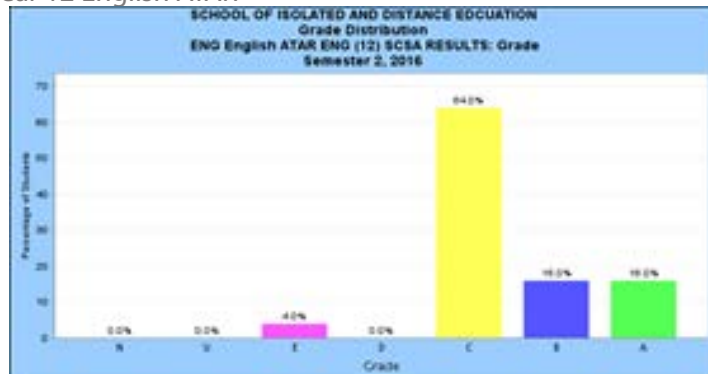
- Teamwork: collaboration in the writing of courses, formal and informal internal moderation procedures, a culture that promotes sharing of ideas and teaching methodologies.
- Increased use of interaction via online pedagogies in Moodle and Saba.
- Use of internal exams and tests, marking keys.

Year 11-12 Teacher Judgements:

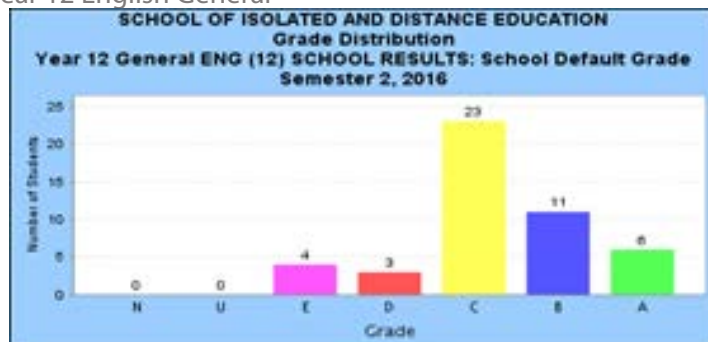
Year 12 Literature ATAR



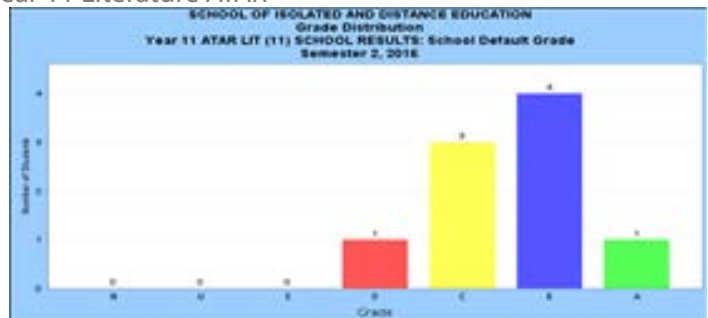
Year 12 English ATAR



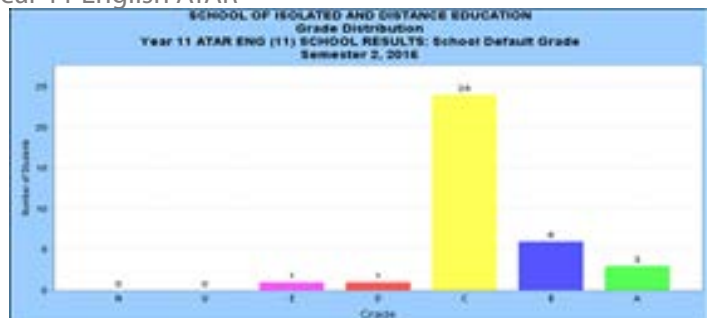
Year 12 English General



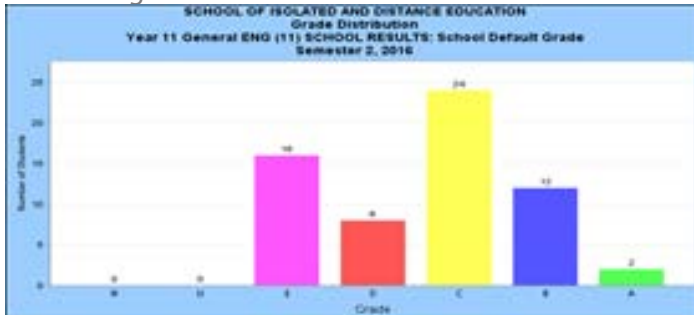
Year 11 Literature ATAR



Year 11 English ATAR



Year 11 English General



Year 7-10

Teacher Judgements:

Year 7 Semester 2 2016

GRADE					
NA	E	D	C	B	A
8.9%	13.3%	11.1%	51.1%	11.1%	4.4%
(4)	(6)	(5)	(23)	(5)	(2)

Year 8 Semester 2 2016

GRADE					
NA	E	D	C	B	A
0%	6.8%	20.3%	28.8%	23.7%	20.3%
(0)	(4)	(12)	(17)	(14)	(12)

Year 9 Semester 2 2016

GRADE					
NA	E	D	C	B	A
2.6%	13.2%	14%	40.4%	18.4%	11.4%
(3)	(15)	(16)	(46)	(21)	(13)

Year 10 Semester 2 2016

GRADE					
NA	E	D	C	B	A
2.8%	10.1%	29.4%	23.9%	18.3%	15.6%
(3)	(11)	(32)	(26)	(20)	(17)

Observations and interpretation

Years 7-10 show more A grades than in previous years, which is above expectations. Teacher reviews of this data suggest that this is because:

- marking rubrics and SIDE teaching and learning materials address needs of new students entering the cohort.
- ease of navigation for students via the book format as students access and navigate materials more confidently and effectively.
- teachers are now more familiar and confident with WA Curriculum.

NA grades in part are attributable to the students in Learning

Support who have a different method of reporting, and also, Referral students.

Goals

- Increase the opportunities to address Speaking and Listening.
- Continue regular assessment moderation practices with a greater focus on oral tasks.
- Focus on adjusting assessment formats to be more inclusive.

FOCUS AREAS FOR 2017

- Focus on differentiation when designing before, during and after activities for tasks.
- Consolidation and improvement of the courses now in use across years 7 to 12.
- Refinement of IEPs.
- Investigation into EALD.

HUMANITIES AND SOCIAL SCIENCES

INTRODUCTION

2016 was a busy year for SIDE HaSS. Much was achieved and many challenges addressed. Most HaSS teachers taught across lower and senior secondary classes. New courses were introduced and existing courses were revised. In late 2016, by a consensus decision of all HaSS staff on site, SIDE HaSS committed itself to totally re-vamping/modernising its HaSS Year 7, 8, 9 and 10 offerings. This is a major curriculum innovation. Previously, HaSS implemented semester length "History" and "Geography" courses in lower secondary years. By waiving its previous immunity from a re-vamp of years Year 7, 8, and 9 HaSS courses this Learning Area needed to create many term length "Civics and Citizenship", "Economics and Business", "History" and "Geography" units.

Much of the professional development and classroom observation activities focused on improving the quality of Saba lessons. Both A/HOLA Ms Sharon Cutten and Ms Ros Keron provided commendable leadership.

KEY PRIORITIES FOR 2016

LOWER SECONDARY

- Refinement of learning resources for Years 7 to 10 in West Australian HaSS curriculum.
- Initial planning for the full introduction of all aspects of the new West Australian HaSS curriculum- which is occurring in 2017.
- Use of standard courses with variations handled with Individual Education Programs.
- Implementation of standardised Moodle course offerings across Years 7 to 10.
- Improvement of assessment design to allow for the

full range of grades to be demonstrated in common assessment tasks.

- Greater student participation in Saba and Moodle activities.

SENIOR SECONDARY

- Continuation of new WACE courses into Year 12.
- Greater student participation in Saba and Moodle activities.
- Continued teacher use of data analysis to steer programs such as literacy and numeracy strategies, PLAN and OLN analysis.
- Use of previous year's exam data.
- Continued embedding of video clips and quizzes into Moodle.
- Implementation of more standardised Moodle course offerings across Years 7 to 12. For example, use of Frequently Asked Question forums (FAQ), Getting to Know Your Classmates Forums, Weekly Subject announcements.
- Accessing quality support materials from commercial publishers and open sources.

TEACHING AND LEARNING

Teaching programs in 2016 included enhancement of Moodle Courses and developing new WACE courses. Teachers and students appreciate the comprehensive facilities in Moodle such as: provision of pdf text, pdf lesson guides, announcements, discussion forums, a grading page, links to internet sites and electronic submission plus return of work. Saba lessons were well attended. These interactive lessons were enhanced by the common use of Glossaries promoting Student Voice and increasing use of teacher-student engagement techniques.

