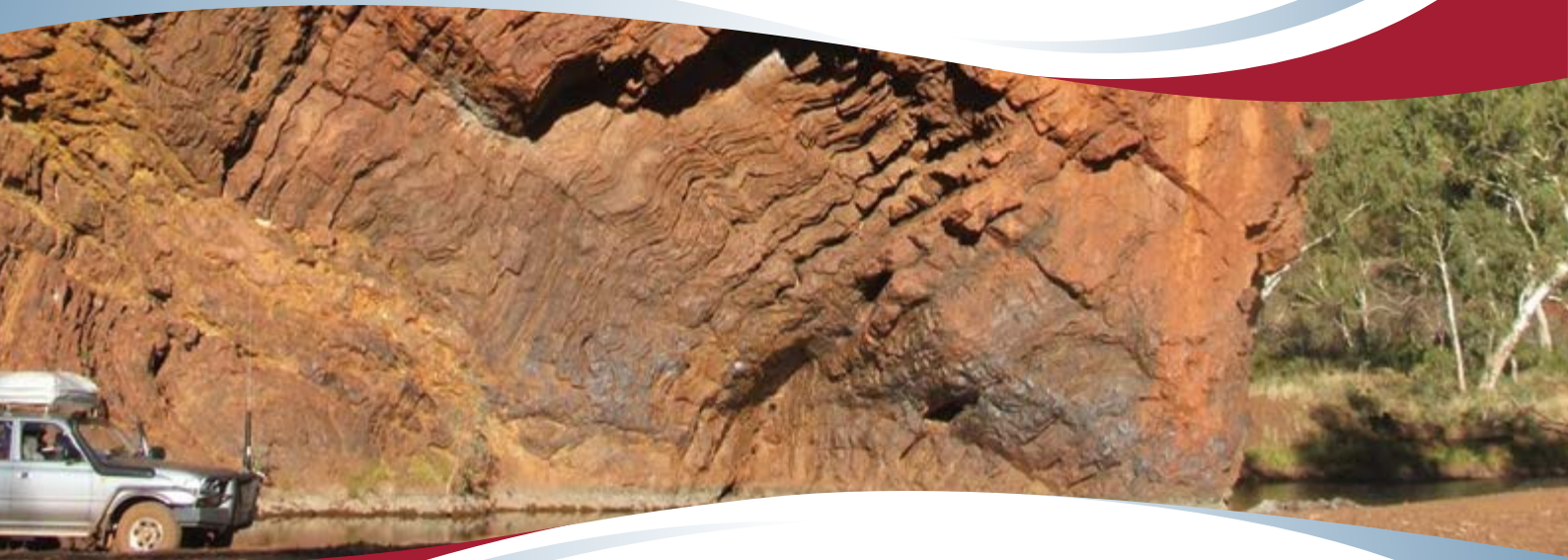




SCHOOL OF ISOLATED & DISTANCE EDUCATION ANNUAL REPORT

2018



SIDE is a vibrant online learning community
committed to innovation and excellence.

SCHOOL OF ISOLATED & DISTANCE EDUCATION
164-194 Oxford Street Leederville WA 6007
www.side.wa.edu.au

TABLE OF CONTENTS

SECTION 1 INTRODUCTION	
SCHOOL PROFILE	3
SCHOOL VISION	4
SCHOOL VALUES	4
SCHOOL BELIEFS ABOUT TEACHING AND LEARNING	4
OUR MISSION	4
SECTION 2 WHOLE SCHOOL PROGRAMS	
ONLINE TEACHING AND LEARNING	5
LIBRARY RESOURCE CENTRE	7
STUDENT SERVICES	8
CAREERS AND WORKPLACE LEARNING	11
SECTION 3 CURRICULUM LEARNING AREA REPORTS	
PRIMARY SCHOOL	12
MATHEMATICS	13
THE ARTS AND TECHNOLOGIES	17
LEARNING SUPPORT	19
HEALTH AND PHYSICAL EDUCATION	20
LANGUAGES	23
SCIENCE	25
ENGLISH	28
HUMANITIES AND SOCIAL SCIENCES	30
VOCATIONAL EDUCATION AND TRAINING	34
SECTION 4 STUDENT PARTICIPATION AND ACHIEVEMENT	
STUDENT PARTICIPATION	36
YEAR 12 PATHWAYS	37
WACE DATA 2018	37
LITERACY AND NUMERACY	38
SECTION 5 SCHOOL MANAGEMENT	
FINANCE	42
STAFF ATTENDANCE	43
PARENT, STUDENT AND STAFF NATIONAL SCHOOL OPINION SURVEYS	44
STAFF SURVEY	45
STUDENT SURVEY	46
GLOSSARY	48

SECTION 1 INTRODUCTION

The annual report is a summary of the School of Isolated and Distance Education (SIDE) achievements and provides information, commentary and analysis across the key areas of the school on student learning. The 2018 school year saw student enrolments reach approximately 2,043 students. Of this number there were 1,227 enrolled in the Secondary School, 129 in the Primary School and 687 students in Primary Languages. The secondary enrolments included home based students and students from partner schools both in the metropolitan and country areas of Western Australia.

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 home based student families enrolled at SIDE:

Student background 2017	
Index of Community Socio-Educational Advantage (ICSEA)	
School ICSEA value	1087
Average ICSEA value	1000

Data source	Parent information			
Distribution of students				
	Bottom quarter	Middle quarters		Top quarter
School Distribution	10%	21%	27%	42%
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 1 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.

SECTION 1 INTRODUCTION

SCHOOL VISION

SIDE is a vibrant, online learning community committed to innovation and 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.

INTEGRITY

We act with integrity, responsibility and transparency in all that we do.

RESPECT

We treat everyone fairly, and we treat all schools, school systems and school sectors with respect

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, practise 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 team continued its role supporting pedagogy and systems to meet the needs of students and teachers.

In 2018 the OTL team consisted of:

- 1 x Level 3 program coordinator
- 1 x special duties teacher working 0.6 FTE
- 1 x special duties teacher working 0.4 FTE
- 1 x support officer – attached to SIDE ICT but focusing on OTL and web services needs.
- 1 x content editor/database administrator

Additionally, a 0.2 FTE contract for website content development and centennial management was implemented at point of need through the year.

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

BRIEF

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 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 and Webex Classroom web conferencing, the Erol content management system, and the Medial audio/video repository
- in collaboration with SIDE ICT, administer and populate SIDE's staff intranet, school website, Centenary website and social media sites.

GOALS

In 2018, we focused on implementing key actions identified in the learning area operational plan:

- Auditing OTL resources and professional learning to ensure modelling of explicit literacy and numeracy methodologies.
- Continuing to develop and implement guidelines, templates, resources and PL for course design and lesson strategies that reflected Literacy and Numeracy Operational Plan.
- Identifying and facilitate sharing best practice across the school.
- Promoting excellence in student achievement through website and social media.
- Providing guidelines on responsible and ethical use of online technologies and social media.
- In conjunction with the Office of the eSafety Commissioner, coordinating and promoting the Cybersafety program,
- Delivering PL in Moodle data tools, content management and systemic compliance.
- Providing support for special events and visiting presenters.
- Repurposing existing multimedia studio facilities to allow modern digital audio-visual production of teaching resources.

TEACHING AND LEARNING

- Synchronous (Saba Classroom) teaching and learning continued in 2018. Students received regular, scheduled instruction, participating in multiple lessons per week across their learning programs. In 2018, more than 4000 online lessons per month were being delivered.
- Despite previous work undertaken by DoE to upgrade bandwidth in some of our client schools, poor infrastructure continued to limit our capacity to deliver online lessons, especially in high-needs remote schools.
- DoE's antiquated web conferencing system, Saba Classroom was finally retired in December of 2018. A transition to Cisco's Webex conferencing platform took place from Term 2, albeit on a very limited basis due to support and software installation processes not being in place. Customer Service Centre support was implemented in Term 4, as was a process for installation of client software on SOE4 student machines. Collaboration with DoE's E-Schooling Services was the saving grace in this exercise, as we battled to ensure risk was managed and the needs of students understood. The limitations imposed by systemic inertia have never been more apparent than rolling out Webex in 2018. SIDE teachers and students showed considerable forbearance, and an extensive training and piloting program in Term 4 meant

SECTION 2 WHOLE SCHOOL PROGRAMS

we entered the summer break with some confidence that disruption to teaching and learning would be manageable. The situation in 2018 would have been much worse if not for the OTL and SIDE ICT teams shouldering the load of supporting, documenting, training and debugging what was intended to be an enterprise application.

Webex's corporate and tertiary origins also meant there was a tension between the K-12 need to ensure duty-of-care and the non-educators' perceptions of privacy. No satisfactory solutions were identified or offered from DoE ICT or the vendors, and it was only our own institutional knowledge of Moodle that allowed us to "jury rig" a system to protect our students and mitigate risk.

- Our learning management system, Moodle, remained the core of our 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. Teachers and students identify their Moodle courses as their own classrooms, and more than 1200 users log in to courses every day. Whilst the vast majority of those users were based in Australia, during 2018 we had students logging in from 87 different countries. Moodle proved the game-saver with managing student entry to Webex lessons. After exploring external solutions for ensuring authenticated, restricted access, we resorted to using Moodle as the "portal" through which duty-of-care could be maximised. It works well, but does mean all teaching and learning at SIDE now has a single point of failure. We will focus on reducing that risk in 2019.
- Due to the fast-failing nature of Saba Classroom, face-to-face professional learning sessions made a comeback to SIDE in 2018. The Term 4 transition to Webex meant a much increased need for training. Thus, our approach consisted of online units combining web conferencing sessions, face-to-face and focussed resources and activities in Moodle. This blended mode of learning has met with regular approval from our teachers.
- In addition to the extension of skills inherent on much of OTL professional learning, there is a regular need to train new staff and relief teachers in basic operational procedures. OTL teachers Narelle Carlon and Veronika Popp took the leadership role in welcoming new teachers to the SIDE world.
- Editor/database administrator Gina Lau continued her work on refining the structures and organisation of our Erol and Medial content repositories. Having organised, searchable content is critical to the sustainability of our teaching and learning systems.

HIGHLIGHTS FOR 2018

- 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.
- The redevelopment of SIDE's public-facing website was completed in 2018. Cathy Scott continued to advise on our web presence and worked with Gina Lau on ensuring currency of content.
- SIDE celebrated its centenary in 2018, and the OTL team worked in concert with coordinator Amy Hamilton to ensure our web presence reflected the importance of this landmark in W.A. education. Cathy Scott and Gina Lau coordinated and populated an extensive website to document the history of SIDE. The scale and success of this project is testament to them going well beyond the call of duty.
- As in previous years, online cybersafety sessions were conducted for upper-primary and lower-secondary students in a collaboration of the Commonwealth Government's Office of eSafety and OTL staff. Narelle Carlon continued her leadership role of this highly successful program. Changes in the focus of the Office of eSafety mean we will probably move to a school developed cybersafety program for 2019.
- SIDE's media studio was redeveloped into a state-of-the-art digital facility. Audio-visual production has changed to reflect the digital age, and the requirement for a vast studio behemoth to produce teaching and learning content is long gone. SIDE's new suite – containing an audio recording studio and small video studio much better meets the school's needs. SIDE's media specialist Stephen Dans led the redevelopment.
- The OTL team regularly works with learning areas to present webcasts of guest speakers to our students and the wider educational community. In May of 2018 SIDE was proud to host Nobel Prize winner, Professor Barry Marshall and UWA Professor Andy Whiteley to launch the new MicroBlitz mobile app, part of citizen science project run by UWA examining DNA in soils. While they were here, Olympic Medallist and former SIDE student, Tamsin Cook, conducted an interview with the two scientists. A video of this interview was published on SIDE's website.
- Whilst the transition to the new Webex application was fraught with systemic delays and frustrations, it nevertheless proved to be an excellent example of productive collaboration between SIDE OTL, DoE's E-Schooling Services, and other stakeholders. SIDE was responsible for 92% of web conferencing traffic at last count, so we necessarily took a leading role in testing and defining processes. At all times we shared our resources and observations, and worked towards a consensus approach to implement the new system.

SECTION 2 WHOLE SCHOOL PROGRAMS

- The Online Teaching and Learning team continued its important role in supporting SIDE's status as a "state-of-the-art", e-learning school.

FOCUS AREAS FOR 2019

- Implement key actions identified in the 2019 Online Learning Plan.
- Continue the implementation of the Webex web conferencing system, subject to DoE proactivity.
- Continue to ensure the highest-possible standard of course materials across the school.
- Find ways to transpose the Aboriginal Cultural Standards Framework into an online context
- Work with learning areas to ensure consistency in student experience when dealing with SIDE systems.
- Develop and refine support resources for staff in Webex and Moodle.
- Integrate the SIDE Primary website into SIDE's main website.

