



Schools of Isolated and Distance Education (SIDE)

# INSIDE VIEWS

## From the Principal

Welcome to the school newsletter for Term 3.

I will be in the principal's position until the end of the year while Noel Chamberlain is on long service leave.

An aspect of the role I really enjoy is the opportunity to view all the great activities occurring across the school.

I am pleased to announce that SIDE has entered into an agreement with Scitech. Well known in Perth, Scitech is a not-for-profit organisation with aims to increase awareness, interest, capability and participation by all Western Australians in science, technology, engineering and mathematics.

To extend the reach of Scitech into the regional and remote areas of WA, their presenters have been working with SIDE teachers to learn how to use the technologies used every day at the school to connect students and teachers. In return, Scitech will be offering their excellent shows and programs to SIDE students in Perth, as well as streaming them online for students in remote areas. They are also upskilling SIDE teachers in the latest developments in science and technology. The arrangement is in its early days but already the partnership is developing strongly to the benefit of our students.

On Wednesday 10 August I attended the opening of the Young Originals exhibition at Edith Cowan University. The

exhibition celebrates the creativity and innovation of visual arts programs in Western Australian public schools. Over the years, SIDE students have consistently been selected to have their work exhibited; this year Jada in Year 10 and Georgia in Year 11 had their pieces chosen. Congratulations to these students.

Two more sessions of the year-long "Staying Safe Online at SIDE and Beyond" ran this term looking at online security, and the internet and the law. These sessions are presented by the Office of the Children's eSafety Commissioner and are open to all students.

I had the privilege of meeting His Honour Kevin Sleight, Chief Judge of the District Court, who generously gave his time to talk with our Year 11 ATAR Politics and Law class recently. I understand the session was well attended and provided extremely interesting insights for the students.

To prepare our students for the upcoming WACE exams the Student Services team have been running a series of Saba lessons on the key information that is required. I know the students have found the sessions useful and I encourage the Year 12 ATAR students to attend the final session on Friday 21 October. Details can be found in the Essentials course accessible to all senior secondary students via Moodle.

With the Year 11 and 12 exams in the near future, my best wishes go out to all students as they prepare for their exams. I encourage them to work hard, but also find time to relax and unwind. This balance is important for future success.

## This Term's Issue

**pg.3** His Honour Chief Judge Kevin Sleight, Chief Judge of the District Court of WA, visits SIDE

**pg.11** Science week (15–19 August) was well received by SIDE students.

**pg.7** The Library hosted a Great Book Swap morning tea on 14 September

**pg.17** The Young Originals exhibition

### TERM 3 – SEPTEMBER 2016

And to the whole school community, I hope everyone has a safe and enjoyable Term 3 break, and just a reminder that there is a school development day on Monday 10 October.

Jonathan Bromage

Principal

### SIDE school council invitation for parent nominations

Under Section 125 of the School Education Act 1999 all government schools are required to operate a school council comprising parent, staff and community representation.

Unfortunately, for a number of years SIDE has been unable to run a school council due to a lack of nominations. This is understandable as it is perhaps a result of the diverse, transient and dispersed nature of the SIDE enrolments

However, SIDE is committed to extending its parent and community involvement. I am inviting nominations from parents/guardians to join the school council for a two year term, which would commence in 2017. There are two parent/guardian positions available.

Any parent or guardian who is interested in nominating for one of the parent positions, please call Shirley McLean on 9242 6376 and leave your name, address and telephone number or email Shirley your details at [Shirley.Mclean2@education.wa.edu.au](mailto:Shirley.Mclean2@education.wa.edu.au).

There will be four meetings throughout the year, one in each term. All meetings are held in Leederville but parents can join the meeting remotely. How this happens will depend on the technology available at the remote site. We would aim to use the same web-based technologies used by students at SIDE.

If more nominations than positions on the council are received, then an election will be held.

If you would like any further information, please call the school and speak to me. Nominations close on Wednesday 2 November 2016.

If the school does not receive any parent nominations, I will apply for an exemption for SIDE to have a school council and will pursue alternative external governance arrangements.

Jonathan Bromage

Principal

### Department of Education Awards

Here at SIDE we are very proud of all our staff, who work conscientiously and enthusiastically to provide our students with opportunities that will help them develop into knowledgeable young adults. Our staff cohort includes teachers and public servants who work as a collaborative team at SIDE.

Each year the Department of Education and other associations sponsor awards acknowledging the high standard of staff in schools. This year SIDE nominated three staff members in three different categories:

Paul Williams – SIDE Cashier

Paul was nominated for WA School Services Staff Member of the Year.

Shirley McLean – Assistant to the Executive Team

Shirley was nominated for WASSRA/Department of Education Award for Outstanding Administrative Support Officer.

Donella Grieco – Teacher in Learning Support

Donella was nominated for the WA Beginning Teacher of the Year Award.

Whilst the above staff members did not go on to win the awards for which they were nominated, the Awards Coordinator made comment that “the judging panel was extremely impressed by the high calibre of nominations with many outstanding schools and high performing staff contributing to public education excellence in Western Australia”.

Frances Herd

Deputy Principal

## Humanities and Social Sciences

His Honour Chief Judge Kevin Sleight, Chief Judge of the District Court of WA, visits SIDE



His Honour Chief Justice Kevin Sleight

On Wednesday 7 September, we welcomed His Honour Chief Judge Kevin Sleight, Chief Judge of the District Court of WA, to SIDE as a guest speaker for the Year 11 Politics and Law course. This presented a wonderful opportunity for students to engage personally with a member of the judiciary and collect up-to-date information which directly relates to the course.

His Honour spoke with students via Saba (and using a webcam) and covered topics such as the rule of law, appointment and removal of judges, the role of courts, the jury system and reforms. A point of note included changes to the Evidence Act, which has made allowances for offenders with a propensity for certain offences or multiple similar offences to be tried at one time. At the conclusion of Chief Judge Sleight's discussion, students had the opportunity to ask His Honour some questions, the standard of which was exceptional and His Honour commented several times regarding their quality. We originally planned for the session to go for one hour but we could have kept talking all day!

At the conclusion of the session, students were required to submit their notes and a list of (at least) five things they had learnt. The work that was submitted was excellent and showed the enthusiasm and high level of engagement of the students. As the session was recorded, students will be able to review the material for their up-coming assessment and exam.

Thanks must go to Halina Sobkowiak from OTL and Liz Pettigrew from Chief Judge Sleight's chambers in assisting with this session.

Lindy Precious, Politics and Law teacher



Politics and Law teacher, Lindy Precious, and His Honour, Chief Justice Kevin Sleight

### New to the HaSS team



This term we have welcomed another new staff member to the HaSS team. Finn Jekabsons is delivering lower school HaSS and has made a wonderful contribution to our team. Welcome, Finn!

(Left) Finn Jekabsons joined HaSS in Term 3

### History student seminars

With the Year 12 Mock and WACE exams quickly approaching, five SIDE students once again took advantage of the Student Seminars presented by the History Teachers' Association of WA (HTAWA). While Amy was the only SIDE student to attend the Bunbury Seminar held at Dalyellup College, she was joined by many students from schools in the South West.