HaSS staff became more confident at developing and implementing formalised documented study plans. HaSS staff were prominent HaSS curriculum leaders as exemplified by their high rate of engagement in Professional Associations, frequent engagement in professional development activities, attendance at training sessions and on-going collegiate learning.

The HaSS team assisted students with literacy and numeracy skills development. This includes preparation for OLN and NAPLAN. HaSS teachers focused on sentence, paragraph and essay writing strategies, the use of numeracy e.g. in mapping, surveys and practicing how to answer multiple choice questions.

Grades Distributions

Marks are recorded on a standard assessment outline within Reporting to Parents (RTP). Grading occurs by the ranking of student achievement and bench-marking against descriptions of Achievement Standards as set by School Curriculum and Standards Authority (SCSA).

These tables contrast HaSS at SIDE with DoE Grades distributions:

	HaSS Year 7 GRADES					
	N/A	E	D	C	B	A
School	12.2% (5)	9.8% (4)	12.2% (5)	31.7% (13)	24.4% (10)	9.8% (4)
DoE	4.2% (735)	5.6% (967)	13.6% (2360)	36% (6243)	24.7% (4278)	15.9% (2764)

	HaSS Year 8 GRADES					
	N/A	E	D	C	B	A
School	15% (9)	3.3% (2)	20% (12)	35% (21)	23.3% (14)	3.3% (2)
DoE	5% (846)	7% (1182)	14.5% (2470)	34.2% (5815)	22.4% (3802)	17% (2881)

	HaSS Year 9 GRADES					
	N/A	E	D	C	B	A
School	8.7% (9)	13.6% (14)	14.6% (15)	31.1% (32)	17.5% (18)	4.6% (15)
DoE	5% (864)	8.3% (1424)	15.1% (2589)	35.1% (6027)	21.9% (3754)	14.6% (2510)

	HaSS Year 10 GRADES					
	N/A	E	D	C	B	A
School	13.7% (14)	17.6% (18)	19.6% (20)	28.4% (29)	16.7% (17)	3.9% (4)
DoE	5.1% (900)	8.9% (1561)	15.8% (2763)	34.6% (6058)	21.4% (3744)	14.3% (2503)

From these tables the following observations and interpretations are made:-

- Years 7 to 10 C grade attainments are the largest proportion. This is expected.
- Year 10 shows the largest proportion with D and E grades.
- Year 9 had a pleasing 14.6% of students achieving an A grade.
- The large number of NA is most likely attributable to the students in Learning Support who have a different method of reporting.
- Year 7's 9.8% achieved an A grade and 12.2% achieved a D grade. This was paralleled by poor performance in their reported Attributes. Attribute 1- shows only 15% of these students "worked consistently to the best of their ability" (15%), Similarly, only a small % of Year 7 students are "enthusiastic about learning" (attribute 6) and "set goals and work towards them" (attribute 7). Years 8, 9 and 10 where 45%, 45%, and 33% respectively "worked consistently" (attribute 1) scores were better than Year 7's however they are a cause of concern. Strategies to address this issue are required to enhance student satisfaction and grade enhancement.

SENIOR SECONDARY

HaSS offers Certificate II courses, General courses and ATAR courses.

CERTIFICATE II IN BUSINESS

All eleven Year 12 students achieved their two-year qualification. Most 2016 Year 11 Students have continued with the course into Year 12.

Year 11 General Courses

Year 11 General courses offered by SIDE included:

- Business Management and Enterprise (BME)
- Geography (GEO)
- History (HIM)

Analysis of the Year 11 General course results show:

- BME was mostly successful with only two students being unable to achieve a pass grade of C or better. Several students achieved an A grade.
- With only one exception GEO achieved commendable results for all but one of the students who continued to the end of the year. Several students achieved an A grade.
- Only 56.3% of HIM achieved a pass grade of C or better.

The analysed graphs and tables are:

BME Grade Distribution

	U	E	D	C	B	A
School		33.3% (2)			33.3% (2)	33.3% (2)
DoE	0.5% (2)	9.7% (38)	7.7% (30)	41.7% (163)	22.8% (89)	17.6% (69)

GEO Grade Distribution

	U	E	D	C	B	A
School		11.1% (1)		44.4% (4)	22.2% (2)	22.2% (2)
DoE	0.3% (1)	11.2% (32)	10.1% (29)	45.5% (130)	22.4% (64)	10.5% (30)

HIM Grade Distribution

	U	E	D	C	B	A
School		18.8% (3)	25.0% (4)	37.5% (6)	18.8% (3)	
DoE		18.3% (40)	16.1% (35)	38.5% (84)	14.7% (32)	12.4% (27)

Year 11 ATAR Courses

- Economics (ECO)
- History (HIM)
- Geography (GEO)
- Politics and Legal Studies (PAL)
- Accounting and Finance (ACF).

Analysis of the Year 11 ATAR course results shows:

- Only 56.3% of HIM students achieved a pass grade of C or better.
- 63.3% of ACF students achieved a pass grade of C or better.
- 80% of ECO students achieved a pass grade of C or better. Several students achieved an A grade.
- 39.8% of PAL students achieved a pass grade of C or better. One students achieved an A grade.

The analysed graphs and tables are:

GEO Grade Distribution

	U	E	D	C	B	A
School			28.1% (9)	53.1% (17)	18.8% (6)	
DoE	0.1% (1)	1.7% (18)	8.8% (94)	50.2% (537)	27.8% (297)	11.4% (122)

HIM Grade Distribution

	U	E	D	C	B	A
School		7.7% (1)	46.2% (6)	30.8% (4)	15.4% (2)	
DoE	0.1% (1)	2.8% (40)	12.7% (183)	49.8% (715)	24.1% (347)	10.5% (151)

ACF Grade Distribution

	U	E	D	C	B	A
School			9.1% (1)	27.3% (3)	45.5% (5)	18.2% (2)
DoE		7.9% (38)	12.3% (59)	28.9% (139)	22.9% (110)	28.1% (135)

ECO Grade Distribution

	U	E	D	C	B	A
School		6.1% (1)	13.3% (2)	6.7% (1)	60.0% (9)	13.3% (2)
DoE		3.1% (26)	8.9% (74)	38.3% (319)	28.2% (235)	21.4% (178)

PAL Grade Distribution

	U	E	D	C	B	A
School		18.2% (2)	9.1% (1)	36.4% (4)	27.3% (3)	9.1% (1)
DoE	0.2% (1)	3.5% (17)	10.0% (49)	39.8% (195)	27.6% (135)	19.0% (93)

Year 12 General Courses.

Year 12 General Courses offered by SIDE included Business Management and Enterprise (BME), Geography (GEO) and History (HIM).

BME Grade Distribution

	E	D	C	B	A
School	28.6% (2)			57.1% (4)	14.3% (1)
DoE	8.3% (22)	11.3% (30)	51.3% (136)	17.7% (47)	11.3% (30)

GEO Grade Distribution

	E	D	C	B	A
School	42.9% (5)	28.6% (2)	28.6% (2)		
DoE	5.5% (8)	13.7% (20)	60.3% (88)	16.4% (24)	4.1% (6)

HIM Grade Distribution

	E	D	C	B	A
School			33.3% (2)	66.7% (4)	
DoE	7.6% (15)	8.1% (16)	51.8% (102)	24.4% (48)	8.1% (16)

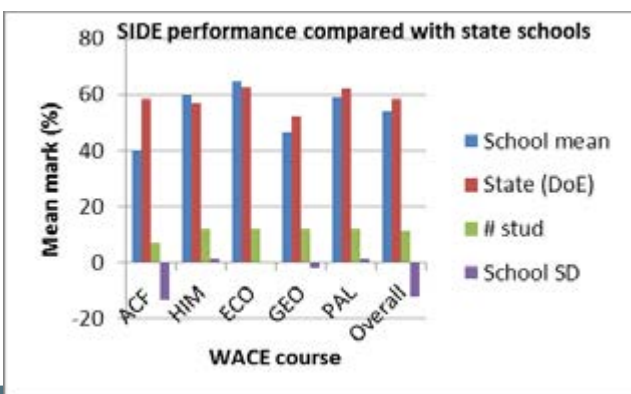
Analysis of the Year 12 General course results shows:

- The majority of BME students achieved A and B grades.
- A disappointing GEO result with only two students achieving a C grade.
- 100% of HIM students achieved a C or B grade.

Year 12 ATAR Courses

Students in Year 12 ATAR courses performed well relative to the State averages. Several SIDE students excelled in Geography (GEO) and History (HIM).

The following graph and table contrasts all ATAR courses offered at SIDE with the State (DoE) mean. For HaSS, only ACF is prominently outside the expected range of +4 to -4. The small sample size (7 students) is insufficient to derive reliable conclusions from this data.