LIBRARY RESOURCE CENTRE

INTRODUCTION

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 expert advice to students and their families about resources and services
- Online services including a comprehensive catalogue of print, ebooks, audio books and audio ebooks which can be ordered or downloaded online
- Online accessibility of services and resources in Moodle
- Subscriptions to online encyclopaedia's, reading sites, study sites, newspapers and magazines
- Learning space at SIDE Leederville where visiting students and their families have access to digital technologies and a congenial place to work and talk to teachers
- Development of digital sustainable resources for students and teachers to access.

The LRC staffing includes:

- 3 x Teacher Librarians (2.0 FTE)
- 1 x Library Technician (1.0 FTE)

Student attendance on the SIDE campus increased significantly in 2018 with groups of students working in the library. LRC staff liaised with student coordinators and teachers to ensure all students were provided a space to work effectively on their educational programs.

TEACHING AND LEARNING

The LRC has been working collaboratively with learning areas to develop online learning programs that are embedded into subjects/courses for optimum engagement with the students.

WIDE READING PROGRAMS - through the English Learning Area and Learning Support
Focus – to instil a love of reading for students from 7 – 10

The sessions were collaborative, with all teachers working together to provide students with enjoyable, fun sessions and to encourage students to read independently in a variety of genres. One hundred lessons were delivered across the years with a resultant increase in resource loans as an indicator of the success of the program.

PRIMARY PROGRAM – literature based lessons were presented using stories by well-known authors and illustrators. Students discussed texts looking at characters, events and settings to develop literate understandings. Twenty seven lessons were presented throughout the K – 6 student cohort. Feedback from teachers has been very positive especially in the area of student engagement and response to each other within the lessons.

READING FOR FUN AND PLEASURE – the Moodle platform also delivered activities that promoted interaction and discussion on reading for fun and pleasure:

- Reading Corner – Primary
- Reading Room – Secondary
- Sharing Space – Learning Support

ENQUIRY PROCESS – Lower school Hass classes engaged in Enquiry Process lessons online through the History modules. Feedback from staff indicated they found the lessons informative and helpful at the point of need.

SPECIAL EVENTS

- Children's Book Council of Australia Book Week
- National Simultaneous Storytime
- Red Room Poetry Object – Poetry Workshop

SECTION 2 WHOLE SCHOOL PROGRAMS

AUTHORS ONLINE - continued to be highly supported by students, teachers and parents. Students provided feedback on every session and it is clear that it is valued by all who participate. Students were invited to the sessions, dependent on the topic and suitability for each year level.

Sessions were presented online in Saba with recordings made to allow students who cannot attend to view the play back recordings. A range of online support materials were made available so that teachers and students were prepared for the sessions.

LEARNING SYSTEM INTEGRATION

All LRC resources were available through the Resource Centre Online (RCO) Moodle course

- LRC logins for online services were explained to students and staff. Help Sheets and integration into lessons were provided

HIGHLIGHTS FOR 2018

Sustainable digital resources were developed to allow students and staff to access assistance easily with topics such as:

- Creating a bibliography
- Web Searching skills
- Wikipedia, how it works and how to use it
- Evaluating websites
- Searching in Britannica Online

In 2018 there were a total of 554 loans from the Overdrive catalogue made up of 509 ebooks (75 were English Course text loans) and 59 audiobooks.

There were 365 loans from the Wheelers catalogue made up of 245 ebooks and 120 audio ebooks.

Overall there were 5,518 resources loaned to staff and students. These included:

- Archive Material
- Audio Books
- Printed resources
- DVD
- Equipment
- Serials
- Software.

The LRC team continue to provide current and updated resources for staff and student access.

The LRC team is continuing the development of the use of social media within the school context to better share information with students, parents and staff. A promotion and social media plan was developed which used the school's Facebook account, LRC Moodle announcements, the LRC Blog, SIDenet and the Reception Foyer in the Primary and Secondary Schools to promote school LRC activities.

In Term Three an account in Instagram was trialled. Evaluation of the use of this account proved very beneficial and is to continue in 2019.

FOCUS AREAS FOR 2019

- Continue to develop sustainable digital resources for students and teaching staff.
- Continue to present the Authors Online program
- Explore opportunities to share collaborative programs with other learning areas
- Implementation of classroom observation strategies on a regular basis across all LRC teaching and learning programs
- Use Webex sessions in conjunction with Learning Areas to consolidate the use of online services by students and their families.

STUDENT SERVICES

The student coordinators and school psychologists are managed by one Program Coordinator responsible for all aspects of establishing and monitoring educational programs, student and supervisor support and career education. 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.

All student coordinators have a teaching role in their area of specialisation. There are seven teachers of Careers and Workplace Learning within the Student Services team.

SECONDARY COUNSELLING/SUPPORT

- Counselling of students was based on establishing 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 which support students from regional and diverse backgrounds applying for university.

SECTION 2 WHOLE SCHOOL PROGRAMS

- SIDE's school psychologists provided psychological support/counselling to students and their families.
- School psychologists consulted with student coordinators and key staff in the development of Risk Management Plans for students at risk due to their mental health.
- 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 was 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.
- Course, program and pathway information was made available in a user friendly format on the new look SIDE website.

WACE AND ATAR MONITORING

Student coordinators tracked 32 Year 12 students aspiring to university entry. Many students used alternative entry methods including ATAR bonuses to gain entry to chosen degrees or university preparation courses. 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 & students at risk(SAR) policies & flowcharts.
- Created and maintained spreadsheet of attendance data for SAR. 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. Student coordinators work with students, parents, schools and communities to understand how culture and experiences shape the learning of each Aboriginal student.
- Webex Induction was offered to school groups. This online SIDE induction aimed to improve the 2019 start to SIDE experience.

COMMUNITY RELATIONSHIPS

- Established and maintained respectful collaborative relationships with parents/carers regarding 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.
- Participated in SIDE's Centenary celebration by preparing three display boards featuring student enrolment information.
- Year 7 and new students to SIDE in 2018 were invited to participate in an onsite *Orientation to SIDE* program.
- Brochures, including *Guide to SIDE*, *Fasttrack to SIDE*, *2018 Lower and Senior Secondary Curriculum Information* were developed as resources for parents, supervisors and students
- Regional visits were undertaken to support families and partner schools.
- Student casual/day visits were promoted and supported to encourage teaching and learning opportunities.
- *Referral*, *Dance* and *Elite* category

SECTION 2 WHOLE SCHOOL PROGRAMS

students visited SIDE on a weekly or fortnightly basis providing an opportunity to work with their teachers and to interact with other students.

- SIDE's Referral program developed successful partnerships with two Care schools: St Francis and St Clare's. SIDE's school psychologists regularly attended case meetings at metropolitan schools. They work collaboratively with stakeholders to plan for re-integration back into school.

impact on teaching and learning and the health and well-being of students by effective communication with teachers via email and SCILS

- Implement effective strategies to monitor attendance and focus on intervention and positively engaging students in individualised programs.

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 including Classroom Observation, Mental Health Counselling, University admissions, Career seminars PL as part of their Performance Management
- Links were made to AITSL professional standards

FOCUS AREAS FOR 2019

- Expect student by student high performance, high care culture based on strong individual case management
- Have every senior secondary student, regardless of WACE eligibility, on a learning pathway that explicitly connects to further training or higher education
- Implement strategies that provide opportunities for Aboriginal students
- Further develop and maintain key partnerships via regional and onsite visit programs and regular communication
- Counsel and monitor students toward WACE achievement by using SIDE WACE Planners
- Improve ATAR student exam preparation and performance skills by adopting a streamlined approach to an online study skills and exam preparation program
- Create opportunities for students to demonstrate leadership and care in school and community
- Provide more opportunity to purchase SIDE branded uniforms including Year 12 Leavers jackets
- 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

SECTION 2 WHOLE SCHOOL

PROGRAMS

CAREERS AND WORKPLACE LEARNING

WORKPLACE LEARNING

Workplace Learning (WPL) continued to provide students with the opportunity to gain skills in a workplace situation. 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 which can be built on in Years 11 and 12.

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

The visit program was supported by Moodle and Saba which provided 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 formed a major part of the assessment, along with required on-the-job hours. Interactive Moodle forms 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 (COC's) with Public Liability Insurance. RTP Placement attendance data will continue to be entered into RTP/Work Placements in 2019.

SCHOOL-BASED TRAINEESHIPS (SBTS)

SBTs enable students to combine schooling with employment in their industry of choice. They involve a partnership between the school, employer, the Department of Training, a Registered Training Organisation and the student. Eleven Year 11/12 students commenced or are completing SBTs in a wide range of industries.

CAREER AND ENTERPRISE

The Year 11 and 12 Foundation courses were developed ready for implementation in 2019.

The Year 11 and 12 General courses were further developed in Moodle.

Enrolment in the Year 10 Work Studies course increased in Semester Two due to several school groups seeing value in the content and the opportunity to develop students' online learning skills prior to Year 11.

HIGHLIGHTS FOR 2018

- Effective use of the RTP Work Placement Module.
- Support Officer-Student Services assistance with RTP Work Placements data input.
- Written feedback from students and parents was extremely positive.
- OTL Survey Monkey – surveys to students/employers, parent/guardians indicated high level of satisfaction. Using this online feedback tool resulted in an increase in return rate and improved relevancy.
- Trialling of DoE Work Placement electronic and hard copy paperwork, in preparation for implementation in 2019.
- Trialling of digital log book and skills journal.
- Extensive collaboration within the WPL team.
- Fortnightly PMI update meetings
- Conducting workplace visits by other SCs and delegated local personnel.
- Strong partnerships with Group Training Companies and Australian Apprenticeship Support Networks.
- Increase in School-based Traineeships enrolments.
- SIDE student winning North Metro School-based Traineeship of the year.
- Participation in professional and community networks and forums to broaden knowledge and improve practice.

SECTION 3 CURRICULUM LEARNING AREA REPORTS

PRIMARY

STAFFING

The Primary staff is highly experienced. In addition to the Deputy Principal, there are four Level Three Teachers and of the remaining six teachers five 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

ONLINE TEACHING AND LEARNING

The online delivery of learning materials continues and has shown considerable growth as the preferred medium for home based students. In 2018, 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 attend the school's online lessons.

Learning programs, classroom pages and specialist study areas were created and promoted by classroom teachers in Moodle. Most of our Kindergarten to Year Six 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*. More students took advantage of our online delivery. Access continued to be hindered by internet connectivity and residing in an incompatible time-zone.

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. Refer to Section 4 for the 2018 NAPLAN results.

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 National Assessment Program Literacy and Numeracy (NAPLAN) testing, help inform teachers to determine the needs of their students.

Major achievements in curriculum in 2018 included:

- The completion and implementation of Australian Curriculum English in ECE.
- The completion of writing Australian Curriculum Digital Technologies in Years Three and Four.
- The full implementation of Protective Behaviours modules from Kindergarten to Year Four.

HIGHLIGHTS FOR 2018

The highlights for 2018 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.

FOCUS AREAS FOR 2019

Primary will continue with its strong focus on catering for the individual needs of students. The curriculum focus in 2019 will be the implementation of the Western Australian Curriculum Digital Technologies in Years Kindergarten to Year Four and the writing of Digital Technologies modules for Years Five and Six with the view of implementation in Semester Two.

The Aboriginal Cultural Standards Framework and the opportunities to become a culturally responsive school will be a focus of teacher professional learning, along with the move from Saba to Webex as our online delivery platform.

SECTION 3 CURRICULUM LEARNING AREA REPORTS

MATHEMATICS

STAFFING

The year finished with nine full time equivalent mathematics teachers delivering more than 50 lessons using Saba each week. Most mathematics teachers taught senior and lower school groups.

KEY PRIORITIES FOR 2018

The overarching priority in 2018 was reflective practices linked to effective teaching and learning in Mathematics. Materials and courses were further refined to offer a more suitable lesson for many of the SIDE students. This development is ongoing and has been extended into a three-year plan beginning in 2019.

TEACHING AND LEARNING

Programs focussed on the delivery of consistent lessons using a core text in Y7 to 10. Individual programs were used for students with notable difficulty in numeracy. Additional materials were developed and introduced to supplement student skills in number and help prepare each student for standardised testing in NAPLAN and OLN where appropriate.

An audit of curriculum delivery was conducted in Term 4 which will be assessed and used to regulate course plans for 2019 forward. It is important that course plans articulate with all SCSA documentation.