Four SIDE students, Kristelle, Nicole, Rita and Tallulah, joined over one hundred students at Notre Dame University in Fremantle. Whilst the Bunbury seminar revised both units for the course, China and Europe, the seminar at Notre Dame focused on Europe only as this is a new ATAR course for 2016. I presented the unit on China in Bunbury with Jason Milne presenting Europe at both seminars. The students found the morning extremely useful and feel they are more confident going into their exams. It was lovely that Rita, who normally studies in Switzerland, was able to attend and meet her classmates. They obviously enjoyed the Fremantle Café strip as much as the presentation.

Ros Keron  
Modern History teacher



Students from left to right: Nicole, Kristelle, Tallulah and Rita



Students from left to right: Tallulah, Kristelle, Nicole and Rita

### Hedland visit

Student Coordinator Dylan Reid and I travelled to Hedland for the day to work with the five Year 12 Modern History students. We travelled on a very early flight, leaving a cold, wet Perth and arriving in sunny Hedland. The students, Joy, Pida, Jamison, Ridi and Ciara worked tirelessly all day revising their content and preparing for exams. Several students stayed beyond the end of school for even more revision.

Ros Keron



Modern History teacher

Students from left to right: Joy, Pida, Jamison, Ridi and Ciara

### Certificate success in Business Services



Congratulations to Year 12 student, Jade, who has completed the Certificate II Business Services. Jade has adopted a diligent and mature approach to her studies throughout the last two years, which has enabled her to complete a nationally recognised qualification ahead of schedule! We wish her every future success.

Jade has successfully completed Cert II Business Services

## Languages



Learn a language and open the door to a better world...

It has been yet another busy term for staff and students of Languages across primary and secondary levels. Again this term, students have had access to additional conversation classes provided by native speaking language assistants and the Department of Education Indonesian Language Assistant Program. These conversation classes are designed to provide the students with the opportunity to practise one-on-one with a native speaker with a focus on improving their ability to participate in the oral component of the course.

Senior Secondary Languages students and teachers are well into preparation for the upcoming end of year examination period. Teachers would like to thank all students for their hard work in preparation for the oral and written Languages exams.

Good preparation and organisation is essential for obtaining the best exam results possible. Developing a good memory for vocabulary and phrases, confident writing and knowledge of grammatical skills, and the ability to apply learning to real or exam situations will assist student progress and improve exam results for languages.

We wish all our Year 11 and Year 12 students success with their Language exams over the coming months.

**Ganbatte kudasai!**  
**Étudiez bien!**  
**Buon divertimento!**  
**Selamat belajar!**

## 2016 MLTAWA Biennial State Conference

A few weeks ago some of our Language teachers were able to attend the Modern Language Teachers' Association of Western Australia Biennial State Conference. The theme of the conference was From Margins to Mainstream and about 140 delegates attended each day. Conference themes included planning for and implementation of p–10 Western Australian Curriculum-Languages, student diversity and multilingualism, and the Classroom Climate Questionnaire program to acquire evidence for TRB full registration (presented by one of our French teachers, Sonia Low).

The keynote address was delivered by Professor Joseph Lo Bianco who is currently a Professor of Language and Literacy Education at the Melbourne Graduate School of Education.

## Indonesian



This term, we have welcomed our new Language Assistant, Syahrial, to the Indonesian team. Syahrial will be with us until the end of the year. He has been working with students in classes as well as supporting the Indonesian teachers by sharing his knowledge of Indonesian language and culture and by developing resources to use with our students. Here is a little bit about Syahrial:

I grew up in a very small place, located at the very northernmost tip of Sumatra, called Aceh, in Indonesia. I was born and raised in a very simple family with one older

sister and a twin brother. My mom has a "Warung Makan"\* and she has been running that warung since I was 7 years old. Cooking is her expertise and she is sort of famous for making "lontong"\*\*\* in our village. On lebaran day, people come to my house to eat lontong or buy lontong to take away. Not surprisingly, dozens of lontongs disappear in a wink. My dad was in the Indonesian army and retired a few years ago. He did farming a lot when I was a kid. I still remember the time when we grew and harvested soybean, spinach, watermelon and chillies. We grew quite a variety of fruit and vegies. I think my dad had a talent for farming because when he was young, he grew up in a poor family who relied on farming.

I learned English from my sister; the first word she taught me was "coconut". She knew that word from a song she learnt from school. Since then, I had no choice but to put up with so many kid's songs in English, which somehow made me interested in learning English. Because of this, I ended up studying English at University. In my family, no one can speak English but my brother and I, yet we never speak English to one another. Also, none of my family, except my brother and I, went to university as both my parents and their families were very poor and couldn't afford higher education.

In 2014, I had the opportunity to go to Australia as an Indonesian youth ambassador, together with 17 Indonesian youth ambassadors. In Australia, we promoted Indonesian language and culture through cultural performances and assisting in Indonesian classes. In late 2015, I got some great news from the Department of Education, Western Australia and Balai Bahasa Indonesia, Perth, that I was selected as an Indonesian Language Assistant for one year in 2016. In Term 1 and Term 2, I was working for East Manjimup Primary School and West Busselton Primary school respectively. This term and next term, I am working at the Schools of Isolated and Distance Education (SIDE). Since working as language assistant, I have been gaining lots of experience and knowledge about the Australian classroom, especially how subjects are taught. Not only do I get experience in an actual classroom, but also in distance education by teaching at SIDE. I am just so lucky to be part of the language assistant program in WA.

Because of this experience, I have decided to study a Master of Teaching in Melbourne and I have been awarded a scholarship for this Master's degree from the Indonesian Government for next year. I would not be able to get this scholarship without the help of teachers who have been helping me to learn so much and gain practical teaching skills. Now, I am so excited to begin my journey as a Master's student and to gain theoretical knowledge of teaching which will complement the practical knowledge I have gained from the language assistant program.

\*Warung Makan = a typical Indonesian small restaurant providing Indonesian food

\*\*lontong = rice dumpling wrapped in banana leaves

## Japanese

At the beginning of Term 3, Karen Sensei visited the students at Useless Loop PS. The students had the opportunity to practise conversational Japanese and complete some Japanese cultural activities. Activities included hachimaki headband making, investigating and making Japanese toys, language games, and eating rice with chopsticks. Karen Sensei was able to develop a great understanding of the children's lives and lifestyle, enabling her to make better connections with them during lessons.



TERM 3 – SEPTEMBER 2016



### Italian

Visiting our primary school languages students is always a fantastic event and our visit to Coorow this term met all expectations. The theme for the day was Ancient Rome. The students eagerly participated in the varied activities conducted throughout the day, from robing up in togas to a 'human' chariot race. The students showed great interest in the way people lived in Ancient Roman days and enjoyed the opportunity to meet the SIDE teachers, speak in Italian, try their hands at making tiramisu and a model of the Colosseum. The authentic pasta lunch was a highlight and tasted 'deliziosa'. Che buona giornata!!!



### French

Our French students have been very busy this term and have some amazing success in a number of competitions.

Every year, the Teachers of French Association (TOFA) organises a sticker competition for students in Years 3 to 9. Students create a design that must include a French word of encouragement or a short sentence into the circle provided on the participation sheet. This year the topic was "Animals".

The winners' designs are then used to create stickers that TOFA will sell to French teachers who will then use them on their students' work.

Jack's design is fantastic and it is not surprising that it won the Year 3 category! It pictures a crocodile with the word "Magnifique" in its wide open mouth! For his great effort Jack won a French book, a certificate and a sheet of stickers that includes his own piece of art. But his best rewards will probably be to know that his sticker will be used to encourage other students in Western Australia.