	School mean	DoE	# Students	School SD
ACF	40.1	58.6	7	-13.3
HIM	59.8	56.8	12	1.3
ECO	64.5	62.5	12	0.1
GEO	46.4	652.1	12	-1.6
PAL	58.9	62.1	12	1.3
Overall	53.94	58.42	11	-12.2

ACF Grade Distribution

	E	D	C	B	A
School	14.3% (1)	28.6% (2)	57.1% (4)		
DoE	1.9% (6)	11.4% (36)	35.3% (112)	28.4% (90)	23% (73)

- Of the seven ACF students, three students achieved D or E grades. As few DoE students achieve at "D and E" standards this was disappointing.

ECO Grade Distribution

	E	D	C	B	A
School		15.4% (2)	38.5% (5)	7.7% (1)	38.5% (5)
DoE	1.1% (7)	10.6% (65)	40.6% (249)	25.8% (158)	21.9% (134)

- Only 15.4 % of ECO students achieved a D grade and a commendable 38.5% achieved an A grade.

GEO Grade Distribution

	E	D	C	B	A
School		36.4% (12)	42.4% (14)	18.2% (6)	3% (1)
DoE	2% (17)	10.6% (92)	53.6% (467)	24.1% (210)	9.8% (85)

- 36.4% of GEO students achieved a D grade which is higher than the 12.6% DoE result for both E and D grades.

HIM Grade Distribution

	E	D	C	B	A
School		24.1% (7)	51.7% (15)	13.8% (4)	10% (3)
DoE	1.8% (19)	11.7% (121)	54.7% (564)	19.5% (201)	12.2% (126)

- 24.1% of HIM students achieved a D grade which is higher than the 13.5 % DoE result for both E and D grades.

PAL Grade Distribution

	E	D	C	B	A
School		35.7% (5)	42.9% (6)	7.1% (1)	14.3% (2)
DoE	0.3% (1)	7.3% (26)	44.5% (158)	27.3% (97)	20.6% (73)

- 35.7% of PAL students achieved a D grade which is higher than the 7.6 % DoE result for both E and D grades.

Two 2016 SIDE GEO and HIM students excelled. Their names were published in the West Australian newspaper (Jan 2016) in the acclaimed list of students who achieved commendable results in their subjects.

HIGHLIGHTS OF 2016

- Implementation of new WACE courses.
- Sharing of team resources to support efficient work practices.
- Ms Keron delivered HIM revision seminars at both Notre Dame and Merredin College.
- Many HaSS staff visited their students in regional and other centres.

FOCUS AREAS FOR 2017

- Curriculum development of our new Year 7-10 HaSS courses.
- Curriculum renewal of the General courses for Business Management and Enterprise for Years 11 and 12 and History Year 11.
- Enhancement of Saba delivery with an emphasis on increasing the "Student Voice".
- Classroom observation and reflection to systematically enhance teaching practices.

SECTION 4

STUDENT PARTICIPATION AND ACHIEVEMENT



STUDENT PARTICIPATION

CURRENT ROLL STUDENTS

Primary	Kin	PPR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Full Time	(6)	21	21	21	10	15	19	14	127
Part Time	9	0	0	0	0	0	0	0	9

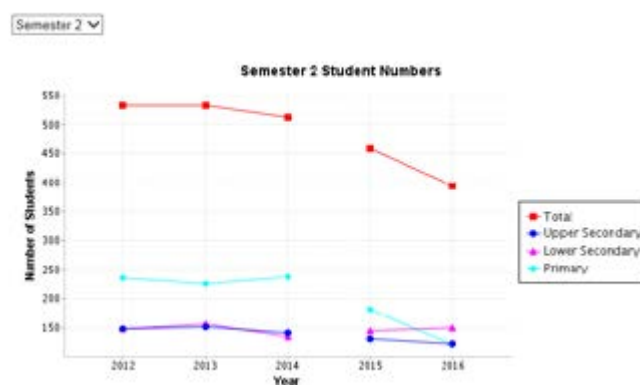
Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	14	31	52	53	73	50		273

School	Total
Full Time	394
Part Time	16 (9)
Total	410 (403)

	Kin	PPR	Pri	Sec	Total
Male	6	10	54	78	148
Female	3	11	46	202	262
Total	9	21	100	280	410

Student Numbers - Trends



STUDENT NUMBER TRENDS SEMESTER 2

	2012	2013	2014	2015	2016
Primary (Excluding Kin)	236	226	237	182	121
Lower Secondary	148	156	135	145	150
Upper Secondary	148	151	141	131	123
Total	532	533	513	458	394

Note: The graph and table include only full-time students. From 2015, Year 7 students are designated as secondary students and Lower Secondary includes Year 7 to 10 students. The above data has been taken from the Semester 2 enrolment information.

STUDENT ATTENDANCE

At SIDE, attendance for home-based students is documented by:

- Student participation in online Saba lessons and engagement in Moodle activities.
- Return of work according to the work calendar or to a negotiated schedule.
- Adherence to contact arrangements.
- Completion of required assessments.

In 2016 attendance was monitored in the SIDE Contact and Interventions Logging System (SCILS) giving a wider understanding of the attendance profile of the student cohort.

SIDE teachers have implemented several structures to ensure attendance and participation:

- Each subject provides a work completion calendar which specifies tasks and deadlines. Any student who does not submit work without a reasonable explanation is considered to be 'absent'.
- Students are encouraged to follow a normal school day pattern to participate in a 'lesson' based structure for the day.
- Online lessons (Saba) are used to monitor student attendance and participation.
- Moodle and the SIDE portal allow students to 'attend'

at times when their teacher may not be available.

- Teachers use email and phone contact to follow up on non-submission of work as necessary.

HOME-BASED STUDENT NUMBERS

Given the nature of student home based enrolment at SIDE, the following figures are indicative, not determinative.

	2013	2014	2015	2016
Primary (Excluding Kindy)	226	245	137	127
Lower Secondary	156	135	166	150
Senior Secondary	151	141	174	123
Total	533	513	477	400

NB: All calculations are based on second semester census data.

YEAR 12 ACHIEVEMENT

		A	B	C	D	E	Total
Code	Course						Grades
ACF	Accounting and Finance	0	1	5	2	1	9
AIT	Applied Information Technology	1	7	12	8	2	30
AET	Automotive Engineering and Technology	2	0	1	1	0	4
BLY	Biological Sciences	8	12	24	5	1	50
BME	Business Management and Enterprise	1	4	0	0	2	7
CAE	Career and Enterprise	2	1	4	1	1	9
CHE	Chemistry	1	1	4	7	2	15
CFC	Children, Family and Community	3	3	4	0	1	11
DES	Design	2	1	3	2	0	8
ECO	Economics	6	2	7	3	0	18
ENG	English	10	16	42	3	7	78
FRE	French	0	0	1	0	0	1
GEO	Geography	1	7	20	15	3	46
HEA	Health Studies	8	10	21	6	4	49
HBY	Human Biological Science	8	10	9	4	1	32
IBS	Indonesian: Background Speakers	1	1	0	2	0	4
ITA	Italian	0	2	1	1	0	4
JSL	Japanese: Second Language	1	1	3	4	2	11
LIT	Literature	3	3	3	1	0	10
MDT	Materials, Design and Technology	0	0	1	0	1	2
MAT	Mathematics	11	14	37	10	11	83
MAS	Mathematics Specialist	5	4	7	3	2	21
MPA	Media Production and Analysis	0	2	4	3	2	11
HIM	Modern History	3	8	22	9	0	42
PHY	Physics	5	3	6	5	1	20
PAL	Politics and Law	2	1	6	7	1	17
VAR	Visual Arts	0	5	8	2	1	16
Totals		84	119	255	104	46	608
Percentage		14%	20%	42%	17%	7.0%	100%

Qualification	Number Achieved
Certificate II Applied Language (French & Japanese)	5
Certificate II Business	7
Certificate II Creative Industries (Media)	11
Certificate II Financial Services	6

WACE DATA 2016

1. Students achieving WACE

Year	Eligible Year 12 Students	Percentage achieving WACE
2013	34	94
2014	18	100
2015	26	92
2016	20	100

2. Students achieving 75% or more scaled scores

Year	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2013	14	1	7%
2014	12	5	41%
2015	20	3	15%
2016	10	6	60%

3. Year 12 Participation

Year	Eligible Year 12 students	Number acquiring an ATAR		VET – Number of students	VET – Number of students completing a Cert I	VET – Number of students completing a Cert II or higher		Total Qualification Attainment (All Qual Levels I-IV)
		Number	Percentage			Number	Percentage	
2013	34	14	41%	240	52	20	8%	72
2014	18	11	61%	77	12	14	18%	26
2015	26	20	77%	92	5	16	17%	21
2016	20	10	50%	43	2	15	35%	17

LITERACY AND NUMERACY TESTING 2016

NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY RESULTS (NAPLAN)

NAPLAN Year 3 Reading	2014	2015	2016
Mean (Australia)	419	426	426
Mean (SIDE)	522	511	536
% SIDE students above minimum standard	95%	89%	100%
% SIDE students at minimum standard	0%	0%	0%
% SIDE students below minimum standard	5%	10%	0%