HIGHLIGHTS FOR 2018

- REGIONAL VISITS**
 There were a number of regional visits undertaken by members of the Mathematics department in 2018. Visits to Kimberley, Pilbara, Goldfields and the Mid-West as well as Perth Metro visits offered the chance for staff and students to build better teaching relationships and were used to better support learning across all levels and stages. The department aims to increase the number of school visits in 2019.
- STAFF DEVELOPMENT**
 Staff undertook a number of personal developments aimed at improving our understanding of learning and teaching over the year. Of highlight and note were the two days offered by John Hattie and the Visible Learning conference as well as the annual Mathematical Association of Western Australia conference. Staff reported having participated fully and learned much from the various sessions they attended. Indeed, the Maths department is reviewing our current practices for using investigations in Mathematics to better reflect the instruction and practices devolved at MAWA.

YEAR 7 - 10 GRADES DISTRIBUTIONS

Y7 grades were in keeping with allocations in previous years.

Yr 7	GRADE					
	NA	E	D	C	B	A
2016 SEM 2	8.2% (6)	13.7% (10)	19.2% (14)	26% (19)	17.8% (13)	15.1% (11)
2017 SEM 2	0% (0)	19.4% (13)	23.9% (16)	25.4% (17)	9% (6)	22.4% (15)
2018 SEM 2	2.8% (2)	19.7% (14)	18.3% (13)	25.4% (18)	11.3% (8)	22.5% (16)

Above: Table 1 - Year 7 Historical grade allocation

The information in Table 1 indicates that school courses offer a broad range of outcomes but figures are too high in the lower bandings. There are many causes for that distribution and finding a better understanding of the skills and concepts displayed by students is a focus in 2019.

Yr 8	GRADE					
	NA	E	D	C	B	A
2016 SEM 2	15.1% (13)	11.6% (10)	11.6% (10)	22.1% (19)	15.1% (13)	24.4% (21)
2017 SEM 2	2.5% (2)	20% (16)	17.5% (14)	22.5% (18)	20% (16)	27.5% (14)
2018 SEM 2	1.6% (1)	12.5% (8)	28.1% (18)	25% (16)	17.2% (11)	15.6% (10)

Above: Table 2 - Year 8 Historical grade allocation

Table 2 indicates a better grading range in keeping with DoE grade distributions for 2018. Maintaining this distribution will be a focus in 2019. There remain a significant number of D grades which will again be investigated in 2019.

Yr 9	GRADE					
	NA	E	D	C	B	A
2016 SEM 2	9.6% (13)	14.8% (20)	19.3% (26)	22.2% (30)	15.6% (21)	18.5% (25)
2017 SEM 2	3.1% (3)	10.4% (10)	25% (24)	22.9% (22)	17.7% (17)	20.8% (20)
2018 SEM 2	2.1% (2)	16.7% (16)	11.5% (11)	24% (23)	27.1% (26)	18.8% (18)

Above: Table 3 - Year 9 Historical grade allocation

The information in Table 3 indicates a tighter alignment with DoE grade distributions. Maintaining this grade distribution will be a focus in 2019.

SECTION 3 CURRICULUM LEARNING AREA REPORTS

Yr 10	GRADE					
	NA	E	D	C	B	A
2016 SEM 2	13% (16)	26.8% (33)	26.8 (33)%	17.9% (22)	8.9% (11)	6.5% (8)
2017 SEM 2	0% (0)	27.1% (39)	32.6% (47)	20.8% (30)	10.4% (15)	9% (13)
2018 SEM 2	1% (1)	22.9% (22)	29.2% (28)	11.5% (11)	15.6% (15)	19.8% (19)

Above: Table 4 - Year 10 Historical grade allocation

Y10 grade distributions reflect a better alignment with grade descriptors and assessment guidelines in the Australian Curriculum: Mathematics information released from SCSA. This alignment will be refined and improved in 2019 to offer higher achieving students a better progression through to ATAR level subjects in Mathematics in Years 11 and 12. This is being trialled in Semester 2 in 2019.

	GRADE					
	NA	E	D	C	B	A
School	1% (1)	22.9% (22)	29.2% (28)	11.5% (11)	15.6% (15)	19.8% (8)
Like School	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
DoE	3.7% (598)	12.9% (2096)	21.6% (3521)	30.7% (5003)	16.5% (2688)	14.7% (2391)

Above: Table 5 - Typical DoE grade allocations in mathematics

Table 5 indicates a typical grade distribution for schools in WA across multiple year levels. It is clear that this department clearly aligns closely with such a distribution, but like all schools, individual year variations do occur. Improving our grading moderation will help maintain appropriate grade distributions in 2019.

DATA ANALYSIS FOR 2018

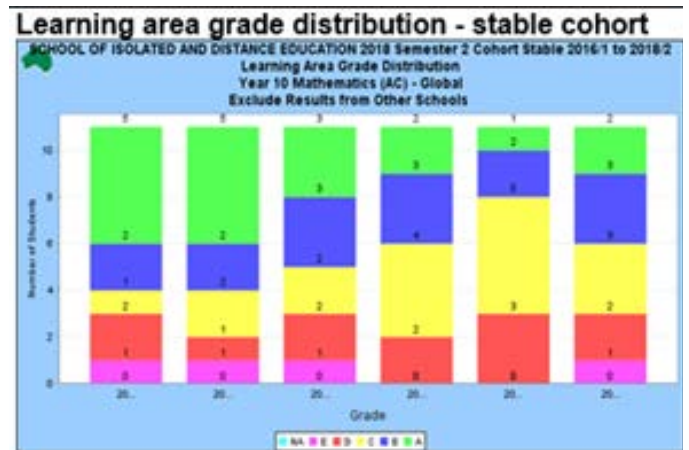


Figure 1 - Yr 10 Grade Distribution over time

It is clear from Figure 1 above that early years' distributions did not reflect AC:M guidelines as well as they might, but over time those grades have better articulated with DoE figures. This analysis is useful to place perspective on moderation practices over time and highlight better practices.

ATAR

Overall, the department has improved results in every course. It continues to maximise student performance across all areas and staff are to be commended on their dedication, effort and attention to detail. ATAR subject comparisons indicate that student attainment in Mathematics is consistent to other ATAR subjects. It indicates that students doing mathematics were able to maximise their ATAR performance in many cases.

SECTION 3 CURRICULUM LEARNING AREA REPORTS

SPECIALIST

Y12 Specialist scores were among the best in the department for a number of years. Mrs Sturma is commended on the strong set of results where a number of students scored an ATAR of 75 or greater. Also pleasing was the continuing reduction in student scaled scores, detailed in Figure 2, indicating closer linkages between the standards of school assessments and WACE examinations.

Course Performance (average final scaled scores)

Average Scaled Score	School	Like Schools	State (DoE)	Expected Performance
2016	64.1		69.0	-1.2
2017	62.5		67.5	-0.8
2018	68.0		68.0	-0.5

Figure 2 – Y12 Specialist course performance

There were 28 students who presented for the examination. The improvement in expected performance is also related to a strong correlation of 0.94 between school and exam scores. The spread of student scores was -0.5, indicating again the accurate nature and of assessments as well as confirming the appropriate degree of difficulty in school assessments.

Course grading was in line with DoE standards. 26.1% of students gained an A grade with 34.8% attaining a B grade. Those figures are tightly aligned with state grade dispersion. Moving forward, the next goal is to maintain the high correlation and encourage more students into the course.

METHODS

There were 16 students who completed the Y12 Mathematical Methods course in 2018. The course performance continues to improve gradually indicating alignment between school and state assessments is improving. Figure 3 indicates the improvement over the past three years.

Course Performance (average final scaled scores)

Average Scaled Score	School	Like Schools	State (DoE)	Expected Performance
2016	59.0		64.8	-0.7
2017	56.5		64.9	-1.6
2018	56.2		65.2	-1.4

Figure 3 – Y12 Methods course performance

It is encouraging to see the school marks being closely scaled to exam scores with a positive difference of 0.2. This indicates that attained school scores were in alignment with state exam scores. The group of students had a 0.9 correlation between school and state exams.

The range of school grades reflected a normal distribution which was at variance with state grades. 14.3% of students

attained an A grade in school compared to 28.4% across the state. This is an area to be explored in future years. As the cohort at SIDE is not progressive it remains challenging to achieve state distributions, but efforts to extend the higher performing students will be maintained.

Whilst all ATAR courses are challenging it must be noted that this course has a large number of attainment outcomes and remains one of the more challenging ATAR subjects for students to complete in the timeframe applicable. Moving school based assessments in Term 3 would allow for better quality review and revision for content heavy courses, such as Methods. This will be explored.

APPLICATIONS

Y12 Maths Applications scores were improved from previous years. The WACE exam continues to be challenging for many students, with a pattern being evident of the lower tricile candidates failing to match predicted scores. Figure 4 indicates the continued improvement in school assessment grading and WACE examinations. The school will continue to work with students in the lower tricile to maximise their effort and maintain a focus on best representation of their skills in an often challenging examination.

Course Performance (average final scaled scores)

Average Scaled Score	School	Like Schools	State (DoE)	Expected Performance
2016	42.7		53.7	-2.0
2017	47.5		54.3	-1.4
2018	52.8		53.5	-0.5

Figure 4 – Y12 Applications course performance

In total there were 29 students who presented for the Application examination. As a result of a small number of students failing to match predicted grades around the 50% score the school mean of 52.8 fell below the state mean of 53.5. Those students were centred in a particular school which did not predict or expect the lower than predicted performance. Monitoring of school groups will be a focus for future improvements in 2019.

An expected consequence of the noted disparity in performance meant that the school exam correlation was lower than predicted at 0.77. Tighter monitoring of student exam preparation and semester exam scores will help improve that correlation over time.

The course grading was in line with state grading's where 14.8% of students attained an A grade. There were a significant number of C grades awarded (63%) which very much reflects the nature of the intake for this particular course. Improving the number of C to B grades will be a further challenge in future years.

SECTION 3 CURRICULUM LEARNING AREA REPORTS

GRADING ANALYSIS

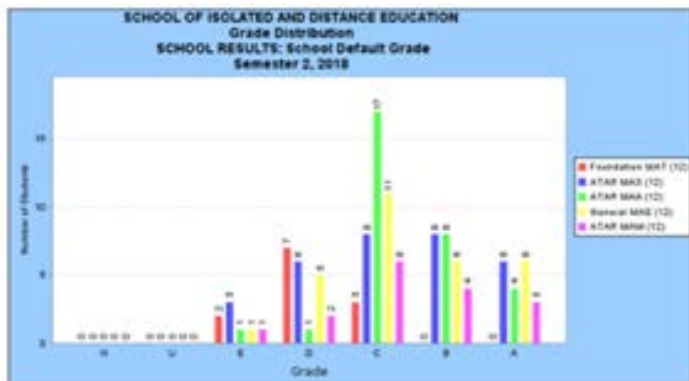


Figure 5 - Y12 Grade distribution

Comparing grading across all Y12 subjects shows the relative allocations in both ATAR and General courses. Figure 5 shows that ATAR courses tend to have more of a standard normal distribution, whereas General courses vary much more widely. The Foundation distribution reflects the difficulties faced by students with difficulty in understanding mathematics. A lack of conceptual development over a long time is reflected in the large numbers attaining lower grades. The Math Essentials distribution indicated a different range of student ability, reflecting some student choices to adopt a General rather than an ATAR pathway, a choice not dictated by ability.

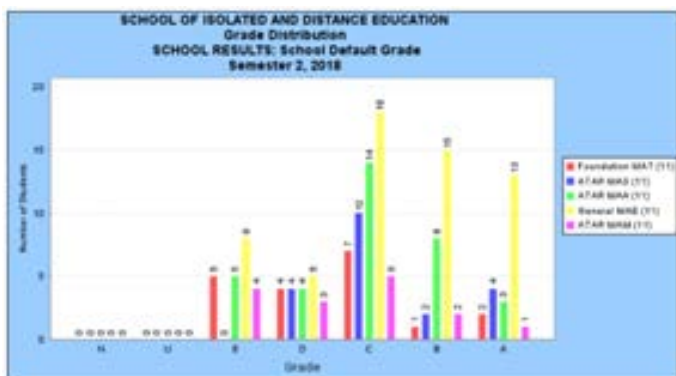


Figure 6 - Y11 Grade distribution (all courses)

In Year 11 much of the same pattern is evident in the spread of scores, evident in ATAR distributions in particular. Figure 6 indicates a need for improving our internal moderation in Y11 Essentials, where there was a disproportionate allocation of A and B grades when measured against other courses.

Foundation grades were consistent with Y12 allocations and again reflect the very specific learning difficulties faced by students when completing that course.