Jack is a very keen learner of French who lives in Lake Violet Station and is a student of the Meekatharra School of The Air. Even though he is only 8 he also participates actively in farm duties including mustering with his family. Well done, Jack!

Recently, some of our students competed in the Alliance Française poetry competition. This year the competition was open to all Year 3 to Year 10 students. Students had to send a video of themselves reciting a French poem. Congratulations to all participants and to the two SIDE winners!

The Alliance Française received about 300 videos and more than 150 students were selected for the final at the Alliance Française. The jury have selected the three best candidates for each category. Candidates named below are invited to the Prize Giving Ceremony which will take place on Friday 4 November.

Congratulations to:

Tabitha, Year 9

Odette, Year 8



## Library



Some highlights from a busy term in the Library Resource Centre:

The CBCA Books of the Year were announced on Friday 19 August. The Library is full of bunting advertising this year's Book Week theme of Australia: Story Country, as well as lots of displays promoting the winners and runners up in each category. Check them out on the CBCA website: <https://cbca.org.au/winners-2016>.



You can also check out our [Blog](#) to read about these books, and – shock, horror – you can even borrow any of the books from the Library!



The Library hosted a Great Book Swap morning tea on 14 September, which entailed staff bringing along a book they were happy to swap, as well as a gold coin to donate to the Indigenous Literacy Foundation. The Library provided a Tim Tam or two and also had a display of books about Indigenous issues or by Indigenous authors.



Some of you may know that it was Roald Dahl Day on 18 September, and that it is 100 years since his birth.

We have lots and lots of Roald Dahl books which you can borrow, to remember his quirky and sometimes gruesome humour or to read for the first time.



Borrowing from SIDE Library

Please contact the teacher librarians if you have any questions, or would like to borrow a book, DVD or CD.

Phone: 08 9242 6303

Email: [library@side.wa.edu.au](mailto:library@side.wa.edu.au),

Or: [easy contact form](#)

Helen Willison, Felicia Harris, Michael Bate and Liz Allen.

## Learning Support

This term has been a very productive term for the staff and students in Learning Support. I have been in the role as the Program Coordinator for seven weeks while Richelle Troode was on leave.

In my role I had the opportunity to see and hear about all the great work the students were doing in their Saba and Moodle courses; we have lots of student work samples to share.

We have Year 12 students who have completed their portfolios for the ASDAN Workright and Towards Independence. These students, the teachers at SIDE, and our partner schools have had to work collaboratively this year to get these portfolios ready for moderation at the end of the term.

We have one term left to continue with the great work and complete the year with more fantastic results.

Susan Taylor

### English – Poetry



Year 7 students have been learning about poetry and have written Haiku poems.

(Left By Samuel)

### TERM 3 – SEPTEMBER 2016

Crocodile

Hides underwater  
Waiting for something to eat  
Territorial

By Richard, Year 7



Summer  
I am at the beach  
Laying down on the hot sand

Summer holidays

By Shakira



Snakes the legless lizard

Must eat once a week  
Some have venom but not all  
But they all have teeth

By Richard, Year 7



### Research project

Larissa (Year 8) from Pannawonica completed an informative and visually striking PowerPoint presentation about Usain Bolt, while studying the Rio Olympic Games. Larissa remembered to reference her information sources and provide attribution details for the images she used. Larissa is currently preparing a profile of Australian Paralympian Blake Cochrane. As well as learning about the history of the ancient and modern Olympic Games, Larissa explored the geography of Brazil and investigated the measurement strand of Mathematics in relation to the Olympic Games.

### Background

Usain Bolt was born in Jamaica on 21 August 1986.



### Interesting Facts

Usain Bolt is 6'5" (1.95m) tall. He holds the world and Olympic records for the 100m. He has won the 100m three times at different Olympic games.



### English – Persuasive Text

Students from Meekatharra have been creating advertisements and writing letters to promote renewable energy in their community.

Nicholas's advertisement for solar energy



Phillip's advertisement for solar energy



## Persuasive Letter

By Tamika

Dear Melissa Price

Meekatharra District High School really needs more solar panels on the roof of the cooking room. The solar energy is free, solar energy is a clean type of energy and the sun is always out in Meekatharra.

Solar energy is free. You wouldn't have to pay the bills for the school. They could use that money to buy something good for the kids that go school here. Having free solar energy would be better than to pay for energy.

Solar energy is a clean type of energy. Solar power is the cleanest, most reliable form of renewable energy available. It's much better than having dirty energy because it doesn't create pollution.

The sun is always out in Meekatharra. Solar-powered photovoltaic (PV) panels convert the sun's rays into electricity by exciting electrons in silicon cells using the photons of light from the sun. We get a lot of sun here because Meekatharra is a desert.

Meekatharra District High School really needs more solar panels! The solar energy is free, solar energy is a clean type of energy and the sun is always out in Meekatharra. The sooner we get solar energy, the more money we save.

I look forward to hearing from you.

Kind regards

Tamika

## Persuasive Speech

By Cassius

Why Friday should be part of the weekend

I think that we should only have four days of school because five days of school means we don't see our families enough. You need to help your mum with your little brothers and sisters. The family unit is essential for a child's development and teachers don't love students and care for them in the same way our mums and dads do. Students should spend more time with their dads like going fishing and fixing things when they are older.

I think that we should only have four days of school so students can do more sports and not get fat. Students should go get some fresh air when they are outside. Recess starts at 10.35am and finishes at 10.55am so we only get 20 minutes of fresh air. Lunch is at 12.25pm and finishes at 12.55pm so we only have 30 minutes of fresh air.

If we have a three day weekend, parents can take their children to sports as there is more time. In this fast, busy, modern world, students eat more fast food; having a three day weekend means there is more time for parents to make healthy food and more time for sports. Result, healthier students.

The best education occurs outside of school in the real world, so we need more time in the real world. So much stuff at school that we learn, we will never use again. So much stuff in the real

would we will use. When we are in the real world, we learn skills like how to talk to people about taxes, bills and negotiate through real problems. Failing tests about things we may never use is bad for students' self-esteem and pointless.

## Student Excursion

## Indigenous Literacy Day

Gary and Tiniel travelled to Sydney with the Indigenous Literacy Foundation to launch a collection of stories written by students that have been published in a book titled "The Goanna Was Hungry". Students from Menzies, Mt Margaret, Tjuntjuntjara and Melbourne wrote stories for the book while on a camp in the Great Victorian Desert with the Indigenous Literacy Foundation.

"On Tuesday we went to the Sydney Opera House to rehearse reading our stories. Wednesday was the day we read our stories to school students and adults. News reporters were interviewing us and we were on TV. After lunch I was signing books for people to buy – it was fun." Excerpt from a recount written by Gary.

"On Wednesday we went to the Opera House and we read 'The Goanna Was Hungry' in front of schools and some people and we were on NITV. After we read, people were asking us to sign their books. Later that day we went shopping at the markets, then we went to Redfern and we were playing chasey on the oval." Excerpt from a recount written by Tiniel.

Gary being interviewed by NITV about his story in "The Goanna was Hungry"



Tiniel (third from left) and Gary (first from right) reading their stories at the Sydney Opera House

TERM 3 – SEPTEMBER 2016

# Mathematics

## Senior School

Exam time is upon us once again for Year 11 and Year 12 students.

This is the first year for WACE exams for the new courses. Because of this there are no past WACE papers available for practice. However, Year 12 students can find a large number of practice exam papers, including solutions, within their Moodle courses. These practice papers have been purchased from local organisations specialising in writing tests and exams.