NAPLAN Year 3 Writing	2014	2015	2016
Mean (Australia)	402	416	421
Mean (SIDE)	437	435	470
% SIDE students above minimum standard	88%	89%	100%
% SIDE students at minimum standard	6%	0%	0%
% SIDE students below minimum standard	6%	11%	0%

NAPLAN Year 3 Numeracy	2014	2015	2016
Mean (Australia)	402	398	402
Mean (SIDE)	507	538	482
% SIDE students above minimum standard	95%	90%	100%
% SIDE students at minimum standard	0%	0%	0%
% SIDE students below minimum standard	5%	10%	0%

NAPLAN Year 5 Reading	2014	2015	2016
Mean (Australia)	501	498	502
Mean (SIDE)	524	610	556
% SIDE students above minimum standard	80%	100%	84%
% SIDE students at minimum standard	20%	0%	8%
% SIDE students below minimum standard	0%	0%	8%

NAPLAN Year 5 Writing	2014	2015	2016
Mean (Australia)	468	478	475
Mean (SIDE)	474	511	515
% SIDE students above minimum standard	70%	100%	92%
% SIDE students at minimum standard	30%	0%	0%
% SIDE students below minimum standard	0%	0%	8%

NAPLAN Year 5 Numeracy	2014	2015	2016
Mean (Australia)	487	492	493
Mean (SIDE)	519	555	530
% SIDE students above minimum standard	100%	100%	92%
% SIDE students at minimum standard	0%	0%	0%
% SIDE students below minimum standard	0%	0%	8%

NAPLAN Year 7 Reading	2014	2015	2016
Mean (Australia)	580	580	541
Mean (SIDE)	617	603	556
% SIDE students above minimum standard	83%	85%	100%
% SIDE students at minimum standard	13%	15%	0%
% SIDE students below minimum standard	3%	0%	0%

NAPLAN Year 7 Writing	2014	2015	2016
Mean (Australia)	512	511	515
Mean (SIDE)	529	517	548
% SIDE students above minimum standard	77%	75%	100%
% SIDE students at minimum standard	15%	20%	0%
% SIDE students below minimum standard	8%	5%	0%

NAPLAN Year 7 Numeracy	2014	2015	2016
Mean (Australia)	546	543	550
Mean (SIDE)	561	563	571
% SIDE students above minimum standard	96%	100%	100%
% SIDE students at minimum standard	4%	0%	0%
% SIDE students below minimum standard	0%	0%	0%

NAPLAN Year 9 Reading	2014	2015	2016
Mean (Australia)	580	580	581
Mean (SIDE)	617	603	601
% SIDE students above minimum standard	83%	85%	85%
% SIDE students at minimum standard	13%	15%	15%
% SIDE students below minimum standard	3%	0%	0%

NAPLAN Year 9 Writing	2014	2015	2016
Mean (Australia)	550	546	548
Mean (SIDE)	593	594	574
% SIDE students above minimum standard	79%	84%	79%
% SIDE students at minimum standard	14%	12%	13%
% SIDE students below minimum standard	7%	4%	8%

NAPLAN Year 9 Numeracy	2014	2015	2016
Mean (Australia)	588	592	589
Mean (SIDE)	606	589	590
% SIDE students above minimum standard	87%	96%	92%
% SIDE students at minimum standard	13%	4%	8%
% SIDE students below minimum standard	0%	0%	0%

Students at or below minimum standards are placed on documented education plans and are provided with access to extra support from teachers. Whole school literacy and numeracy strategies are employed by teachers so that all students are provided with opportunities to apply their learning in their courses/subjects.

ONLINE LITERACY AND NUMERACY ASSESSMENT (OLNA)

The OLNA is an online literacy and numeracy assessment. It is designed to enable students to successfully meet the Western Australian Certificate of Education (WACE) requirement of demonstrating the minimum standard of literacy and numeracy. To successfully meet the literacy and numeracy requirement from 2016, students must demonstrate the skills regarded as essential to meet the demands of everyday life and work in a knowledge-based economy. These skills are described in Level 3 of the Australian Core Skills Framework. These skills must be demonstrated in:

- Literacy (reading and writing)
- Numeracy.

Students who have achieved Band 8 or higher in any of the three components of reading, writing and numeracy in their Year 9 NAPLAN are acknowledged as having demonstrated proficiency in using a range of ACSF Level 3 skills in that component and will not be required to sit the corresponding OLNA component.

ACHIEVEMENT CATEGORY	Year 10			Year 11			Year 12		
	1	2	1	0	3	1	3	0	1
2	5	6	1	1	1	6	9	3	2
3	44	43	49	77	77	71	68	72	72
NSA	5	6	6	5	7	6	11	12	14
TOTAL NUMBER OF STUDENTS	56	56	56	86	86	86	88	88	88

Achievement Categories

- **Category 3** - Students who have demonstrated the minimum standard through the OLNA. – by achieving Band 8 or higher in Year 9 NAPLAN.
- **Category 2** - Students who have not yet demonstrated the standard i.e. proficiency in using a range of ACSF Level 3 skills in a component. These students were identified as at risk of not demonstrating the standard and required specific learning interventions as targeted by teachers.
- **Category 1** - Students who have not demonstrated the standard i.e. proficiency in using a range of ACSF Level 3 skills in a component. These students were identified as at risk of not demonstrating the standard and required specific learning interventions as documented in Individual Education Plans.
- **Category NSA** - Students who did not sit the assessment or assessment result not available

Intervention Strategies

- Literacy: OLNA practice topics were embedded in all relevant English Moodle courses.
- Students were enrolled in a Moodle course - Mathematics Numeracy Skills, which focusses on the techniques of answering multiple choice questions and provides practice in OLNA type questions.
- Students not achieving the standard were placed into Learning Support which provided one-one one teaching and learning opportunities for students to practice their literacy and numeracy skills.
- Teachers undertook training in the Australian Core Skills Framework so that lessons targeted the required skills that students needed to demonstrate through the OLNA.

SECTION 5

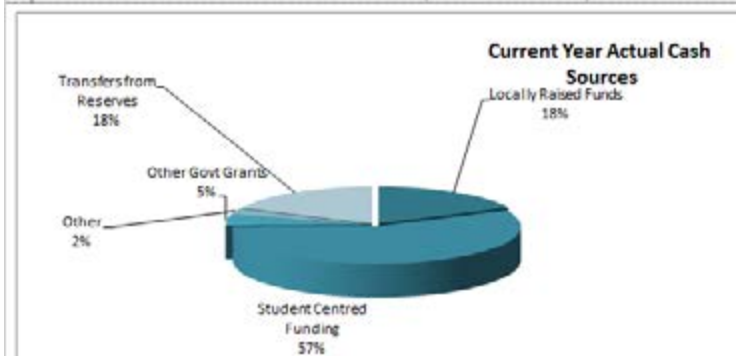
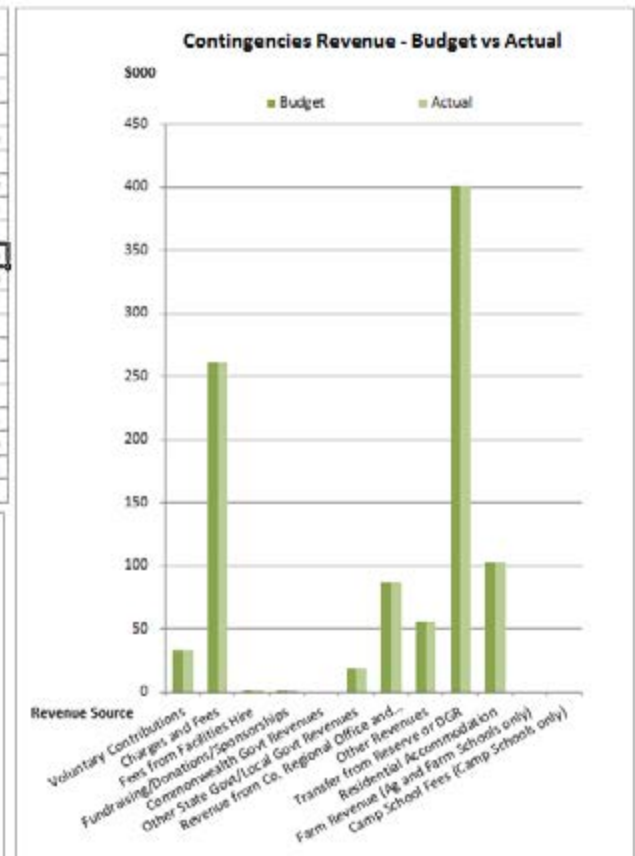
SCHOOL MANAGEMENT