In general, courses and grades were consistent with ATAR WACE levels and grades indicating existing moderation strategies are effective. Better refinement of strategies will remain a focus in 2019.

FOCUS AREAS FOR 2019

The development plan will have two concurrent thrusts in 2019; Learning, and teaching materials. Developing learning will form the professional learning content of the plan. This will encourage staff to undertake professional reading, seek out professional learning opportunities and plan personal development through the Performance Management agenda in 2019.

The clear focus in team meetings will be to engage in understanding and development of classroom strategies aimed at understanding learning, engaging in lesson planning to enhance learning opportunities and engage students in a wider range of learning situations. Teachers will be encouraged to peer-coach, gather data from students and others as to the successes of attempted strategies to enable reflection on progress made and refine their planning into 2020.

Teaching materials need to be enhanced, or in some cases developed, to better meet Proficiency Strand actions and curriculum content strand descriptors. Such development will work best when developed in collaborative teams where each member contributes both materially and intellectually in a supportive team structure. The department has access to a wealth of material, both historical in SIDE archives and commercial structures including both text and digital media. Teams will work on clearly defined criteria to develop richer guidelines aimed at a digital delivery for 2020.

The Mathematics department will look to embed DoE Focus 2019 which includes the Aboriginal Cultural Standards Framework. Work on a multicultural approach to teaching Foundation Mathematics will be trialled in 2019 with early review for other year groups.

SECTION 3 CURRICULUM LEARNING AREA REPORTS

ARTS AND TECHNOLOGIES

In 2018 Business and VET joined the learning area which resulted in four additional staff teaching senior secondary WACE courses Accounting & Finance (ATAR Y11 & 12) and Business Management and Enterprise (General Y11 & 12). The VET courses were Certificate II Business and Certificate II Financial Services. Experienced Accounting teacher Alison Grabowski joined SIDE after the retirement of Joan Duns. Most of the highly competent fixed term teachers were welcomed back, teaching a range of Arts and Technologies subjects. VET coordinator Jennifer Dobner moved into the learning area and managed a complex range of RTO registrations, certification and teacher compliance for SIDE.

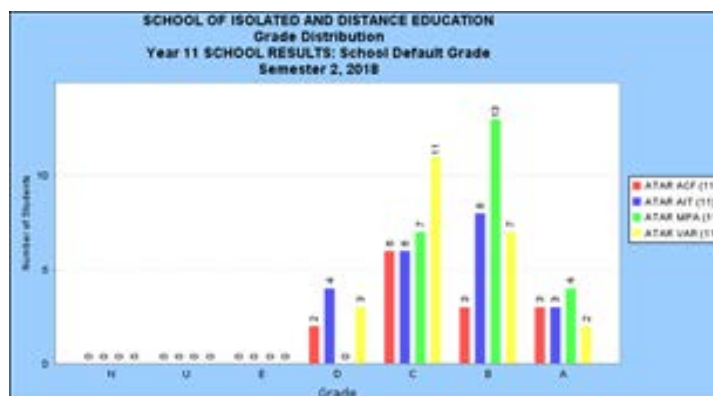
The ATAR courses Applied Information Technology, Media production and Analysis and Visual Arts continued to maintain strong student numbers from the previous years.

The VET Certificate II courses, Business, Information Digital Media Technologies and Creative Industries Media remained popular for students needing a qualification to meet the WACE certification requirements. Design Photography and Children Family and the Community remained popular General courses. Year 11 Computer Science was introduced and while enrolments were low, 2019 has seen a significant increase.

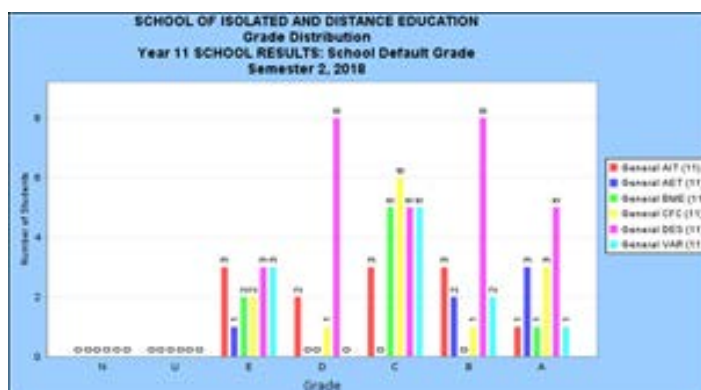
The WA Curriculum was introduced into lower school for The Arts and Technologies. Staff had been attending professional learning and updating Moodle courses and assessments to cater for the new curriculum. In Year 7 and 8 Design & Technology, new projects were introduced with more of a STEM focus. A group of Year 8 students completed a D&T STEM unit and competed in the Synergy Solar Car Challenge, finishing a creditable third place. New courses were developed for Year 10 in Home Economics Textiles and Year 10 Information Technology. The Year 7 Introductory IT unit was re-written. The Design & Technology workshop at SIDE was significantly revamped to use for teaching on site students and as a video conferencing facility.

TEACHING AND LEARNING

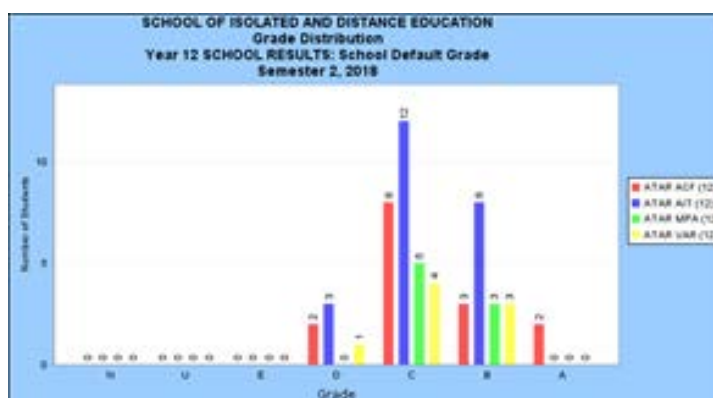
The Year 11 ATAR results for AIT, Media and Visual Arts are shown in the following graph and generally indicate a spread of grades that reflect a normal distribution even though the cohorts are on the lower end of a desirable sample size.



The graph for the Year 11 General courses below shows a wider spread of grades which is generally characteristic of this cohort.

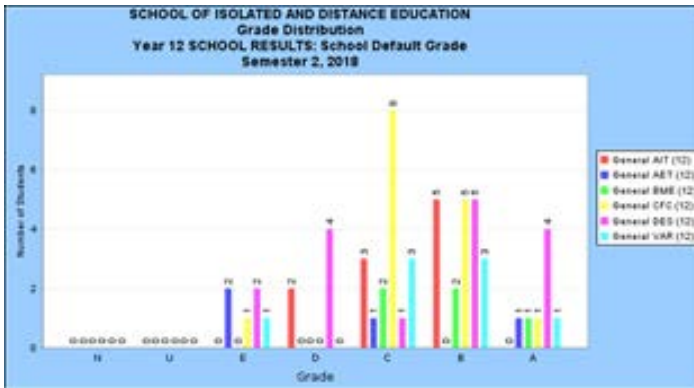


Year 12 ATAR results shown in the following graph are predominantly B & C grades with AIT having the greater number of students.



In the Year 12 General courses Children, Family & the Community and Design Photography remain popular choices.

SECTION 3 CURRICULUM LEARNING AREA REPORTS



The comparative tables below show the performance of SIDE students in the ATAR exams and their comparison to the state cohort and demonstrate sound results.

ATAR ACCOUNTING AND FINANCE

	Students in Course	Students sitting Exam			Exam	Diff
School	15	15	Mean	60.9	44.8	16.1
			Std Dev	12.3	19.2	-6.9
DoE	370	352	Mean	63.5	55.5	8.1
			Std Dev	15.3	20.7	-5.4

ATAR APPLIED INFORMATION TECHNOLOGY

	Students in Course	Students sitting Exam		Course	Exam	Diff
School	23	23	Mean	60.2	56.5	3.7
			Std Dev	10	9.3	0.7
DoE	180	178	Mean	62.6	59.0	3.6
			Std Dev	11.6	13.1	-1.5

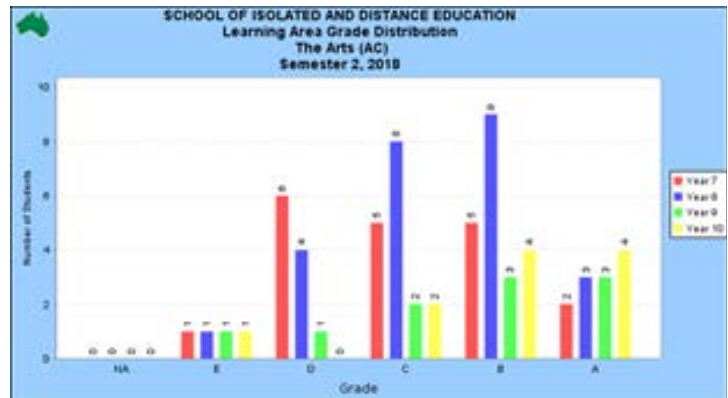
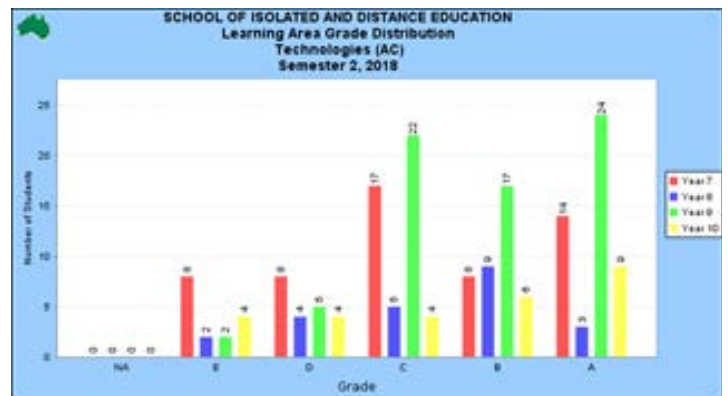
ATAR MEDIA PRODUCTION AND ANALYSIS

	Students in Course	Students sitting Exam		Course	Exam	Diff
School	8	8	Mean	60.1	69.4	-9.2
			Std Dev	8.4	7.7	0.6
DoE	333	295	Mean	61.7	59.3	2.4
			Std Dev	12.0	15.4	-3.4

ATAR VISUAL ARTS

	Students in Course	Students sitting Exam		Course	Exam	Diff
School	8	0	Mean	59.2		
			Std Dev	16.8		
DoE	1207	28	Mean	57.0	55.2	1.7
			Std Dev	16.8	20.5	-3.7

Lower school subjects in both the Arts (Media and Visual Arts) and Technologies (Digital Technologies, Design & Technology, Home Economics) continue to attract strong enrolments.



FOCUS AREAS FOR 2019

- Integration of the Aboriginal Cultural Standards Framework into teaching resources and practice.
- Provide additional STEM learning opportunities for lower school Technologies and Arts students.
- Explore additional strategies to improve student literacy.
- Upskill staff in Webex online lesson delivery techniques.

SECTION 3 CURRICULUM LEARNING AREA REPORTS

LEARNING SUPPORT

STAFFING

At the start of 2018 the Learning Support Team consisted of 5.7 FTE teachers and 0.6 FTE education assistant providing service to approximately 80 students, requiring educational support. By the end of 2018 the team had expanded to 6.7 FTE teachers and 1.0 education assistant as we welcomed Shekiah Adams to the Team.

Throughout the year, approximately 150 students in years 7-12 were enrolled in the Learning Support department. Lower school students were enrolled in the four core subjects of Mathematics, English, Science and Humanities and Social Sciences. Some students engaged in the ASDAN courses. Senior school students were enrolled in Preliminary Mathematics and English along with ASDAN courses such as Workright and ASDAN short courses which proved to be very successful.

FOCUS AREAS FOR 2018

Areas that Learning Support Team focused on in 2018 were:

- Whole learning area approach to improving student attendance and engagement.
- Whole learning area approach to improving Aboriginal education and implementing Aboriginal perspectives into curriculum content.
- Ongoing development and reviewing of high quality Moodle resources in Mathematics, English, Science and Humanities learning areas.
- Ongoing development and implementation of the ASDAN programs. Staff attended ASDAN Forums to learn about the new ASDAN courses. Six ASDAN short courses and three ASDAN vocational taster courses were added to the curriculum.
- 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 Australian Curriculum and delivered via Moodle and Saba Classroom.
- Implementation of reflective teaching practices using AITSL standards
- 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 learning program and to further develop personal growth.

- All teachers underwent peer observation and provided peer feedback throughout the year.