Similarly, we have purchased practice exams for Year 11 students which are available within Moodle. ATAR students should also be using the relevant WACE Study Guide by Academic Associates to assist with revision.

Students are reminded that time must be allocated for exam revision. This means on top of ongoing completion of assessments and tests.

Exams are not simply “big tests.” The structure and phrasing of questions plus the duration of an exam makes for a very stressful combination if students have not exposed themselves to exam style conditions since their mid-year exam.

Students are encouraged to simulate the sitting of an exam such as finding a quiet work space and watch the timing of questions. This will prepare students mentally for what to expect and not be too surprised when the time is up!

The Mathematics Department wishes all students the best for their upcoming exams.

In the famous words of Aristotle, “you get out what you put in.”



© Microsoft Clipart

## Lower Secondary

Years 7 to 10 students are also experiencing regular tests. Students should be getting into the habit of revising their work before sitting these tests (Common Assessment Tasks). Remember that revising involves “doing”, not just reading.

## NAPLAN

NAPLAN stands for the National Assessment Program – Literacy and Numeracy. It is an annual assessment for students in Years 3, 5, 7, and 9. It is a way of tracking trends in achievement Australia-wide.

SIDE Year 7 students had some impressive results. Our average of 580 was 5.4% higher than the national average of 550. This is an improvement on performance last year.

SIDE Year 9 students had an average of 588 which was only 1.01% lower than the national average of 594. It is worth remembering that students achieving Band 8 and above in the NAPLAN tests are not required to sit the OLN test for WACE graduation.

## What is OLN?

OLNA is the acronym for Online Literacy and Numeracy Assessment. This is a WA assessment currently sat in Years 10, 11 and 12.

Students have multiple opportunities to sit OLN. WACE graduation requires a student to have passed OLN or pre-qualify by NAPLAN.

## Warm-ups for your brain...

### 1. An average ride

Sam averaged 12 kilometres an hour riding her bike to the state park against the wind. She averaged 18 kilometres an hour riding home with the wind at her back. If it took her 4 hours to return, how long did it take for the total trip?

### 2. Noticing nines

- Write down any three-digit number. (Do not use a repeating digit).
- Scramble it and write down the new number.
- Subtract the smaller number from the larger one.
- Sum all of the digits in the answer.

If the new answer has more than one digit, add the digits together. Repeat until you get a one digit answer.

What do you notice?

### 3. Jack and Jill

Jill offered Jack the following bet: she said she would toss three coins in the air and if they fell all heads (H) or all tails (T) she would give him a dollar. If they fell any other way he had to give her fifty cents. Should Jack agree?



www.clipartkid.com

### 4. Digititus

Peggy is writing numbers from 1 to 1000. She is writing a total of 630 digits.

What was the last number she wrote?



www.mathkplus.com

## Education Perfect Mathematics Award

Education Perfect is an online learning platform designed for students in Australia and New Zealand. It provides supplementary self-regulated instruction to enrich student learning in the fields of Mathematics, Science, Languages and English.



Education Perfect

Congratulations go to SIDE overseas student in Year 10, Cody, for being awarded a Gold Award Certificate in the Maths Championships 2016.

Cody's efforts placed him in the top 2% of 30,000 competitors from around the world.

Carolyn Bone – HOLA Mathematics

ANSWERS:  
 1. 10 hours  
 2. You always get 9  
 3. No. There is a chance of 2/8 of all the same so the chance of them not being the same is 6/8.  
 4. 246

## Science

### WACE preparation

Year 12 students are preparing for their final exams. During this term, in addition to the weekly Saba sessions, our highly experienced staff have been providing online revision tutorial sessions in the different WACE courses.

These sessions were specifically designed to focus on exam preparation. They concentrated on exam type questions and how to structure answers to gain the highest possible marks. Hopefully study plans are in place and students are practising exam type questions that they can access from their Moodle course and WACE Study Guides. Year 12 students are reminded to check the syllabus and course outlines to ensure they have an understanding of the content being examined.

The syllabus statements are a good starting point for developing study notes. Remember to read the exam cover page and instructions carefully to ensure all the required questions are answered correctly.

We wish our Year 12 students all the very best for the WACE exams and into the future.

### Science week

Science week (15–19 August) was well received by SIDE students. There were many events that were covered in detail in the SIDE “Science Lab” Moodle site.

We were fortunate enough to be visited by Ellen Jorgensen, a highly esteemed and world renowned scientist, who presented a webcast using our Saba classroom. Ellen is from Brooklyn, New York. She is a Biohacker, Molecular Biologist and founding member of community Bio labs in New York.

Her presentation was fascinating and detailed and, among other things, about how an accurate facial reconstruction could be developed using the technology she has developed in her community laboratory in New York from DNA taken from a piece of chewing gum.

More than 75 SIDE students attended in response to the notice in “Science Lab” and interacted well during this session.



Ellen Jorgensen presenting to SIDE students



Ellen also shared some of her expertise with SIDE Science staff

### School visits



Suri Naidoo visited a Year 12 Biology student at Seton Catholic College.

(Left) Suri Naidoo, Science HoLA, Year 11 & 12 ATAR Biology

Suri spent a very productive afternoon with a student and worked on revision and review strategies for the upcoming WACE exams as well as reviewing the content of the course. It was most rewarding being able to spend time with the student.

(Right) Diana Tomazos, Year 11 & 12 Chemistry & Physics, Year 9 Science

Diana Tomazos visited a Science student at Port Community School. Diana found that as a result of her visit, her student at Port felt much more confident in contacting her and clarifying concerns than she had previously.



(Left) Jim Marshall, Year 11 & 12 Biology and Year 10 Science



Jim Marshall visited Kunnunurra and Wyndham DHS in July.

The Science visit began with a visit to Wyndham DHS where Principal Danielle Woodhouse had organised classroom space and equipment.

The large group of students were immediately involved in an experiment to demonstrate the force of air pressure. Soft drink cans crushed themselves as the students placed them in cold water. This was followed by a short chemical experiment where the students set up and observed a colour change and heat production as evidence of a chemical reaction.

TERM 3 – SEPTEMBER 2016



(Left) Jim crushes cans.

Kununurra DHS covers a huge area and the Year 11s and Year 12s have their own study area with access to a community shared library just off campus. Split classes and a time table well organised by Lee-Anne

Schiller, Senior School Co-ordinator & Mathematics Teacher, enabled us to see each student twice and a lot of valuable Biological Science revision was undertaken.



(Left) Year 11 Biology student Jessica and Year 12 Biology student Anastasya

Distance education again provides challenges for both teachers and students. The importance of regional and school visits to students by their teachers cannot be stressed enough. The benefits of strengthening the

teacher–student relationship is vitally important in supporting learning and ensuring success.

## Online Teaching and Learning



### The Fox and the Cat

There's an ancient fable about a fox and a cat discussing strategies to avoid being eaten. The fox boasts that it has a whole swag of tricks to avoid predators. The cat has just one. When the inevitable happens, and hunters with dogs arrive, the cat climbs a tree. Meanwhile, the fox is busy thinking what strategy to use. You can guess the result.



*De vulpe & catio.*

### Project KISS

Step forward to 1960, and the US Navy instituted a plan to increase efficiency by reducing complexity. KISS was an acronym for “Keep it simple, stupid.” It's an apophthegm worth applying to distance education.