FINANCIAL SUMMARY

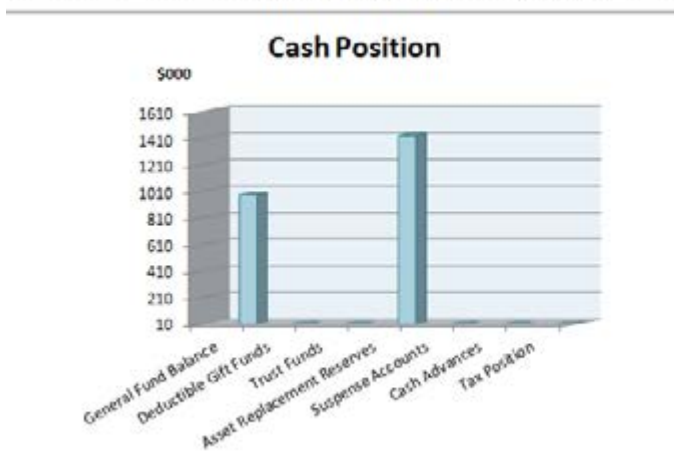
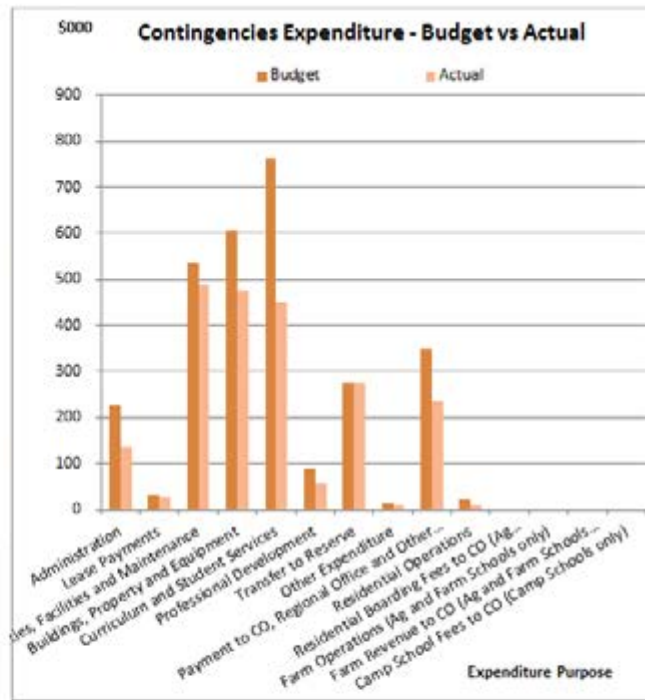
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Schools of Isolated & Distance Education Financial Summary as at 31 December 2016

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 32,749.95	\$ 32,749.95
2	Charges and Fees	\$ 260,549.86	\$ 260,549.86
3	Fees from Facilities Hire	\$ 272.73	\$ 272.73
4	Fundraising/Donations/Sponsorships	\$ 33.00	\$ 32.80
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 18,595.80	\$ 18,595.80
7	Revenue from Co, Regional Office and Other Schools	\$ 87,129.86	\$ 87,129.86
8	Other Revenues	\$ 55,915.59	\$ 55,915.45
9	Transfer from Reserve or DGR	\$ 400,805.00	\$ 400,805.00
10	Residential Accommodation	\$ 102,001.00	\$ 102,001.00
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 958,050.79	\$ 958,050.45
	Opening Balance	\$ 930,536.00	\$ 930,536.09
	Student Centred Funding	\$ 1,260,504.80	\$ 1,260,505.22
	Total Cash Funds Available	\$ 3,149,091.59	\$ 3,149,091.76
	Total Salary Allocation	\$ 14,740,438.00	\$ 14,740,438.00
	Total Funds Available	\$ 17,889,529.59	\$ 17,889,529.76



Expenditure	Budget	Actual
Administration	\$ 225,147.00	\$ 135,772.18
Lease Payments	\$ 31,000.00	\$ 28,807.20
Utilities, Facilities and Maintenance	\$ 534,673.80	\$ 489,270.77
Buildings, Property and Equipment	\$ 607,081.80	\$ 475,874.59
Curriculum and Student Services	\$ 762,802.21	\$ 452,805.72
Professional Development	\$ 89,746.00	\$ 54,402.37
Transfer to Reserve	\$ 274,274.00	\$ 274,274.00
Other Expenditure	\$ 11,650.00	\$ 9,615.55
Payment to CO, Regional Office and Other Schools	\$ 350,339.15	\$ 236,519.09
Residential Operations	\$ 20,471.00	\$ 10,011.11
Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 2,907,184.96	\$ 2,167,352.58
Total Forecast Salary Expenditure	\$ 13,250,507.00	\$ 13,250,507.00
Total Expenditure	\$ 16,157,691.96	\$ 15,417,859.58
Cash Budget Variance	\$ 241,906.63	



Cash Position as at:	
Bank Balance	\$ 2,407,964.58
Made up of:	\$ -
1 General Fund Balance	\$ 981,739.18
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,426,752.51
5 Suspense Accounts	\$ 10,189.89
6 Cash Advances	-\$ 780.00
7 Tax Position	-\$ 9,937.00
Total Bank Balance	\$ 2,407,964.58

STAFF ATTENDANCE

	2014	2015	2016
Teaching Staff	90%	85%	85%
School Support Staff	90%	90%	90%
All school staff	90%	88%	88%

The nature of staffing at SIDE is variable from year to year as student numbers and course selections are impacted by external decisions. The retention rate is reported as the proportion of base permanent teaching staff retained in 2016. SIDE then employs a number of teaching staff on a fixed term basis as the need arises according to enrolment demands.

It should be noted the lower attendance rate for 2016 can be attributed to the number of staff both teaching and support staff who were required to take LSL during the year.

	2014	2015	2016
Total base teaching staff numbers	108	110	109
Permanent staff retained from previous year	76%	92%	96%
New permanent teaching staff	3	3	0
Staff retention rate 2015–2016	97%	95%	99%
Number of retirements	6	11	2

STAFF NUMBERS BY OCCUPATION GROUPS

Administration Staff	No.	FTE
Principals	1	1.0
Deputy Principals	4	4.0
Heads of Department and Learning	9	8.8
Program Coordinators	3	3.0
Total Administration Staff	17	16.8

Teaching Staff	No.	FTE
Level 3 Teachers	23	20.4
Other Teaching Staff	74	56.4
Total Teaching Staff	97	76.8

School Support Staff	No.	FTE
Clerical/Administration	25	23
Gardening/Maintenance	4	3.4
Other Non-Teaching Staff	5	3.8
Total School Support Staff	34	30.2

Total	148	123.8
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TEACHER QUALIFICATIONS

All teachers employed at SIDE meet the professional requirements to teach in WA schools and all are registered with the Teachers Registration Board of WA.

STAFF ATTENDING PROFESSIONAL LEARNING

	2014	2015	2016
Number of Teachers and Support Staff	149	139	148
Total professional learning expenditure	\$38,402	\$63,000	\$67,500

Teaching and non-teaching staff engaged in a range of professional learning activities throughout 2016. Major focus areas for teaching staff included school improvement through classroom observation, WACE and the Western Australian Curriculum, literacy and numeracy, online pedagogy and staff and student well-being. All teaching staff engaged in peer review and participated in whole-staff peer coaching professional learning.

A number of graduate teachers and aspiring Senior Teachers and Level 3 Classroom Teachers completed relevant modules supporting their career development through the Institute for Professional Learning, and VET teachers also engaged in professional learning as required to maintain qualifications and industry currency. Many teachers attended conferences and curriculum related professional learning events run by their professional associations.