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 implementing Aboriginal Perspectives into the curriculum. 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.

CURRICULUM DEVELOPMENT

- Continued development of ASDAN course materials for Moodle.
- All Moodle courses in Learning Support were reviewed and refined with many improvements being made. New courses were developed in Moodle with the assistance of OTL.

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, OLN and ACER tests. 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 OLN in 2018.

HIGHLIGHTS OF 2018

All members of the Learning Support Team worked extremely hard throughout 2018. 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 2018 the senior teachers in Learning Support took on curriculum leadership roles and worked collaboratively to review and refine curriculum courses and resources.

SECTION 3 CURRICULUM LEARNING AREA REPORTS

The move from Saba to Webex took place during Term Four and by the end of the year all Learning Support staff were conducting their lessons through Webex

Specific highlights included:

- The introduction of new ASDAN courses in 2018
- Darcy W from Exmouth successfully completed 2 new ASDAN Courses-Hospitality and Animal Care. Darcy was invited to Perth to be an ASDAN ambassador during SIDE's 100 year's celebration day.
- 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.
- A number of Learning Support teachers attended regional visits and these proved to be beneficial for everyone.
- A number of teachers attended offsite professional learning and were able to share the key aspects and strategies learned with the rest of the team.
- A good number of students doing ASDAN had their ASDAN modules sent in for moderation. They all passed and will receive their certificates from ASDAN UK.
- A Connect Community was developed to assist new Learning Support students' SIDE Supervisors and Education Assistants to online learning and how they can best assist the teacher in supporting the students and gathering evidence for their portfolios.

FOCUS AREAS FOR 2019

Areas that the Learning Support Team will focus on in 2019 are:

- Whole learning area approach to improving student performance, attendance and engagement.
- Whole learning area approach to improving Aboriginal Education across all facets of the teaching/learning process.
- Developing strong relationships with partner schools through supporting SIDE supervisors and visiting schools through more regional visits.
- Developing strong relationships with Aboriginal students and their parents/carers when visiting schools through more regional visits.
- Further investigate SEN Planning and Reporting.
- Ongoing development and reviewing of high quality Moodle resources in Mathematics, English, Science and Humanities learning areas and implementing Aboriginal perspectives throughout.
- Ongoing development and implementation of current and new ASDAN programs.
- Ongoing collaboration with all main stream learning areas in development of courses and moderation of student

work samples, course outlines and assessments.

- Carry out classroom observations and provide peer feedback throughout the year as part of performance management process.
- Carry out self-reflection practices using the AITSL standards ensuring staff have attended relevant professional learning to support their teaching and to further develop personal growth.
- Work closely with students to ensure they meet NAPLAN and OLN requirements.
- Work with Student Services and develop suitable pathways for senior school students incorporating new ASDAN courses.
- Further improve student attendance in Webex lessons and Moodle courses through obtaining constructive feedback from the students.
- Access quality support materials to support teaching/learning programs.
- Ongoing collaboration with mainstream learning areas in the development of courses and moderation of student work samples.

HEALTH AND PHYSICAL EDUCATION

STAFFING

The 2018 school year started with 4.0 (FTE) teachers delivering curriculum across Years 7-12. This grew to 4.4 FTE by the end of Term 1.

KEY PRIORITIES FOR 2018

- Modification and updating of Moodle courses across Year 7-10. Moodle courses mapped to the WA Curriculum in readiness for 2019.
- Modification and updating of Year 11 and 12 General and ATAR Health Studies courses to address new syllabus content in readiness for 2019. This was completed in consultation and collaboration with Health Studies teachers at other schools.
- Creation of new assessment tasks and marking keys across Years 11 and 12 in both ATAR and General Health Studies courses.
- Incorporation of peer and classroom observation into management of teacher performance.
- Provision of high level feedback to students across all year groups.
- Ongoing understanding of the WA Curriculum.
- Development and implementation of glossaries in Moodle courses.

SECTION 3 CURRICULUM LEARNING AREA REPORTS

- Ongoing enhancement of moderation processes.
- Relevant professional learning to assist with course design.
- Development of early intervention strategies for non-engagement by students.
- Identification of Aboriginal Cultural Standards and using the framework to embed these into courses where required

TEACHING AND LEARNING LOWER SECONDARY

All Lower Secondary HPE Moodle Courses were re-structured to enable easier navigation by students and increase engagement.

The health education curricula encompassed a variety of focus areas including, but not limited to, the following:

• Online Safety	• Community Health
• Culture and Identity	• Relationships
• Health Promotion	• Sexual Health
• Nutrition	• Resilience
• Physical Activity	• Mental Health
• Alcohol and other drugs	• Growth and Development
• Decision making	

Lesson Delivery:

Weekly scheduled Saba lessons were delivered to a broad range of students.

SENIOR SECONDARY

In 2018 both Year 11 and Year 12 students were able to choose from the ATAR or the General pathways.

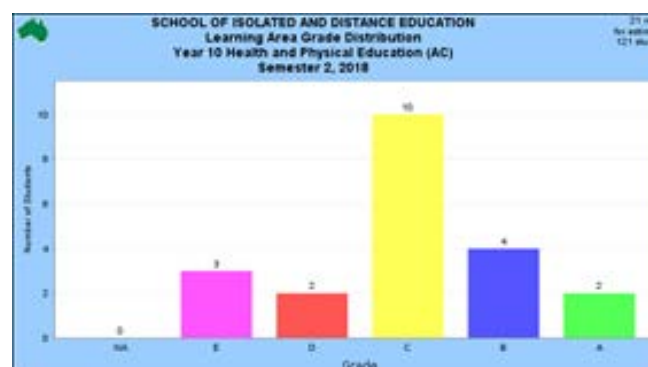
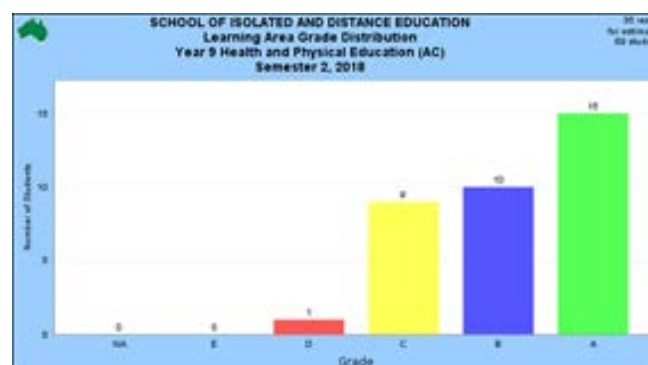
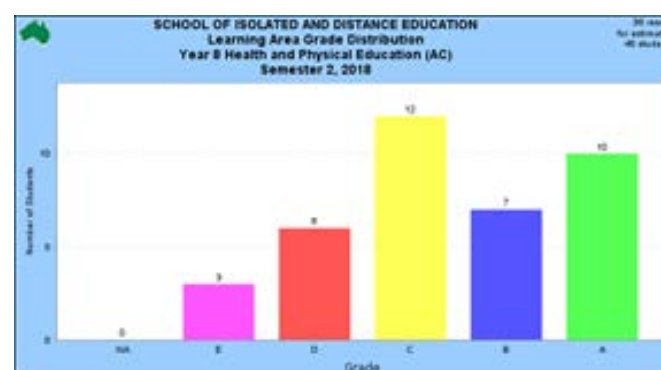
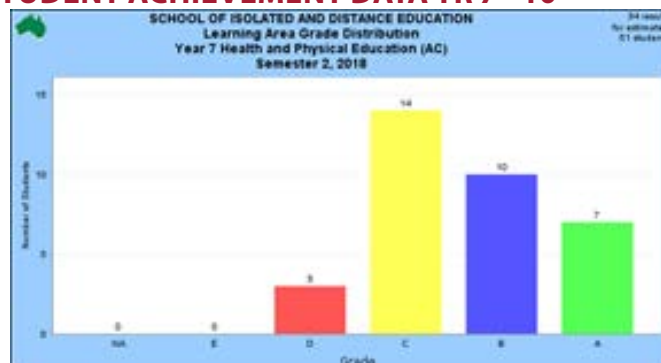
Year 12 ATAR enrolments were consistent and there was an increase in Year 11 General enrolments, however ATAR Year 11 numbers were lower than 2017.

Year	Pathway	2017	2018
12	ATAR	43	42
12	General	30	24
11	ATAR	45	38
11	General	21	31

Lesson Delivery

Scheduled lessons were delivered on a weekly basis to a broad range of students across WA, Australia and overseas. Some students were unable to access 'live' lessons, particularly those living overseas or travelling. These students were encouraged to listen to the playbacks.

STUDENT ACHIEVEMENT DATA YR 7 - 10



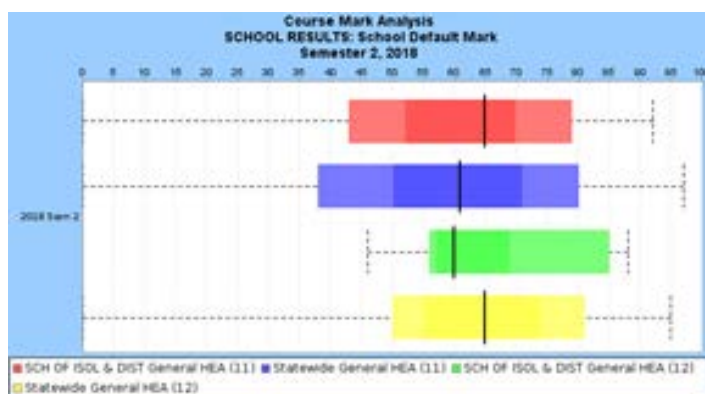
SECTION 3 CURRICULUM LEARNING AREA REPORTS

It is important to monitor the achievement of the Health and Physical Education 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 the grade distribution graphs above shows consistent results across years 7, 8 and 9. In Year 10 there were fewer students achieving an A grade due to the creation of more rigorous task assessments aligning more closely with senior school. This was seen as an important development for student learning and preparation. The E grade results were due to non-completion of work.

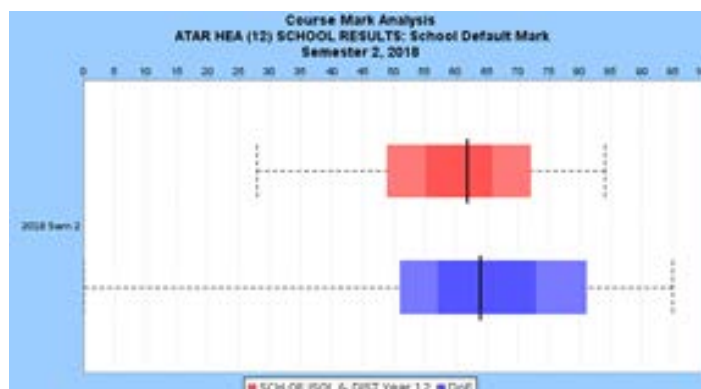
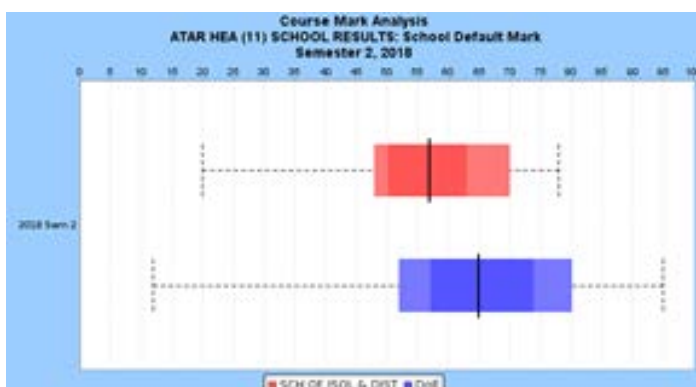
STUDENT ACHIEVEMENT DATA YR 7 - 11 AND 12

The following graphs display the marks spread for students in a course. Course mark analysis – SIDE versus DoE schools has also been used.

The graph below relates to course mark analysis for the Health Studies General Courses across Years 11 and 12. The Year 11 data results have approximated the state result which is a better result than in 2017, as is the Year 12 result. This can be attributed to moderation and marking key development in the previous year.



The graph below illustrates the course mark analysis for the Year 11 ATAR course. The course mean is significantly below the state average.



Above is the course mark analysis for the Year 12 ATAR course.

The mean and standard deviation of the moderated school mark in 2018 was 49.23 as compared to the state result of 59.16. Evidence suggests that a number of students lacked strength in understanding, interpreting and structuring inquiry tasks, in particular. Strategies to assist students will be incorporated into 2019 Webex lessons. Scaffolding documents have been added to Moodle and these will be monitored.