### We're working on it

SIDE's teaching and learning materials are under regular review. Over the last few years we've rebuilt many of our online courses to meet the requirements of the Western Australian Certificate of Education and the WA Syllabus. We're focusing on ensuring courses are simple, consistent and easy to navigate. Happily, the methodology for building a student-friendly Moodle course is with the simplest way to build a course. And the simplest courses are what students tell us are easiest to use.

We've developed some “golden rules” for how our courses are developed. Here's an abridged version to illustrate our design approach:

- **Don't reinvent the wheel**  
Let Moodle do the navigating. Don't clutter the course. A simple-to-follow course is good for students.
- **Give the user a consistent experience**  
Variety is good, but it can serve to confuse. Students pick up how a course is structured quickly, but using very different navigation and styles gets in the way of learning.
- **Illustration not decoration**  
Use images where they are illustrating content. Avoid using them for navigation. Banners, for example, can get in the way of clean, simple navigation.
- **Labels, labels, labels**  
Show the student what you want them to do with every resource or activity... and when. Use resource and activity descriptions.
- **Typefaces and colour**  
Use Moodle's fonts and colour for text and objects. Go with the default font. If you need another colour, choose just one and use it consistently.
- **Clean and simple**  
If it's difficult to build, it's probably difficult for the student to use. Using Moodle in a direct “out-of-the-box” way will save time and give great results.

### Teachers care

A recent focus of professional learning at SIDE has been the seeking of feedback from students on course usability. Teachers seek feedback from their students on many aspects of the learning experience. This feedback is often gathered in online lessons, or through surveys and questionnaires in Moodle.

Ross Manson  
Online Teaching and Learning

## Student Services

Term 3 – a very busy time for all!

The end of Term 3 is a busy time for Student Coordinators (SCs) to support students, supervisors and parents to meet a variety of outcomes related to the following:

**Year 12 ATAR** – countdown commences to final exams in November with Year 12 (mock) exams at SIDE in Week 10, Term 3.

**Year 12 General** – complete final tasks and assessments which will contribute to WASSA and WACE.

**Year 11 ATAR** – sit exams in Week 6 of Term 4.

**Year 11 General** – aim to finish year strongly to achieve best possible grades.

**Year 10** – commence thinking about Year 11 pathway and what courses to choose.

**Year 7–9** – be up to date with all due work to commence Term 4 well.

Over Term 3, the Student Services (SS) team has been providing a variety of support to Year 12 students as they conclude this phase of their education. A major priority has been to support students in achieving WACE and/or maximising grades for WASSA. For ATAR students, a primary focus has been to help students to set targets for ATAR, facilitate participation at WACE revision seminars and provide study skills tips/[Exam Day Tips](#). Ongoing advice for career pathways has been available to all Year 12 students throughout their senior years. An important focus for the end of Term 3 is to support applications for student tertiary studies, eg TAFE and TISC/Universities, including scholarships.

### Year 12 ATAR Saba sessions

Student Services has been presenting information sessions to SIDE Year 12 students studying an ATAR pathway. The sessions have been held on Friday mornings from 11.15 to 12.00 in Weeks 2 and 7 of Terms 2 and 3 with the final session in Week 2 of Term 4.

The final session in Week 2, Term 4 will cover:

- WACE exam procedures
- Personal Exam Timetable document
- Sickness and misadventure procedures
- Appeal and review of marks – ATAR exams and Statement of Results



The session will be advertised in Moodle Essentials for students before the date below. For further information please contact Karen Loreck ([karen.loreck@education.wa.edu.au](mailto:karen.loreck@education.wa.edu.au)) or Paula Bowen ([paula.bowen@education.wa.edu.au](mailto:paula.bowen@education.wa.edu.au)).

Next session – Friday 21 October, 11.15am.

### Handling stress – some handy hints for all students

**Hint 1:** Exercise is especially important during mega-stressful times, yet it is often one of the first things we stop doing when we get busy. Looking after your physical well-being helps maintain rational thought processes.

**Hint 2:** Try to increase your focus and complete (or at least make significant progress) on one task that is adding to your feeling of stress. Often in particular times of stress we try to multi-task by doing a number of tasks or procrastinate by avoiding the most difficult task. This inevitably adds to our stress.

### Amazing sporting achievements for SIDE students

SIDE is very proud of these two high performing Year 12 athletes who recently represented their country in the 2016 Olympics and Junior Track Cycling World Championships.

Tamsin returned to Australia with a silver medal for swimming from the 2016 Olympics held in Rio, Brazil, from 5–21 August. She swam the last leg for the 4 x 200m freestyle relay securing second place for the team. Tamsin also finished 6th in the 400m freestyle final with a personal best time of 4:05.30, a fantastic achievement for a 17 year old.



L to R: Jade and Tamsin with their medals

Jade is a track cyclist who competed in the 2016 UCI Junior Track Cycling World Championships in Aigle, Sweden held from 20–24 July. Jade won a silver medal in the U/19 Women's Individual Pursuit and also won the Madison event with her cycling partner.

Both Tamsin and Jade are studying an ATAR pathway and are to be commended for balancing international sporting commitments with academic studies. Congratulations to Jade and Tamsin for their achievements!

### TERM 3 – SEPTEMBER 2016

#### Student contact visits

In Term 3, SIDE Student Coordinators and teachers visited many parts of WA with some of the regions and locations indicated below:

**Goldfields** – Kalgoorlie, Leonora, Leinster, Menzies

**Midwest 1** – Shark Bay

**Midwest 2** – Mukinbudin

**Midwest 3** – Red Bluff

**Midwest 4** – Meekatharra, Mt Magnet

**Pilbara 2** – Port Hedland, Onslow, Karratha

**Southwest 1** – Kojonup, Albany

**Southwest 2** – Donnybrook, Vasse, Busselton

**Wheatbelt 1** – Brookton, Corrigin, Jerramungup, Narrogin, Tammin, Ravensthorpe, Quairading, Wellstead



(L) Narrogin WACOA boarder accommodation; (R) farm machinery driven by school students

#### Hedland SHS visit – Pilbara 1

In August, Ros Keron and Dylan Reid visited Hedland SHS for the day. There are currently thirteen SIDE students from Hedland SHS studying a variety of courses including Accounting and Finance, Biology, Mathematics Specialist, Modern History and Politics and Law.

The day provided opportunities to meet with each student to discuss their progress as well as to allow students time to share any challenges and issues they faced as a SIDE student. Most Hedland Year 12 students commenced SIDE in Year 11 (2015) so they are familiar with the expectations and requirements to study successfully in the SIDE online environment. Ros was extremely pleased to be able to work with her Modern History students. A major focus for this visit was preparation for Year 12 exams at the end of September.

Hedland SHS has a new SIDE Supervisor, Gill Kamp, who has been working hard to learn the role and duties of a SIDE Supervisor. She was most appreciative of the visit and the



ongoing support received from SIDE and is forging a great relationship with each of the students she supervises.

Caleb (behind), (L to R) Jun, Gill Kamp (SIDE Supervisor) and Sophia



(L to R) Jenevieve, Sophia, Samantha and Kayleigh



(Left) Shani working in the SIDE room

Dylan Reid – Student Services Coordinator, Pilbara 1

#### Exciting times for Meekatharra and Mt Magnet DHS ADWPL students!

Gay Tierney, Workplace Learning Coordinator at SIDE, visited Workplace Learning students in Meekatharra and Mt Magnet earlier this term.