PARENT, STUDENT AND STAFF NATIONAL SCHOOL OPINION SURVEYS

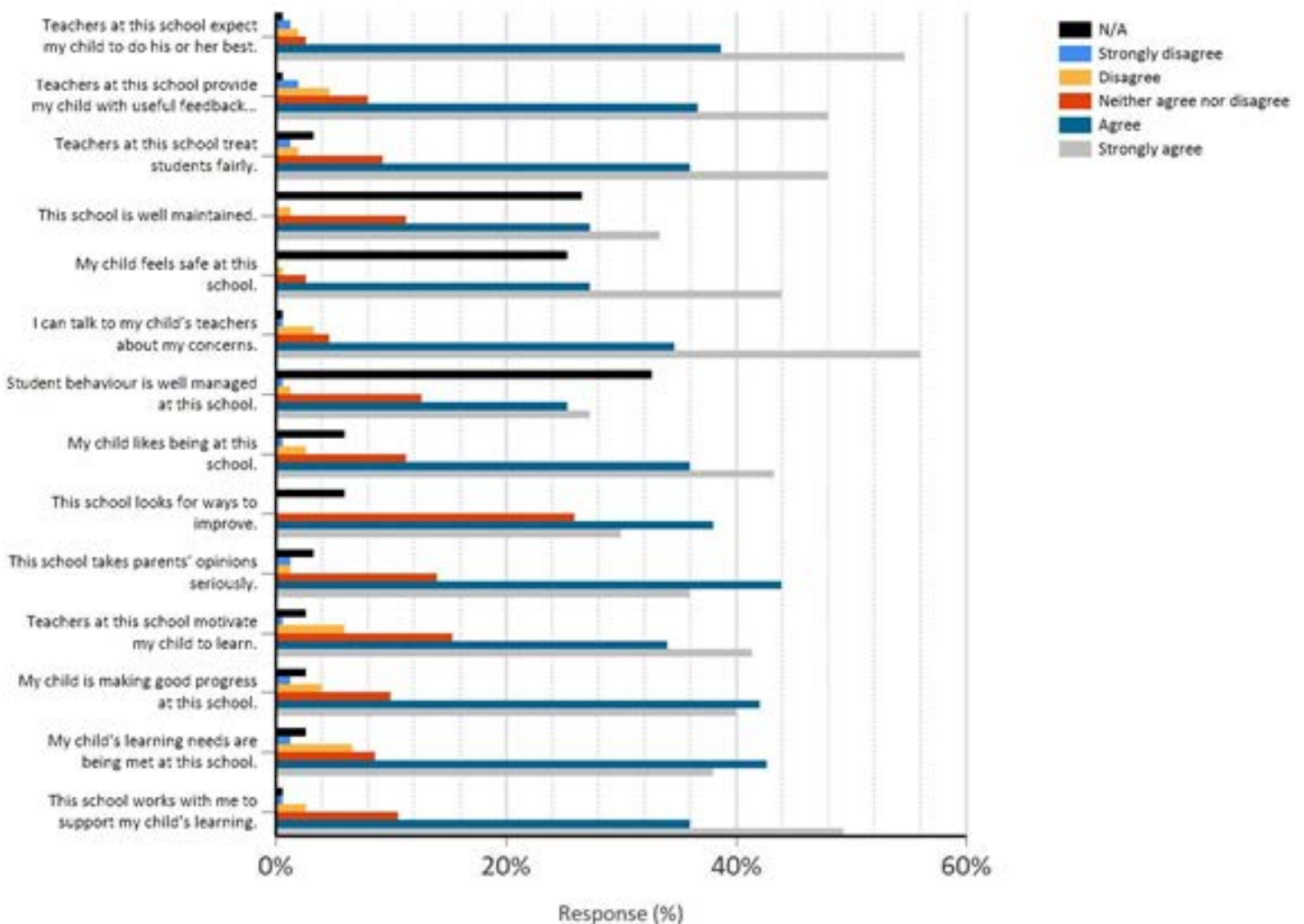
The National School Opinion Survey was sent out to all parents of SIDE home-based students and to SIDE home-based students between Year 5 and Year 12 in September 2016. SIDE staff also completed the survey.

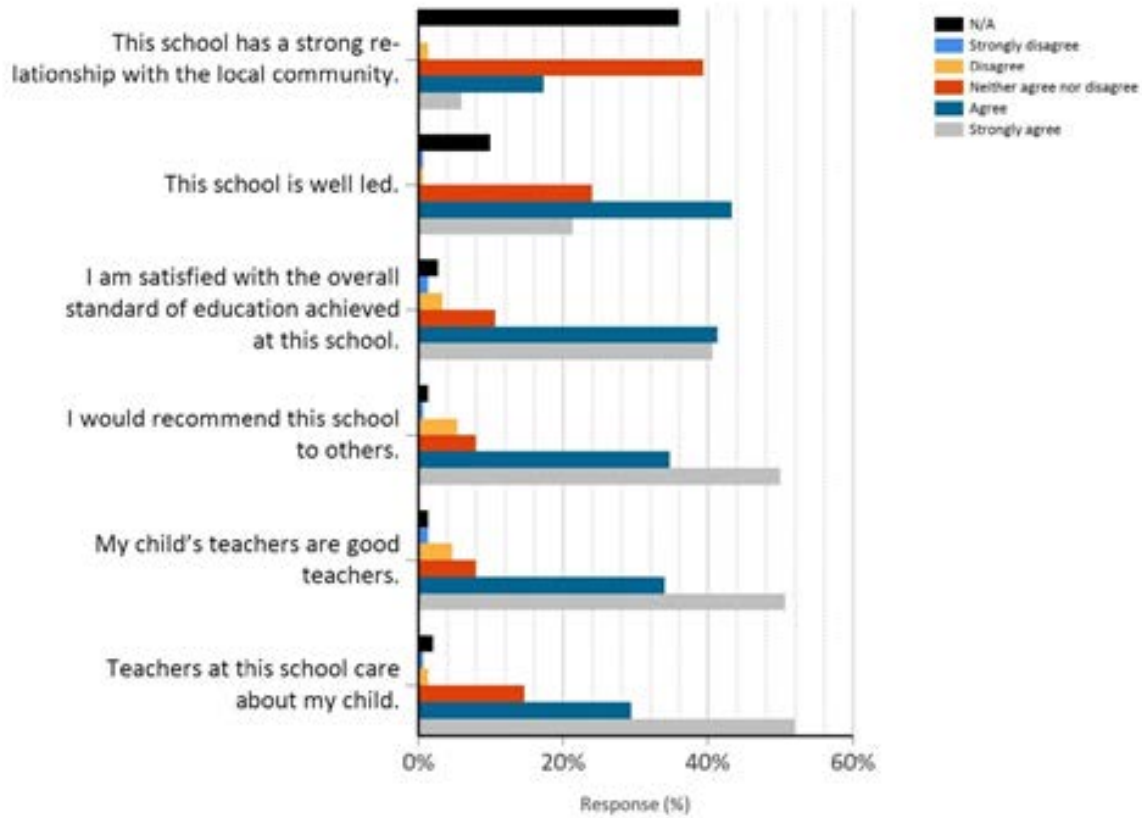
PARENT SURVEY

Snapshot of respondents:

- 150 parents responded
- 92% female, 8% male

The questions and results are shown below.





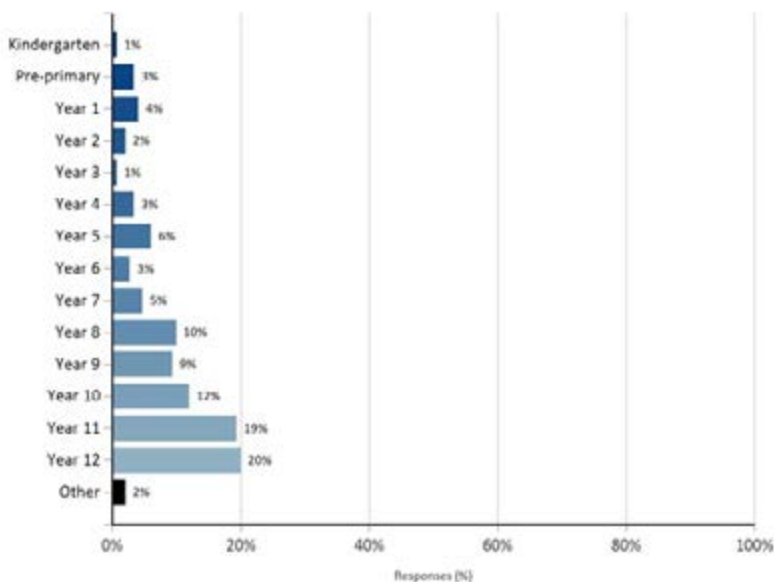
The survey also asked parents to comment on 'The one aspect I like most about SIDE is ...'

The responses could be grouped into flexibility, support, care, accessibility, meeting students' needs and adaptability.

Parents were also asked to complete 'The one aspect I would like to see SIDE improve is ...'

Many parents left this blank or indicated that they had no areas of concern. However, some parents expressed a desire for more timely and frequent feedback about student progress, easier access to course and assessment information, and increased communication and guidance about navigating the online teaching and learning systems used by SIDE.

Here is a breakdown of the year levels of the child the parent was considering when answering the survey.