HIGHLIGHTS OF 2018

- Moodle course creation across years 7-12
- Ongoing assessment development
- Professional learning
- Peer Observation
- Introduction of Webex as the learning platform, replacing Saba

FOCUS AREAS FOR 2019

The most significant areas for 2019 will be:

- Improving student engagement using the new Moodle courses in all year levels.
- Monitoring of individual student workbooks used to consolidate learning in Moodle
- Improving teacher practice through:
 - Classroom Observation,
 - Analysis of student data
 - Analysis of course data
 - Participation in the Pivot survey
- Enhanced teacher feedback/marking on tasks and exams, text deconstruction
- Participation by staff in professional learning
- Maximising student participation in Webex
- Ongoing moderation across all year levels
- Moderation with partner schools for ATAR courses
- Building capacity in teaching.

SECTION 3 CURRICULUM LEARNING AREA REPORTS

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). In 2018 the department was staffed with 20 teachers (11FTE) and four language assistants under the leadership of the two Level 3 Heads of Learning Area with:

- 4 Level 3 Classroom teachers
- 5 Senior teachers

In 2018 a flat-rate user-pays fee was introduced for schools wishing to access primary languages through SIDE. A grandfather clause exempted schools with an already established partnership with SIDE for 2018. In 2018 the number of primary enrolments decreased by over 250 students from 2017. By the end of 2018 the user-pay system was reviewed and a sliding scale of payment was established for 2019 and onwards. This scale is based on student population in a school and schools with small numbers (under 60 students) are exempt from the payment. During 2018 the number of students enrolled in SIDE secondary languages programs was slightly lower than in 2017.

Priorities for 2018 included: implementing the new curriculum for all Year 3 students and writing courses with the new curriculum for all Year 4 students in all languages. Direct classroom observation by line managers was also implemented to promote teacher best practice and reflection.

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. Towards the end of 2018 some staff began to trial Webex with their classes.

INTERACTIVE WHITE BOARDS

Interactive white boards continue to be used in conjunction with Saba in many 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. The use of white boards has had particular success with early language learners in PP to Year 2 who have benefited from the flexible delivery approach.

DIGITAL VIDEO CONFERENCING

In 2018 Port Hedland PS and Cassia PS participated in SIDE Indonesian classes SIDE using digital video-conferencing. This was also a successful method of delivery because of the exceptional quality of the digital picture.

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)

In 2018 the SIDE Languages TDS team collaborated again with other TDS primary languages co-ordinators to join and work with the WAC:L (Western Australian Curriculum Languages) leadership group. This group continued to work together to develop common understanding regarding Year 4 Languages curriculum, assessment and moderation processes and provided professional learning across the state. In total, 22 professional learning events were offered by the SIDE TDS and these included both face to face and online sessions. The main focus of these workshops was the new Year 4 Western Australian Curriculum for Languages and addressed new curriculum for French, German, Italian, Japanese, Indonesian and Chinese. These ongoing WAC:L workshops ran each term and also provided teachers with informal networking time, especially for isolated regional teachers using Saba.

Through the WACL workshops, a variety of curriculum resources have been shared with teachers in the six languages to enable teachers to better engage with and understand the new curriculum. These have included programs of work, planning templates and curriculum documents that the team has developed such as the language specific year by year 'one pager' scope and sequence documents, comparative Year 2 – 4 Achievement Standards comparison documents to enable teachers to better engage with and understand the new curriculum.

SECTION 3 CURRICULUM LEARNING AREA REPORTS

The SIDE TDS has enabled all Languages staff at SIDE to develop their understandings of WAC:L through providing ongoing professional learning sessions. This professional learning has greatly improved the confidence and understandings of the new curriculum and provided opportunities for staff to work together to reflect on current teaching and learning programs and implement changes to these programs.

The SIDE Languages TDS worked collaboratively with the Association of Independent Schools of Western Australia (AISWA) and Catholic Education Western Australian (CEWA) to provide support for ATAR teachers.

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 2019.

LANGUAGES RESOURCES DEVELOPMENT PROJECT

In 2018 the Languages Resource Development Project continued to produce resource materials to assist Languages teachers implement the new WA Curriculum for French, Indonesian, Japanese and Italian. A team of teachers led by a Level 3 project manager was established for this two year project in 2017. Packages of work for each language for Year 4 were developed and were specifically mapped to the new curriculum. These resources were completed by the end of Semester One 2018. Workshops were provided through the SIDE TDS for teachers to familiarise themselves with the resources. These resources were uploaded through Connect for all DoE teachers to access and download and use as they wish.

In Semester Two, 2018 a resource package for each language for Year 5 was produced. All packages of work included videos, audio files, student task sheets, written texts, overviews and suggestions for teachers. The resources contain graphics produced especially for the project by a graphic artist, enabling cultural elements of each language to be captured. In 2019 the project will continue in Semester One when material will be produced for Year 6.

LANGUAGE ASSISTANT PROGRAM

In 2018 SIDE Languages was supported by four language assistants for each of the languages offered through SIDE. 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 were also employed at various times throughout the year to assist French, Italian and Japanese senior secondary students 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 approximately 700 students across the state.

In 2018 the percentage of Year 3-6 students achieving the expected C grade standard or above was:

- Year 3 84%
- Year 4 83%
- Year 5 92%
- Year 6 90%

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

LOWER SECONDARY

In 2018 there were approximately 100 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 2018 the percentage of lower secondary students achieving the expected C grade standard or above was:

- Year 7 81%
- Year 8 88%
- Year 9 100 %
- Year 10 92%

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

SENIOR SECONDARY

In 2018 the Languages Department at SIDE continued to offer a variety of pathways for students including Year 11 and Year 12 ATAR courses across all languages and the VET Certificate II in French and Japanese. General languages courses were not offered for Year 11 and 12 except for the Year 12 General course in Japanese for some students continuing on from the Year 11 General course in 2017.

SECTION 3 CURRICULUM LEARNING AREA REPORTS

ATAR Year 12

School assessment grades for each Language followed a normal pattern. However, there was a noticeable discrepancy in some Languages between school marks and raw WACE exam marks. 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 2019, 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 three French students achieved their Certificate II in Applied Languages, representing a 100% attainment rate in this qualification.

HIGHLIGHTS OF 2018

- Development of WAC:L resources for Year 4 and Year 5 (DoE curriculum resources project and SIDE Year 4 preparation).
- Continued upskilling of all staff in the new curriculum.
- Sandra Jackson was awarded the MLTAWA Hilde Dixon Award for outstanding contribution to Languages Education in Western Australia. The MLTAWA Hilde Dixon Award is the highest honour for language teachers in WA. The Hilde Dixon Award recognises and congratulates excellence in the teaching of languages and the commitment to language education in the classroom and through involvement in language professional associations in Western Australia.
- French teacher Brigitte Blunsdon was awarded an outstanding teacher's award at the Professional teaching Council of Western Australia awards night in November.
- Visit to SIDE by representatives from the Hyogo Board of Education who were investigating options for online delivery options in Japan and were interested in how SIDE operates.

FOCUS AREAS FOR 2019

- In 2019 it will be compulsory for all Year 3 and Year 4 students to learn a language as mandated by SCSA. Focus will be on the delivery of the SIDE developed new curriculum programs for all Year 4 students.
- Continuation of curriculum writing for Year 5 2020 and beyond - both by the Languages Resource Development team and by SIDE teachers.
- Direct classroom observation by line managers will be continued to promote teacher best practice and reflection.
- Familiarisation with the Aboriginal Cultural Standards Framework and reflection on how this will translate into culturally responsive actions for the Languages Department.

SCIENCE

STAFFING

In 2018 the Science Learning Area enrolled (549) students at the start of the year. The majority of these students were school based enrolments. By the end of the year 561 students were enrolled in Science courses. The Science Learning Area commenced the year with 9.4 teaching FTE and 1.0 Laboratory Technician FTE. There were a few staff changes in 2018:

- Suri Naidoo took on the Deputy Principal (students) role in Term 1. Natalie Cooper backfilled as HOLA.
- During the year staff accessed leave including, James Marshall, Julie Clark, Gerry Nolan and Owen Randell.

KEY PRIORITIES FOR 2018

SENIOR SECONDARY

1. Science Pre-Enrolment Tests in Chemistry and Physics continued 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 2018. 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 as well as networking with staff from SCSA and other schools.
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 and Saba.
4. Targeted revision and tutorial Saba lessons were made available to Year 11 and 12 ATAR students to prepare them for their WACE exams.
5. Increased participation and engagement in Saba lessons and Moodle activities was achieved through online instructional strategies.
6. Assessment tools were reviewed and refined at the end of 2018 for implementation in 2019. All WACE courses had Common Tasks and Assessment and Moderation strategies embedded in the teaching/learning program.
7. Teachers used SAIS data, maximising feedback and other system data to improve student outcomes.
8. Teachers used video clips and high quality interactive activities from web based and archived SIDE resources.
9. Creation of a new Year 12 General Integrated Science Moodle course, Year 11 and 12 ATAR Psychology Moodle course for implementation in 2019.
10. Use of formative feedback/student voice strategies in Saba and Moodle using PIVOT and teacher constructed surveys.

SECTION 3 CURRICULUM LEARNING AREA REPORTS

LOWER SECONDARY

1. Delivery of West Australian Curriculum for Years 7, 8, 9 and 10 students.
2. Ongoing review and refinement of Curriculum, Instructional design for Saba and Moodle, Assessment tools and Reporting practices occurred in 2018.
3. Each Year group had Common Tasks embedded in the assessment outline which facilitated internal moderation. West Australian Curriculum Achievement Standards and SCSA work sample exemplars were used for comparison.
4. 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.
5. Shared Moodle courses were used for the different cohorts to ensure consensus, collaboration, moderation and differentiation.
6. Student feedback and survey questions, using PIVOT and teacher constructed surveys were used in some Moodle courses and Saba lessons.
7. Teachers used SAIS data, and other system data analysis to improve student outcomes.
8. 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 2018 a wide range of courses were offered to senior school students (Table 1). There were 285 students who completed senior secondary courses.

Course	Year 11	Year 12
Biological Sciences	30	44
Chemistry	19	17
ATAR Human Biological Science	43	25
General Human Biology	34	14
General Integrated Science	16	
Physics	20	20
Chevron endorsed course	3	

Table 1 The number of students studying science courses Semester Two 2018

Overall, the results of the Year 12 Science courses were good due to the teaching/learning strategies that staff implemented with their students. Table 2 summarises the moderated differences in SIDE Year 12 courses and these are then compared with the DoE schools 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.

Table 2: WACE Moderation differences in 2018.

Course	NO students*	SIDE	DoE
Biology	44	-8.0	-1.6
Chemistry	17	-13.2	-4.2
Human Biology	25	-4.5	-1.5
Physics	20	-11.5	-8.2

* number of students sitting WACE exam

LOWER SECONDARY

In Semester Two 2018 there were 263 students enrolled with SIDE in Years 7-10. Many of these students were enrolled as part of the Elite programs. Others were from District High Schools, Remote Community Schools, travellers and regional and remote primary schools.

Table 3: Lower School enrolments.

	Year 7	Year 8	Year 9	Year 10
2009		65	80	80
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
2017	40	53	76	126
2018	50	53	82	78

SECTION 3 CURRICULUM LEARNING AREA REPORTS

Table 4: Science Learning Area grade compared to DoE schools

a) Year 7



b) Year 8



c) Year 9



d) Year 10



One of the aims of the Science learning area over the last few years was to reduce the number of students receiving an NA or E grade on their report. The majority of students who achieve an E grade have attendance concerns or do so because they failed to submit the required tasks.

HIGHLIGHTS OF 2018 STEM RESOURCES

The Science learning area secured a Partnership, Acceptance, Learning and Sharing (PALS) grant in 2017. This allowed us to purchase high quality resources which were used in STEM related activities in 2018 during regional visits

STAWA SOLAR CAR CHALLENGE

Year 8 Elite students participated in the Solar car challenge as part of the Science and Design and Technology course. Students were placed THIRD.

NATIONAL SCIENCE WEEK: Yamilee Toussaint SIDE, in conjunction with Inspiring Australia and Scitech, hosted Yamilee who is the Founder & CEO of STEM from Dance.