The Workplace learning program (ADWPL) enables a student to experience first-hand the world of work. Students see Workplace Learning as a link to their present school studies and post school intentions. It has relevancy to their lives. Gay believes it has many hidden advantages for all stakeholders, students, parents, the school and community. Meekatharra DHS students who are making good progress with Workplace Learning are Raymond and Dakota.

#### Raymond

Ray is working each Friday with Scott McBriar at S & K Electrical. The day starts at 7.00am and often involves driving to another town. Ray is learning about the electrical industry and the range of tasks involved. Ray has completed over 30 hours of on-the-job training and is also making good progress with his log book.



(Left) Raymond unpacking a light fitting at the worksite

## Dakota

Dakota is working in the Kindilink program at the school. She is learning about working with young children from 0–3 years of age. Shelley Brockman and Norma Tressidder are helping Dakota with her work placement. Dakota has completed over 30 hours of on-the-job training. Five students at Mt Magnet are enrolled in the ADWPL program, including Monique.



Dakota (on the right) with Shelley Brockman and Norma Tressidder



Meekatharra DHS students with Gay Tierney

## Monique

Monique works each Thursday at the Department of Mines in Mt Magnet with Fionna and Michelle. She is learning about the range of tasks that the staff at the centre handle each day. As well as handling mining services the centre also assists with licences. Monique has completed over 30 hours of on-the-job training and is also making good progress with her log book/skills journal.



(Left) Monique listening to one of her supervisors, Michelle, explaining the licence application form



(Left) Monique at her work station

## Workplace Learning at Red Bluff

Denni and Oska (Year 10 students) live at Red Bluff, about a two hour drive north of Carnarvon. Both students have wonderful views of the ocean from their worksites and it is not unusual for them to see whales as they go about their work tasks.

Denni works in the Red Bluff store and Oska works in the Red Bluff campsite office. People from all over the world visit to enjoy the pristine conditions and the world class surfing breaks. Oska books people into the accommodation and Denni often serves the same people as part of her work in the store. Pizzas are particularly popular! Both students are making good progress with their workplace learning program.



(L) Denni serving a customer a pizza that she made; (R) Oska at Red Bluff on his way to show a traveller their accommodation



Oska in the office recording a traveller's car registration prior to directing them to a campsite; Denni recording tasks in her log book

Gay Tierney ADWPL Coordinator

## Open day at Narrogin WACOA

Sue Taylor (Learning Support) and Amy-Jo Hamilton (ASDAN Workright) travelled to Narrogin West Australian College of Agriculture (WACOA) to meet their two Year 11 students, Isaac and Zac, as well as their Education Assistant (EA), Tania Vogel. The visit coincided with Narrogin WACOA Open Day on 26 August. Narrogin WACOA offers students Certificate I and II Courses in Trades, Farm and Equine studies. Sue and Amy met staff and parents who were all extremely supportive and interested in the work the two boys are doing at SIDE.

TERM 3 – SEPTEMBER 2016



(L) Isaac and (R) Zac showing some of the Trades and Farm activities at the school (Equine Studies); the machinery shed

The students work in a demountable classroom twice a week (Wed and Thurs) with Tania Vogel who provides excellent support in tandem with SIDE teachers. The English, Maths and ASDAN Workright Saba lessons are followed by their Moodle lesson periods (assisted by Tania). After passing OLNA numeracy this year, Zac now studies General Maths with Narrogin WACOA. He boards at the school while Isaac is a day student who lives in Narrogin.

Amy teaches the ASDAN Workright course so the Open Day visit provided a perfect opportunity to showcase the students' portfolios to staff and families and explain the process of moderation. Both students are on track to complete this course for moderation at the end of Term Four. Isaac and Zac proudly led SIDE teachers around a tour of the school's facilities demonstrating other work and activities they do in their school.



(L) Amy with Isaac sharing his portfolio with his grandmother and mother in the purpose built computer lab/classroom; (R) Isaac in the demountable with Sue



(L) Zac sharing information on his computer in the demountable; (R) Amy explaining Zac's ASDAN Workright portfolio to Zac and his mum

### Career Centre with Les Emery

Les Emery, the Coordinator of Career Development Services at the Department of Training & Workforce Development (DTWD), was invited to do a short presentation at the Student Services team meeting on 14 September. He provided a quick overview and update on the services provided by the Career Centre using the centre's website:

<http://www.careercentre.dtwd.wa.gov.au/Pages/CareerCentre.aspx>

Some of the key messages delivered by Les were:

- The Centre aims to be objective about the advice it gives not favouring any service provider over the other.
- The Centre aims to provide service 'where you are at' and 'when you need it'. Their services can be accessed by a phone in, walk in or via web chat.
- The Centre is an 'all age, all stage' provider servicing people from 15 years upwards in all stages of their study and work life.

Les provided a quick explanation of how the website is organised. He also pointed out some of its key features such as account set up (available to anyone and free), the Occupations tab, Occupations videos and fact sheets to name a few. The Career Centre is able to cater for presentations to groups of students. It is conveniently located at:

DTWD – Customer Service Centre  
GPO Building, Level 7, 3 Forrest Place, Perth



L to R: Les Emery and Karen Loreck

## The Arts and Technologies

There has been plenty of excitement in the Arts learning area this term. We have some large courses and plenty of talented students! Students in Senior School courses are preparing for exams and that includes finalising and submitting their major practical productions, some of which have been worked on and refined for months. We wish all of our ATAR Arts students the best of luck in their exams.



## Thinking creatively – creativitree

The word below is the root of our creativitree. Add a branch and split it by adding two new words representing concepts relating to the original branch. It will become harder to think of new concepts to add and you will have to think more creatively as you go!

Y  
gallery

*This is an exercise in evolving perspective from [creativitygames.net](http://creativitygames.net)*

## SIDE Award winners

SIDE has been successful in two exhibitions in 2016. Both Jada (Year 10) and Georgia (Year 11) were selected to exhibit in The Young Originals exhibition which is a celebration of the best artworks from public schools from across the state. Georgia's work was also selected in the St George's Cathedral Art exhibition.



The Tree  
Jada, Year 10 Visual Art  
Young Originals 2016



Breaking Free  
Georgia, Year 11 ATAR Visual Art  
Young Originals 2016  
St George's Cathedral Art exhibition 2016

## Upper School Art

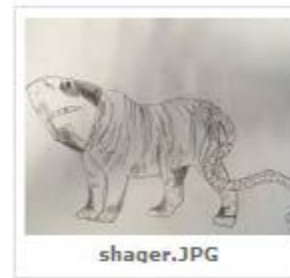
### PVAR2 Year 12 Preliminary

Throughout the Preliminary Arts course we focus on using arts language to improve literacy through discussion and analysis of the arts elements and principles. During SABA lessons students respond to a variety of artworks including those of fellow class members in the Gallery space.

As well as a place to exhibit artwork, the Gallery is also a repository for each student's Visual Inquiry including the exploration of media, skills and techniques.

It becomes a documented record of student engagement, development and progress throughout the course. Annotating images helps students to reflect, analyse, identify and consolidate their arts learning.

This term students have been working on sculptural projects where they use animals as a source of inquiry and inspiration to visually research through photographs and drawing and then develop their own style of creature using recycled or found materials.