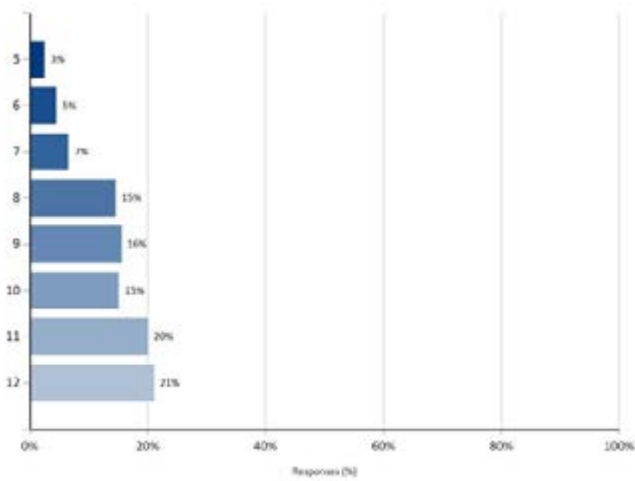


STUDENT SURVEY

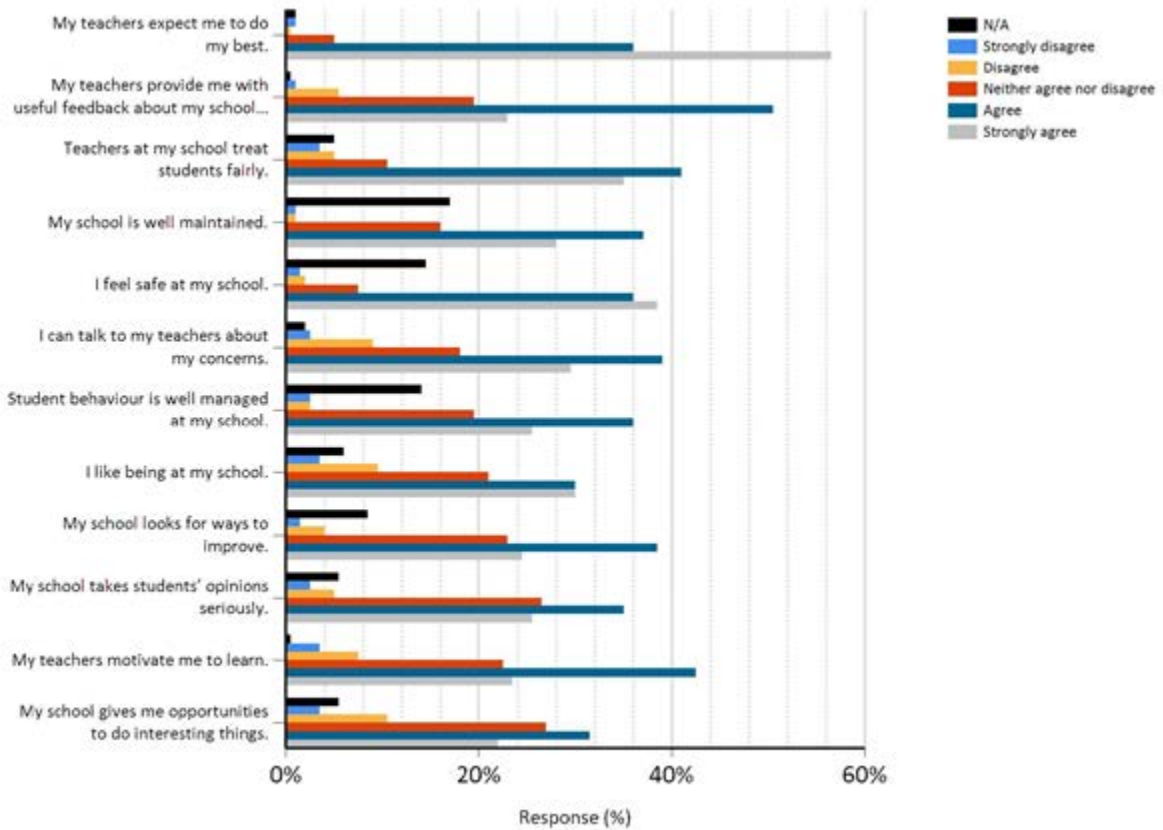
Snapshot of respondents:

- 199 students responded to the survey
- 30% male, 70% female

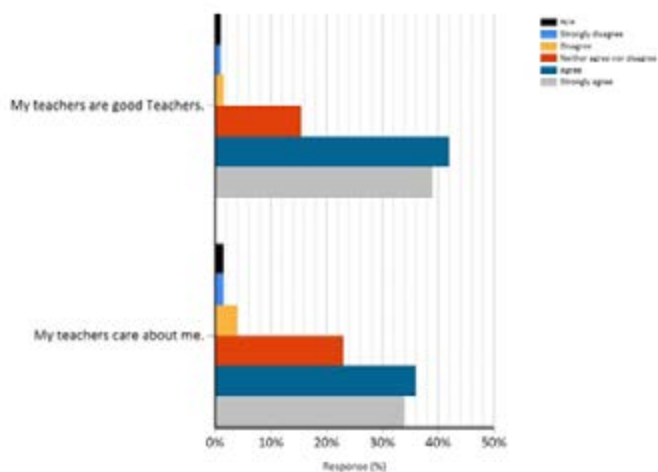
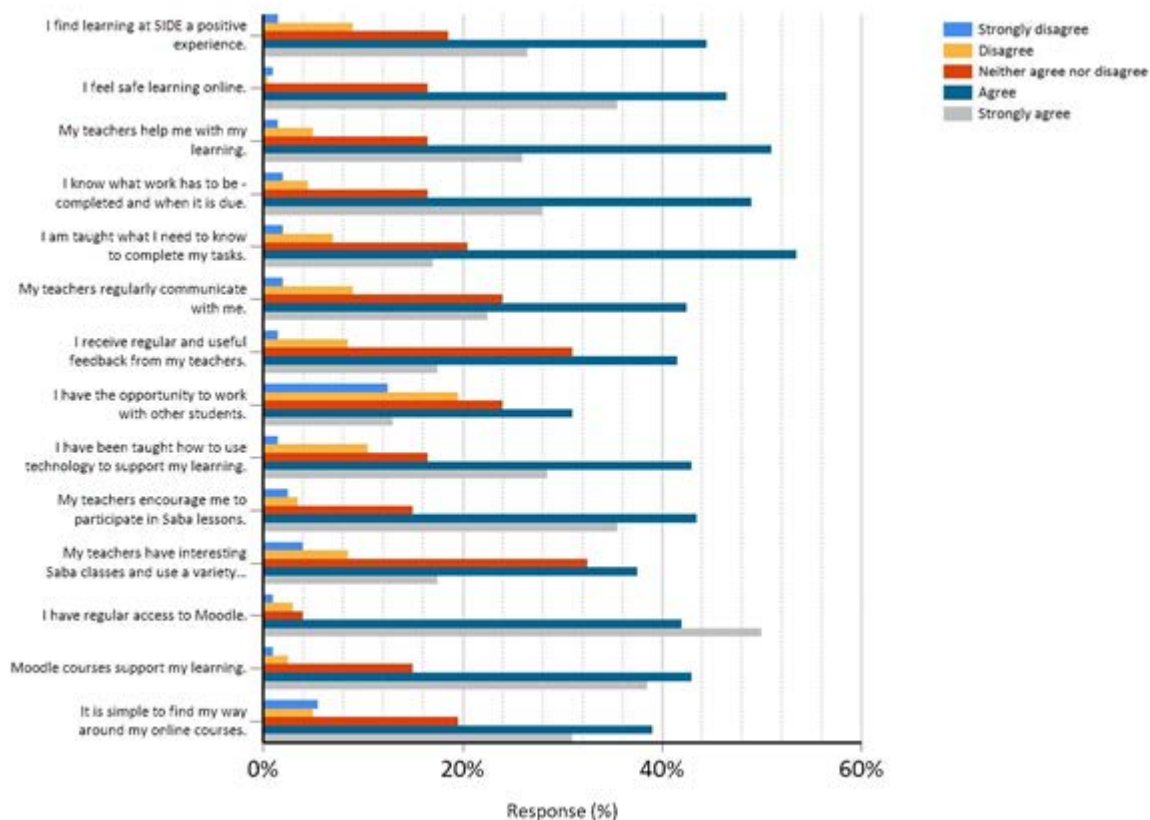
Responses were received from students between Year 5 and Year 12, as shown below.



National student questions



SIDE specific questions on E-learning



Students did not have strong opinions about or were unable to answer many of the questions, however, the responses were generally positive. Overall, the vast majority of students indicated that their teachers were good teachers who cared about their students. The vast majority of results in these surveys were consistent with results from previous years. The following specific focus areas were identified and are reflected in SIDE's operational plan for 2017.