MICROBLITZ

Science students were introduced to citizen science projects through the MicroBlitz team which included Prof. Barry Marshall, Prof. Andy Whiteley and Deborah Bowie

STAFF PROFESSIONAL LEARNING

- During the Year Science staff attended Future Science and ConSTAWA conferences, Scitech and a range of career development and leadership PL.
- Staff were also involved in PL opportunities using Webex as the new teaching platform at SIDE.
- Science teachers participated in regional visits, school visits, and onsite visits.
- Natalie Cooper: Independent Reviewer for the ATAR Biology WACE Exam, and a team leader for the marking of the ATAR Biology WACE Exam. Member of the SCSA Course Advisory Committee for Biology. She wrote the General Biology Externally Set task for 2018. She also worked with ECU as a pre-service teacher practicum supervisor.
- John Stritof took on a "Specialist" role to help support Science staff transition to Webex which is the online teaching platform at SIDE for 2019
- Diana Tomazos Committee member for the Australian Institute of Physics WA branch. Women in Physics subcommittee member for the Australian Institute of Physics WA branch. Physics in Education Group WA contact for the Australian Institute of Physics Congress in Perth. Part of the Young Physicist team. In November 2018 she contributed towards the Young physicists page for a Journal called "Australian Physics"-A Publication of the AIP.

SECTION 3 CURRICULUM LEARNING AREA REPORTS

FOCUS AREAS FOR 2019

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 to improve student performance.
2. Use data analysis to identify areas of weakness and address these through refinements in the teaching/ learning programs.
3. Continue review of teaching and learning programs for the Year 11 and 12 courses.
4. Implementation of the Year 12 General Integrated Science Moodle course ready for 2019.
5. Implementation of the Year 11 and 12 ATAR Psychology Moodle course ready for 2019.

LOWER SECONDARY

1. Ongoing review and refinement of Year 7-10 teaching and learning programs.
2. Encourage greater student participation and engagement in Webex and Moodle.
3. Increasing the submission of lower secondary tasks.
4. Regular monitoring of students attendance as per SIDE policy to identify SAER students and ensure early intervention.
5. Refining Documented Plans to suit students who need additional support or extension.

ALL SCIENCE STUDENTS

1. Ongoing use of literacy strategies such as glossaries in Moodle courses, and numeracy strategies such as modelling of best practice graphing skills in Webex lessons.
2. Focus on STEM planning and implementation to improve student engagement in Science.
3. Focus on formative feedback/student voice strategies in Webex and Moodle using PIVOT and teacher made surveys.
4. Addressing the directives of the Aboriginal Cultural Standards Framework in the Science teaching and learning programs.

ENGLISH

INTRODUCTION

The English Learning Area worked collaboratively during 2018 to seek innovative ways to respond to the unique needs of our students. The 2018 team consisted of 13 English teachers engaged in a teaching load of 9.1 fulltime equivalent (FTE) of teaching and administration time.

TEACHING AND LEARNING

The focus for 2018 was to offer our students a rich and differentiated online English curriculum, promoting equity and excellence and providing the opportunity for all students to reach their full potential.

PRIORITIES YEAR 7 - 10

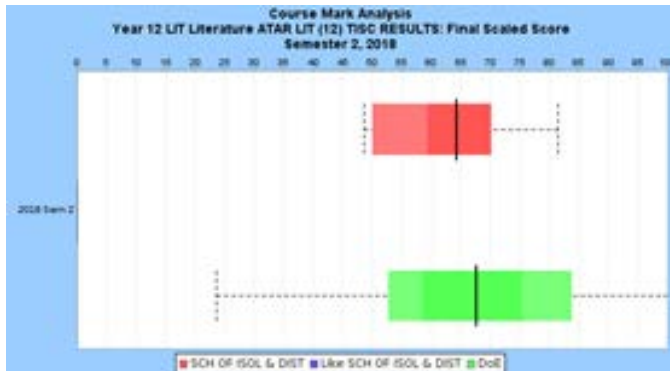
- Differentiation and tactical teaching.
- Shared Moodle courses and common tasks - facilitating internal moderation, collaboration and differentiation.
- Diagnostic data was used early to determine student literacy needs.
- PIVOT feedback/survey implemented.
- Ongoing review of Years 7, 8, 9 and 10.
- Assessment Outlines and Moodle gradebooks reviewed and updated to facilitate on-balance judgements.
- Use of the WordFlyers, online literacy teaching learning program to target gaps, differentiate and intervene.
- NAPLAN practice quizzes used during Terms 1 and 2 in Year 7 and 9 Moodle.
- Increased focus on modified programs and learning adjustments.
- Ongoing individualised support.

PRIORITIES YEAR 11 - 12

- Two new Year 12 courses, ATAR and General English as Second Language / Dialect were written in-house. Teachers responsible for developing the courses produced outstanding online modules.
- Focus on explicit teaching.
- Regional visits prioritised.
- Diagnostic use of EST and OLNA data.
- All available data used to evaluate teaching and learning programs.
- Collaborative collection and use of data cyclical and ongoing. Staff worked in teams, set goals and reviewed findings.
- Staff accessed PL on SAIS data.
- Common tasks, assessments and moderation strategies embedded.

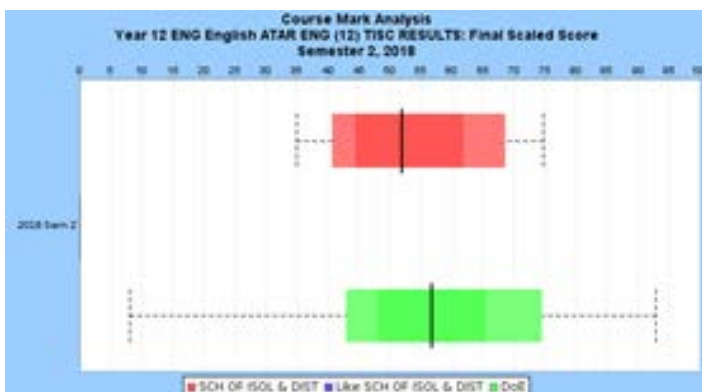
SECTION 3 CURRICULUM LEARNING AREA REPORTS

STUDENT ACHIEVEMENT EXAM ANALYSIS YEAR 12 LITERATURE ATAR



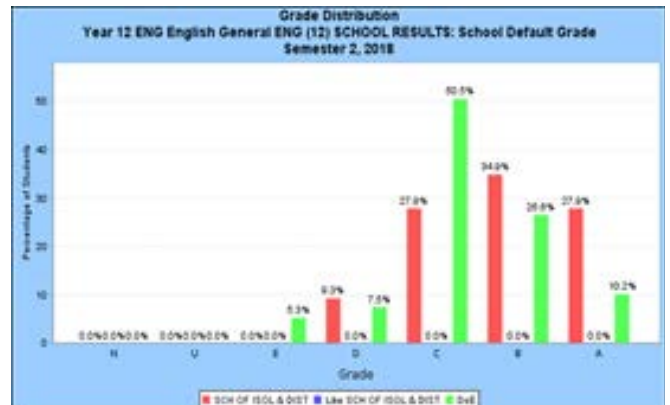
73% of Literature students achieved their 1st or 2nd best score in this course. The course differential was a positive 3.38, indicating that value was added. Two students were honoured in the Exhibitions and Award Winners. Performance was as expected in the WACE examination. The spread of the exam marks was as expected from the school marks. Student course marks were consistent with their exam marks. Indications are that SIDE tasks are appropriate and of the correct standard, they extend students and they match the pitch and level of difficulty of the exam. Marking was accurate. All students achieved an A, B or C grade. Strategies used to ensure consistent judgements included cross-marking and moderation of examinations with Shenton College.

YEAR 12 ENGLISH ATAR



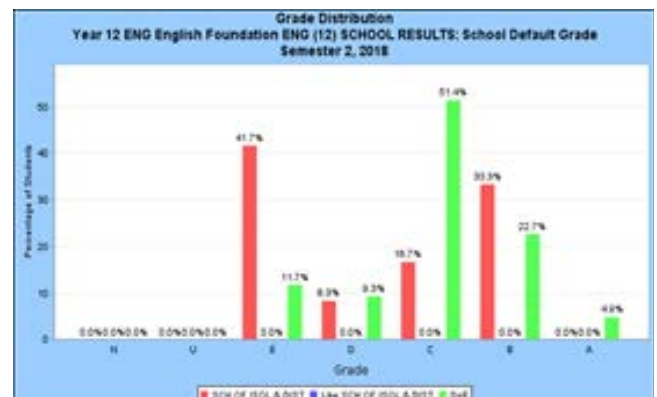
77% of English students achieved their 1st or 2nd best score in this course. The course differential was a positive 4.38, indicating that value was added. Performance was close to expected. Data shows moderation and predicted scores were closer and more accurate in 2018 (-1.3) than in 2017 (-2.7). Data reflects better understandings of marking levels although there are still inconsistencies. Moderation strategies for 2019 should assist with this. A focus area for 2019 will be to look to rewarding the top end a little more and include attendance at marking meetings and WACE marking.

YEAR 12 ENGLISH GENERAL



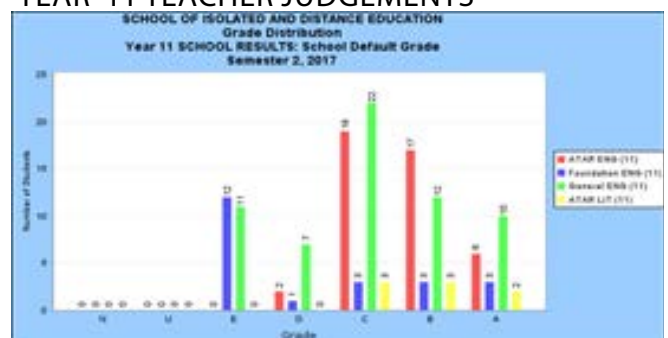
The number A or B grades reflect high achieving students who choose General for non-academic reasons. Most students achieved C. Fewer D's reflect the high support received. E grades reflect students who were unable to complete the course.

YEAR 12 ENGLISH FOUNDATION



6 students achieved an A, B or C grade. 12 students completed the course. The focus is on literacy skills, with a pedagogical focus on engagement and connection. The program immerses students in a range of texts for life skills and creativity.

YEAR 11 TEACHER JUDGEMENTS



SECTION 3 CURRICULUM LEARNING AREA REPORTS

YEAR 7 - 10 TEACHER JUDGEMENTS

Year 7 Semester 2 2018

GRADE - 68 Students *					
NA	E	D	C	B	A
1.5%	15.5%	9.5%	45.5%	17.5%	11.5%
(1)	(8)	(5)	(24)	(9)	(6)

Year 8 Semester 2 2018

GRADE - 62 Students *					
NA	E	D	C	B	A
0%	2%	6.5%	26.5%	32%	33%
(0)	(1)	(5)	(20)	(24)	(25)

Year 9 Semester 2 2018

GRADE - 104 Students *					
NA	E	D	C	B	A
1%	10%	10%	35%	22%	22%
(1)	(10)	(10)	(33)	(20)	(20)

Year 10 Semester 2 2018

GRADE - 100 Students *					
NA	E	D	C	B	A
1%	11%	16%	36%	27%	10%
(1)	(9)	(14)	(30)	(23)	(8)

* Learning Support Data has been extracted

An improvement in overall performance from Semester One to Two was noted in the Lower Secondary data.

FOCUS AREAS FOR 2019

Continue our genuine concern for the well-being of all students in accordance with the Department's high expectations of success for every student in every school.

LITERACY

- Implement literacy strategies for lower secondary teachers to improve NAPLAN writing achievement.
- Hone learning resources to address literacy demands and student needs.
- Differentiate tasks to enable reading demonstrations in a range of ways.
- Use WordFlyers online literacy resource to intervene, target individual gaps and create study plans.
- Implement use of EALD Progress Maps for diagnostics and mapping progress of dialect speakers.
- Investigate RTP SEN for mainstream SAER students.
- Analysis of student data to pinpoint areas for growth.

- Continue to hone strategies for more collaborative working relationships with parents and supervisors.

HIGH QUALITY TEACHING

- Ongoing focus on developing culturally inclusive curriculum by explicitly using the knowledge of the history, culture and experiences of Aboriginal people.
- Ongoing focus on innovative, engaging lessons and delivery modes.
- Continue focus on explicit instruction.
- Adjust assessments for inclusivity.
- Focus on assessment strategies to engage students with oral tasks.
- Continue to update and make available a range and choice of texts.
- Continue the inclusion of reflective practices: both students and teachers use assessments to guide learning.
- Hone rubrics and marking keys to map areas for improvement and extension.
- Continue targeted use of exemplars and modelled responses.
- Continue to embed extension activities, including: Authors Online, *Heywire* and other writing competitions, and *Red Room Poetry*.

HUMANITIES AND SOCIAL SCIENCES

INTRODUCTION

The 2018 school year concluded with eight Humanities and Social Science (HaSS) teachers engaged in a teaching load of 6.1 full time equivalent (FTE) teachers. Most HaSS teachers taught lower and senior secondary classes.