TERM 3 – SEPTEMBER 2016

Exmouth student Darcie (Year 11) has given permission for us to show the following images:

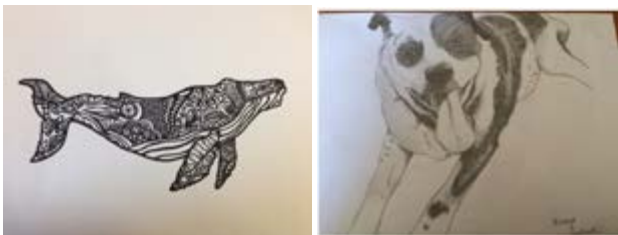


Jellyfish sculptures made of discarded sea urchin shells from Wobiri Beach and recycled bubble wrap. Turtle installation on the right.

Michelle Gauntlett – Art teacher

### GTVAR Year 12 Visual Arts

The students are busy creating print designs in lino and screen printing. They have explored inspirations around them and a sense of place.



Gemma's work (left) is inspired by her surroundings of Exmouth whilst Heather shows her passion for animals and her skills in pencil drawing.



We always practise drawing in Saba lessons to hone our hand-eye skills and observational skills.

Richard Wu – Art teacher

### ATVAR Year 12 Visual Arts

The students are currently in the busiest phase of the course. They are completing essays, final artworks and studying for their exams. The artworks are based on students' points of view so the ten students this year have all presented a variety of work, which are their personal responses to the theme.



Nyika is working with the close relationship that exists between a mother and daughter.



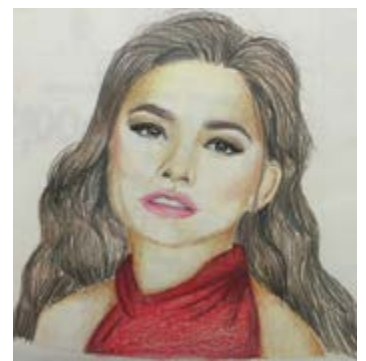
(Left) Eleni was motivated to create a sculpture after discovering the terrible fate of elephants in Asia at first hand.

### AEVAR Year 11 ATAR

The Year 11 ATAR students are working on the theme of identities. This year there are 20 students so there is a diverse range of approaches from all across the state. Students are challenged to sculpt, print, draw or paint the identity of someone in an innovative and meaningful way.



Ashleigh



Krisa Fay



Elkia



Hannah



Laveda-Cheri

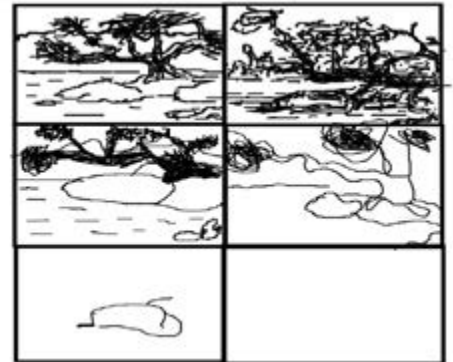
## Lower School Art

The students are encouraged in Saba lessons to draw on the screen and work on lines, shapes, tones and scale. Throughout the year, there has been a vast improvement of drawing skills as showcased below.

## Year 10 Visual Arts



<http://www.pexels.com/gallery/photos/photos/12928/>



Zoe



Christina

## Year 9 Visual Arts



Daniel

Richard Wu – Art teacher

## English



The Australian Curriculum requires the explicit teaching of grammar and for students to understand the role of grammatical features in the construction of meaning of texts they compose and comprehend. To ameliorate her understanding of grammar and language, Linley Taylor, Head of the English Learning Area at SIDE, recently spent some of her Long Service Leave in France at the Coeur de France Ecole de Langues, studying the French language. Coeur de France is a French immersion language school in the vineyards of Sancerre, in the upper Loire Valley, France. Linley stayed in the village for four weeks and studied a combination of classes including grammar, pronunciation and conversation.

### ETA Professional Development for English Teachers – Thursday 1 September, Shenton College

Three members of the English Department attended an informative afternoon listening to West Australian writer, Natasha Lester, talk about the role of voice in written texts.

Voice is a key concept in the Year 11 and 12 ATAR English courses and this presentation provided a clear explanation of the difference between narrative point of view and voice and how point of view influences the construction and representation of voice.

Lester explained how the voice, in a text, can be used to endorse the attitudes and themes of the text, and that an important question for students to consider in their reading of texts is whether the voice is in harmony or conflict with the main attitudes of the text.

Natasha Lester is an engaging and interesting speaker and the writer of several novels in the genre of Contemporary Women's Fiction. Her most recent novel is *A Kiss from Mr Fitzgerald*.



Natasha Lester

### Student work

We would like to share some samples of student work with you.

#### Year 10

This darkly humorous short story was written by Year 10 student, James, who lives on a farm in Binu between

Northampton and Kalbarri. James employs a delightfully ironic and naïve narrative voice.

While the radicalisation of young people is a serious and frightening issue, James has been playful and satirical in the treatment of this issue by his clever use of black humour.

James in the SIDE Library



The reason I chose to bring life to Redford Makkain and write this story is because I wanted to bring attention to the issue with ISIS and how it is recruiting Australia's young people.

#### Redford Makkain

The night air was cold, the stars were dancing and below a naughty teenager with a curly orange Mohawk snuck out of his house with a cheeky grin. This teen's name was Redford Makkain, he was 16 and he loved sherbet, puppies and thrills. Red, which is what his mates called him, crept down the dark street towards the local airport. He remembered all the times he and his friends had set up gnarly jumps for their black BMXs, though they tried to make the jump, they never failed to wipe out. The airport stood out like a mansion in Rio's slums, it shone brightly amongst all the houses in his street as noisy jets took off. Lots of the people in Redford's friendly neighbourhood had complained about the noise, some even packed up their things and left, but some also stayed, they said that the noise made them feel at home. He could not relate to these 'dim-witted' people.

Red walked into an unlit area out the front of the airport where he purchased a fake ID from a skinny guy with a massively oversized singlet and a dirty trucker cap. Redford handed a wad of fifty dollar notes to the guy named Slick and in return, he was given a crisp fake ID.

"Pleasure doing business with ya', mate!" Redford said with a strong Australian accent. He put his fist out for a fist bump. The fist bump did not get returned. Instead Slick walked back to his dark corner. Redford gave a shrug and walked towards the entrance doors. He was not easily scared of people like Slick. Despite his age, Redford was tall and had a fist that could render a rhino unconscious.

Inside the fluorescent airport, it smelled of cleaning products and spearmint. Red walked very calmly towards a bored-looking lady to book his flight.

"Hi!" he said. "Could I please be on the next flight to Syria?" The woman looked at him strangely.

"Did you say Syria?" she asked. "The place that is causing

huge worldly problems?”

“Uh, yes...” Redford replied. “I am doing some... uh... missionary work there. Yep, that’s what I’m doing. Missionary work.”

“Alright then,” said the woman “Suit yourself.”

Quinn was her name. Red used his awesome powers of observation to figure that one out.

“They probably need some Missionary work,” she said whilst typing something on the computer. Quinn looked up from her screen. “The next flight leaves in half an hour and it is the last flight to Syria that we are ever running.”

“That’s okay,” said Red. “I am booking a one-way ticket.”

The waiting area of the airport was boring. Redford didn’t like it. He needed something to make his life interesting. That’s why he was going to Syria. He was planning on joining ISIS. The ads he had seen on his computer had changed his life. He wanted to “Be a hero” and fight for the right reasons.