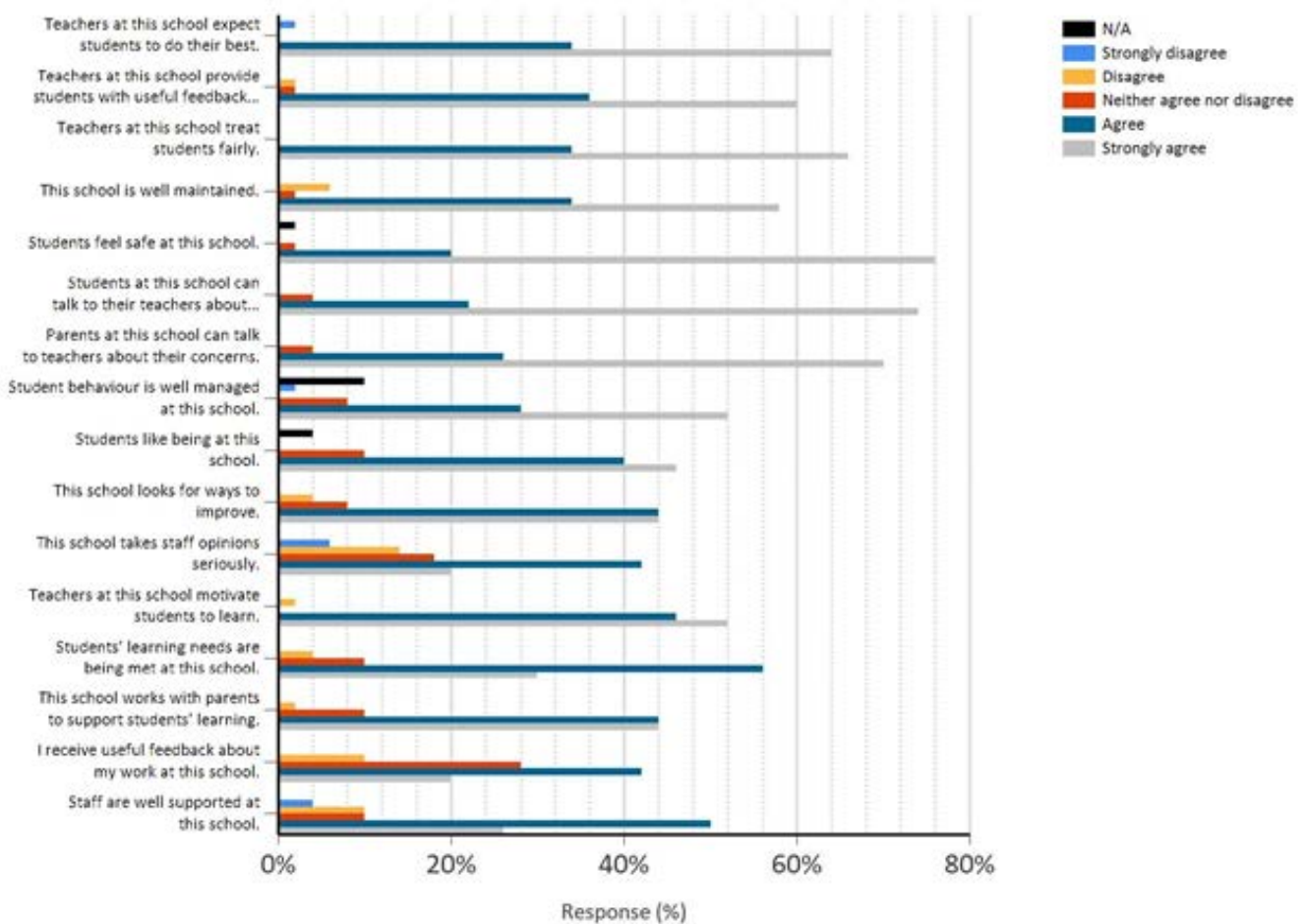
Focus area	Strategy
Online communication with parents	Identify the online platform that best suits the needs of our parents and prepare for introduction in 2018.
Classroom observation	Use of classroom observation as a source of feedback to teachers
Student voice	Use of student feedback to inform improvements in the quality of teaching
SIDE e-Learning platforms	Quality assurance process for online course development to support the learning experience for students.

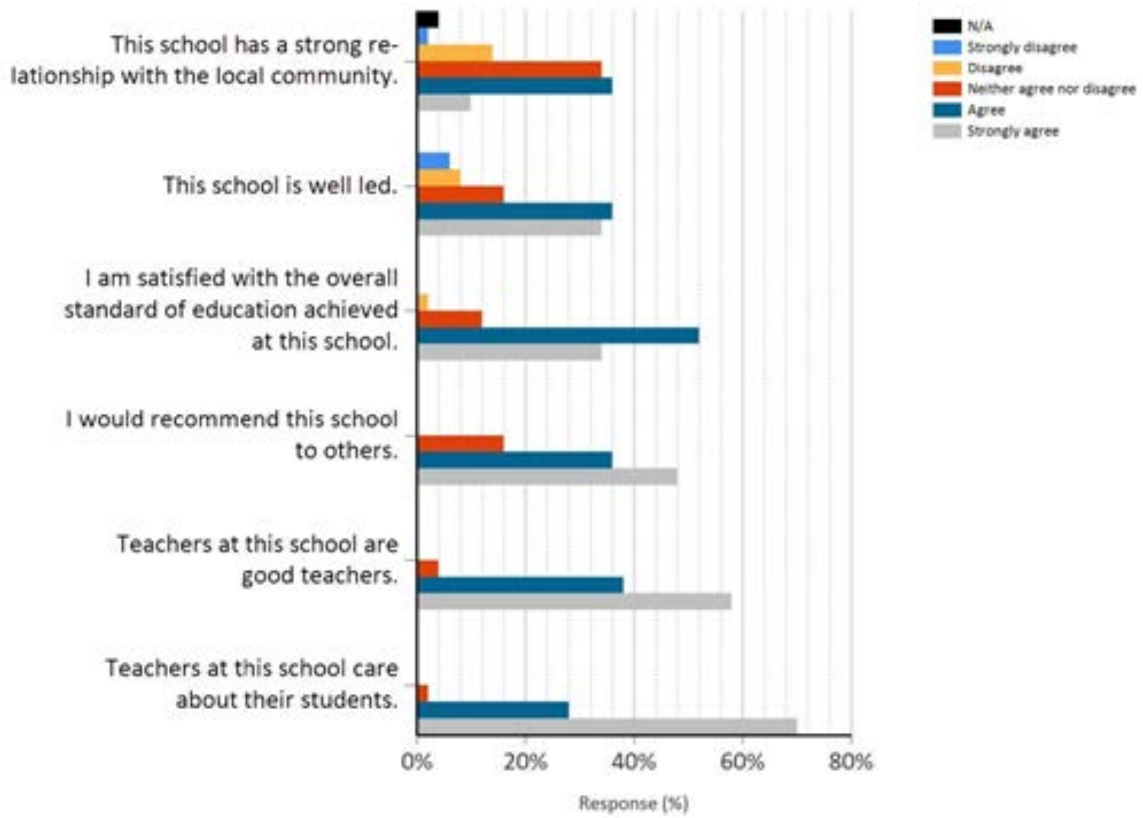
STAFF SURVEY

Snapshot of respondents:

- 50 teaching staff responded
- 74% female, 26% male
- 66% were full time teachers
- 34% were part time teachers
- 75% were permanent
- 23% were fixed term
- 2% were casual/temporary
- 8% had been working in schools 5 years or less
- 18% had been working in schools 6 to 10 years
- 20% had been working in schools 11 to 20 years
- 26% had been working in schools 21 to 30 years
- 28% had been working in schools 31 years or more
- 2% were teaching at primary level
- 84% were teaching at secondary level
- 14% were teaching at both primary and secondary level

Staff were generally positive in their responses and rate their own and their colleagues' performance highly. Responses indicate satisfaction with the leadership and educational standards of the school. The lowest ratings related to opportunities for collaboration, feedback and support for staff, although there was a slight improvement on the results of the previous year.





GLOSSARY

ACARA	Australian Curriculum, Assessment and Reporting Authority
ACER	Australian Council for Educational Research
AITSL	Australian Institute for Teaching and School Leadership
AQTF	Australian Quality Training Framework
ASDAN	Award Scheme Development and Accreditation Network
ASVP	Australian Vocational Student Prices
ATAR	Australian Tertiary Admission Rank
BOR	Breakout Rooms
CAC	Curriculum Advisory Committee
CAD	Computer Aided Design
CGEA	Certificate of General Education Adults
CMiS	Classroom Management Instructional Strategies
CNC	Computer Numeric Control router
CVET	Careers and Vocational Education and Training
DoE	Department of Education
EAL/D	English as an Additional Language/Dialect
ECE	Early Childhood Education
Erol	Electronic Resources On Line
HOLA	Head of Learning Area
HaSS	Humanities and Social Sciences
ICT	Information, Communication and Technology
IEP	Individual Education Plan
LMS	Learning Management System
MESS	Maths, English, Science, Society & Environment
NAPLAN	National Assessment Program Literacy and Numeracy
OLNA	Online Literacy and Numeracy Assessment
OTL	Online Teaching and Learning
PL	Professional Learning
PM	Performance Management
SAIS	Student Achievement Information System
SAER	Students at Educational Risk
SCILS	SIDE Contact and Interventions Logging System
SCSA	School Curriculum and Standards Authority
SEN	Students with Educational Needs
SIRS	Student Information Records System
SOEP	SIDE Online Enrolment Portal
STAWA	Science Teachers Association Western Australia
TDS	Teacher Development School
TISC	Tertiary Institutions Service Centre
TLC	Trinity Learning Centre
TRBWA	Teachers Registration Board Western Australia
VET	Vocational Education and Training
WACE	Western Australian Certificate of Education





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