A voice rang out through the airport.

“All passengers for flight A7XSH08 please make your way to Gate A1.”

That was his flight. Redford picked up his backpack – he was a light packer – and headed to Gate A1. As he was walking through the scanners and getting funny looks from airport staff, Redford noticed that only one other person was on the same flight as him. The other person reminded Red of one of his mates. He looked around his age and wore a faded Metallica T-shirt with hair that looked like it hadn’t been washed in weeks. Redford wished he’d had the freedom to do that when he was living at home. So awesome.

Redford walked up the steps into a little, old airplane. The other kid followed close behind. Red looked down at his ticket and located his seat. He put his bag up in overhead, sat down and looked out the window. The stars in the sky were twinkling up a storm and the moon was looking down on the earth with a smile. The flight wasn’t going to be a quick one, so Red decided to try to get some sleep. If he wanted to impress ISIS he would need to be in tip-top condition.

Someone shook Red’s shoulder. He woke up.

“Flight’s landed, mate!” said a voice coming from the only other passenger. “Time to clear out.”

The skinny passenger walked down the steps of the plane and out into the Syrian airport. The Syrian sun shone through thick Syrian dust and glared in Redford’s eyes. He felt adrenaline running through his veins. He had never felt more alive. No time was wasted grabbing his bags and jumping out of the plane.

Once he had passed security, Redford took out a little pad of paper which held the coordinates of his rendezvous point. He stepped through the doors of the airport and looked at his surroundings. There were a few houses standing out in front of him, none of which had windows that hadn’t been smashed. It kind of made him miss his house. Red started walking. He walked far away from any civilisation, far from any... well, anything. He saw something up ahead. It looked like a person and, as he came closer to it, he could see that it was. It was the guy from the airport.

“Hello!” Redford said to him “Fancy seeing you here! Are you here to... you know...”

“Of course I am!” he said. “I’m surprised more people aren’t doing it.”

“That’s exactly what I was thinking!” Redford replied, “It’s such a smart decision to make.”

A black silhouette appeared on the horizon.

“Do you see that?” said Redford’s newly- found friend.

“Yep!” said Redford. “Yes, I do.”

The silhouette was approaching fast.

“This must be it.” Redford said as he picked his bag up from the ground. Red raised a hand to wave at the car.

“Hello.” he said. The car, an old Cadillac Escalade 1999 Redford believed, pulled to a halt creating a cloud of yellow dust. Men with black balaclavas and AK-47s poured out of the car along with a lot of shouting.

“Down on your knees!” one of them ordered.

A terrified Redford did as he was commanded. So did his friend, his friend that he never caught the name of, his friend that he may never catch the name of. A bag came down over Red’s head. And then everything went black.

## Year 12 General English

Year 12 General English students studied the novel *The Messenger* by Markus Zusak in Term 3. Students and teachers alike thoroughly enjoyed this engaging and interesting novel about the hapless Ed Kennedy’s unusual adventures! Students engaged in many activities to explore ideas and develop understanding of concepts around characterisation and themes in novels.

This poster is by Holly from Lake Grace DHS Jade is an enthusiastic and capable student – see her poster below.



TERM 3 – SEPTEMBER 2016

One activity saw students create a graphic representation of their understanding of the main character. Here are some samples of the fantastic work produced.



### What's new with the Year 10 English course?

Our Year 10 English students have relished the chance to show off their ability to analyse and deconstruct a range of visual texts this term. Still images was the focus for the first half of the term and students looked at a range of texts including photojournalism, their own personal photograph collections, advertising campaigns and also picture books designed for young adults. We certainly got the impression that students really enjoyed the chance to show off their understanding through their annotations of illustrations of picture books. It was clear that they were able to develop their understanding of visual codes and how juxtaposition works within images to create effect and impact meaning.

Here's an example from Portia, who revealed sophisticated understandings through her annotations of an illustration from Shaun Tan's *The Red Tree*.

Amanda, Peter and Angela

**Long Shot:**  
Used to show the whole picture. We can see lots of other people which automatically makes us compare the girl to everyone else. Everyone seems to have someone or something they are doing, whereas the girl looks a little bit lost and very lonely.

**Body language:**  
Used to show how she is feeling. Her head is down, she's alone. She's small and insignificant. This shows her isolation and loneliness.

**Setting:**  
The image is set in a street setting with people walking and doing their own thing. The setting shows us how although this is a busy street, one seems to care about the little girl.

**Juxtaposition:**  
Used to show the contrast of the little girl and the big fish. Everything in the image seems to be bigger than her (the buildings, the fish, the other people etc.) The fish just seems to follow her wherever she goes. The fish is a lot bigger than she is to show how big her troubles are compared to how small she is. The fish lingers with her, she is lonely.

**Light and Shade:**  
Used to separate the happiness from the darkness. We can see the girl is the only person who is in the shadow of the big monster. This portrays to the audience that the girl is depressed and lonely. It also looks like the girl is trapped with this big fish no matter where she goes, it is always there looming over her.



**Eye-level Camera Angle:**  
Used to show equality between us and the girl. We can relate to the girl on a personal level because sometimes we all feel like there is a big gloomy monster hanging over us. We know how she is feeling and we feel sorry for her.

**Symbolism:**  
The eyes of the fish look like they have been taken out. This symbolises the fish will blindly follow the girl no matter where she goes. The mouth of the fish is open symbolising emptiness showing the girl is empty and is longing for something.

**Open Frame:**  
There is more people outside the frame. The open frame makes you look at the girl and fish. It's almost like the girl doesn't want to notice the other people around her she just wants to be alone. None cares about her. She is depressed and lonely.

**Colour:**  
In the image there are a lot of reds, oranges and browns. Throughout the book the red is a symbol of hope and happiness. We can see the red on the other side of the road just of the little girl's reach. The dark browns and blacks near the girl symbolise loneliness and depression.

### SIDE Awards Term 2 2016

BRONZE					
Leah	Sophia	Jaime-Lee	Nadia	Sam	Royden
Harlan	Kyashton	Blake	Crystal	Connor	Ray
Nicole	David	Aiden	Sailah	Shayna	Clayton
Ruzell	Chloe	Phoenix	Holly	Angela	Jack
Phillip	Dior	Kiara	Connor	Ashe	Caley
SILVER					
Nicholas	Dominique	Shakira	Vee Jay	Jade	Sam
Kindra	Shauna	Marise	Tahlia	Jamoule	Darien
Leigh	Chloe	Angela	Maraina		
GOLD					
Jade	James	Chad	Gary T	Tamika	Jacinta
Shakira	Joanasha				
PLATINUM					
Tiniel	Sam	Darcie			

## Health and Physical Education

### Health Studies at Kununurra

Side teacher Kris Stafford recently visited a group of senior students in Kununurra enrolled in the Years 11 and 12 Health Studies ATAR courses.

The students described their experiences of doing ATAR subjects online as challenging, but felt well supported by their teachers and also the other students enrolled in the courses.



Year 11 ATAR Students Shelby, Moucho, Jess and Mikayla

### Years 7-10 HPE News

Staff within Health and Physical Education are busy writing new teaching and learning programs for Years 8-10 which align with the WA Curriculum: Health and Physical Education. These new courses will be implemented in 2017, and will mean that all of the lower school HPE courses taught at SIDE are based on the WA syllabuses mandated by the School Curriculum and Standards Authority.