KEY PRIORITIES FOR 2018

LOWER SECONDARY

- Modernising Moodle appearance and accessibility.
- Implementing and quality controlling the development of new HaSS 7-10 curriculum offerings.
- Mapping our HaSS offerings to DoE and SIDE requirements to ensure compliance.
- Enhancing on-line presentations.
- Developing effective Individual Education Programs (IEPs).
- Recording Teacher interactions with student/ SIDE supervisor/ Parent-guardian/ student coordinator in SCILs.
- Implementation of Common Assessment Tasks across HaSS 7 to 10.
- Templating HaSS 7-10 assessments and systematising curriculum delivery.
- Providing greater emphasis on teacher – to teacher

SECTION 3 CURRICULUM LEARNING AREA REPORTS

discussion that revolve around how to teach curriculum concepts and skills.

- Improving assessment design to ensure a range of grades to be demonstrated in assessment tasks.
- Increasing student participation in both Moodle and on-line lessons.
- Obtaining text books for all Lower school HaSS students.
- Enhancing staff understanding of issues involved in affirming and academically assisting students who identify as Aboriginal and SAER.
- Scaffolding for Literacy and Numeracy enhancement.

SENIOR SECONDARY

- Enhancing WACE course delivery with insights gained from previous year's results and other data.
- Enhancing student participation in on-line lessons and in Moodle classes.
- Enhancing teacher use of data analysis.

TEACHING AND LEARNING

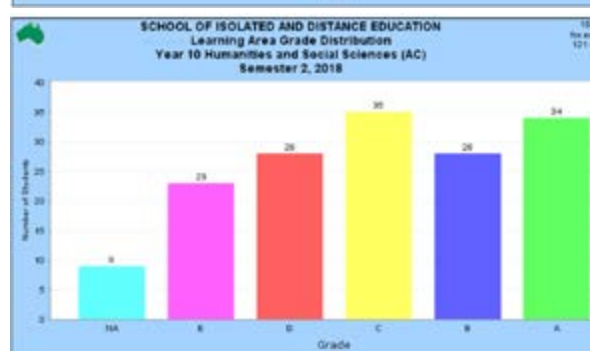
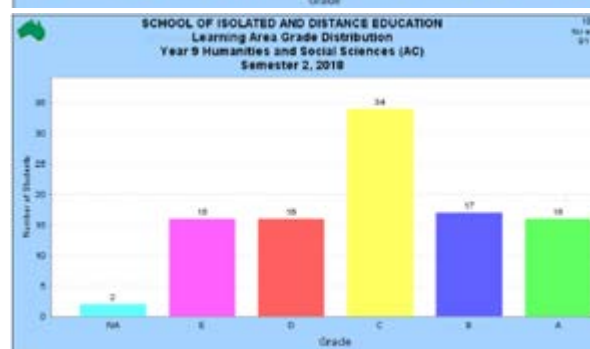
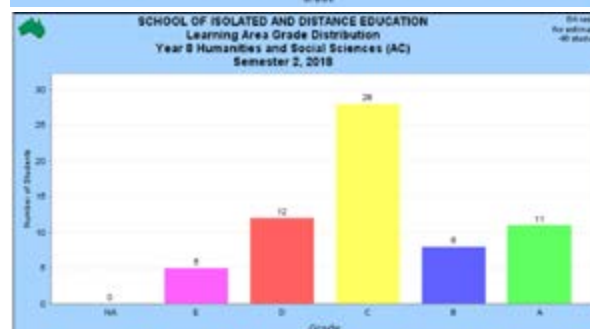
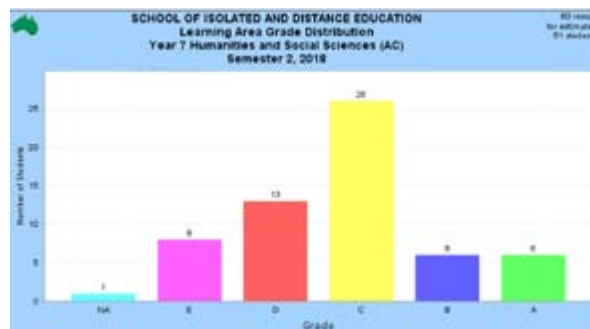
Teaching programs in 2018 included:

- High quality, high care teaching. Kind, empathetic, supportive teachers.
- Curricula delivery inclusive of the wider goals of education which cater for the whole student including resilience and study skills.
- Engaging, safe, supportive on-line lessons. Playback recording available to enable students to revisit their lessons at a later date.
- exciting, interactive, interesting, easy to navigate Moodle Courses available 24/7.
- Teachers using Moodle to return all school work.
- Teachers typically using on-line Moodle marking to enable prompt feedback.
- Text based learning to supplement Moodle and on-line lessons. This enables more extension and remediation opportunities. All Lower school HaSS students were provided with a year relevant hard copy text of "Big Ideas" (an Oxford publication). Some pdfs were made available to travellers.
- Student endeavours in Formative Assessments were systematically recorded and analysed.
- A deliberate strategy of curriculum differentiation to cater for different learning styles and circumstances.

STUDENT ACHIEVEMENT DATA YR 7 - 10 GRADES DISTRIBUTIONS

Mainstream students study the WA curriculum and their assessments are recorded in Reporting to Parents (RTP). Grading is conducted in accordance with the grade related descriptors authorised by the School Curriculum and Standards Authority.

Grades distributions at the conclusion of the year were:



OBSERVATIONS AND INTERPRETATION

C grades are the most frequently achieved grade. This is the expected standard. The number of E, D and NA grades in HaSS 7-10 has considerably been reduced relative to previous years. The number of A grades awarded has significantly increased in line with the many initiatives to make HaSS a more attractive, engaging study.

SECTION 3 CURRICULUM LEARNING AREA REPORTS

Few No Assessments (NA) were awarded as HaSS teachers' formative assessments were utilised to inform "on balance judgments" and grade students who did not complete all their summative assessments. Teachers scaffolded student success to a greater extent than in previous years. The few NA awarded were caused by late enrolment in this subject.

STUDENT ACHIEVEMENT DATA YR 11 - 12 GRADE DISTRIBUTIONS

HaSS ATAR performance is within an acceptable range of performance relative to State schools. Some students achieved very impressive results and others achieved personal bests. This was demonstrated by the achievement of a Certificate of Distinction by a Geography student and the flowering of academic, emotional growth and resilience achieved by many students.

This table demonstrates that many student's HaSS result was amongst the best results they achieved.

Course which was the Student's 1st or 2nd best course score in % terms	
Economics	50%
Geography	31%
Modern History	57%
Politics and Law	25%

The small cohorts of General Year 12 History and Geography students achieved worthwhile grades which were validated by their comparable performance in the Externally Set Task and other activities.

The following table shows the number of 2018 SIDE HaSS ATAR students, their average scaled score performance and the course differential.

Course	Number of Students	State Average Scaled Scores	SIDE Average Scaled Score	Course Diff.	
Economics	8	60.05	57.39	-0.14	0.35
Geography	18	54.62	51.34	4.18	-1.11
History - Modern	21	53.31	52.86	-3.67	0.42
Politics and Law	10	62.28	46.68	-2.41	-9.02

Whilst the average scaled score for all HaSS subjects is slightly below the State scaled average this is assessed to be a consequence of the nature of the SIDE student cohort and is a statistical anomaly of working with small numbers of students.

Overall, the average course differential is quite small. The ATPAL course differential is explainable in terms of a student by student analysis, the small size of the cohort and the long tail of weaker students who are typically scaled down as a result of their final exam performance. Reassuringly, the School Score V the Exam Score for all HaSS subjects was high- Economics= 0.8, History= 0.83 and Politics and Law= 0.9.

The next table illustrates that HaSS has catered for a wide range of achievements.

Course	A	B	C	D	E
Economics (school)	33.3%	33.33%	16.67%	16.67%	0.0%
DoE	21.73% (128)	24.45% (144)	39.56% (233)	12.39% (73)	1.87% (11)
Geography (school)	11.76%	11.76%	52.94%	0.96% (7)	0.0%
DoE	8.13% (59)	23.14% (168)	54.68% (397)	13.09% (95)	0.96% (7)
History - Modern (school)	5.88%	35.29%	58.82%	0.0%	0.0%
DoE	10.24% (90)	22.18% (195)	56.66% (498)	9.67% (86)	1.25% (11)
Politics and Law (school)	0%	25%	12.50%	62.50%	0.0%

Patterns identified in the above table include a small percentage of A grades in History (one student) and a large percentage of D grades in Politics and Law (six students). Nevertheless, in all Subjects are students who have achieved worthwhile, validated grades. Significantly, the relative academic weakness of the Politics and Law cohort was recognised early in the year and substantial counselling and remedial work was directed to offset that reality.

Detailed examination of data has identified the following opportunities to enhance results:

- Reviewing SIDE assessments to ensure that mark allocations reflect exam performance – for this is the main scaling criteria.
- Increasing the number of regional visits to ensure greater student engagement and identification of learning styles/issues.
- Providing more revision activities including "recorded information sessions".
- Expecting and encouraging students to actively participate in the Revision Schedule in the weeks immediately preceding the WACE exam.

SECTION 3 CURRICULUM LEARNING AREA REPORTS

- Grouping learners utilising ability/ learning style as a criterion where feasible.
- Early intervention where obvious lack of ability and commitment is noted. Where appropriate, these students need to be mentored to successfully achieve C (and better grades) or counselled into subjects in which they can experience success.
- Embedding past WACE questions with exemplar answers into our Moodle courses at opportune times throughout the year.
- Developing and implementing more scaffolded learning material to assist less able students master the curricula and the assessment strategies.
- Ensuring as far as reasonably possible to conduct all assessments in a supervised "exam like" fashion.
- Utilising feedback from data analysis (including Maximising Feedback) to review and apply increased focus on WACE sections in which the preceding students did not perform well.
- Increased use of forums and significant components of Webex lessons to further engage students into the learning activities in order to achieve more of the "Deep and Transfer" learning outcomes in our Hattie inspired delivery practice.
- Continuing to send Moodle Messages until the day before the WACE exam with the expectation that the students will be checking these messages.
- Encouraging students to attend external exam preparation activities.
- Providing not only curriculum support but also emotional support to enhance student confidence to achieve success in their exam.

GRADE DISTRIBUTIONS YEAR 11

Economics Year 11

	E	D	C	B	A
School	6.2% (1)	62.2% (1)	62.2% (1)	62.5% (10)	18.8% (3)
DoE	2.2% (18)	8.1% (67)	35.3% (294)	29.6% (246)	24.9% (207)

Geography Year 11

	E	D	C	B	A
School	5.6% (1)	22.2% (4)	44.4% (8)	27.8% (5)	0.0% (0)
DoE	2.4% (20)	11.5% (96)	52.9% (441)	22.8% (190)	10.4% (87)

General Geography Year 11

	E	D	C	B	A
School	0.0% (0)	25.0% (1)	0.0% (0)	25.0% (1)	50.0% (2)
DoE	8.5% (22)	7.8% (20)	43.4% (112)	27.9% (72)	12.4% (32)

History Year 11

	E	D	C	B	A
School	0.0% (0)	17.2% (5)	51.7% (15)	24.1% (7)	6.9% (2)
DoE	2.4% (27)	10.8% (120)	50.0% (557)	26.8% (298)	10.0% (111)

General History Year 11

	E	D	C	B	A
School	0.0% (0)	0.0% (0)	50.0% (3)	33.3% (2)	16.7% (1)
DoE	11.9% (28)	8.9% (21)	38.6% (91)	26.3% (62)	14.4% (34)

Politics and Law Year 11

	E	D	C	B	A
School	10.0% (1)	10.0% (1)	50.0% (5)	20.0% (2)	10.0% (1)
DoE	3.7% (16)	9.9% (43)	39.9% (174)	25.2% (110)	21.3% (93)

Economics 11 students achieved many A and B grades; 80% of Politics and Law student achieved worthwhile grades; 72% of Geography 11 students achieved C and B grades; 83% of History students achieved worthwhile grades. Most General History and Geography students achieved worthwhile grades. However, five History and four Geography students only achieved a D grade.

Early identification and monitoring of students who lack the interest, application and /or ability to achieve a C (or better) grade is a high priority for this Learning Area. This identification enables early intervention to scaffold them to success.

SECTION 3 CURRICULUM LEARNING AREA REPORTS

HIGHLIGHTS OF 2018

- Successful implementation of the new HaSS 7-10 curricula.
- Increased student participation in on-line and Moodle activities.
- Enhanced use of student feedback derived from PIVOT surveys and feedback invited from each lesson.
- Successful relationship building ventures including increased staff participation in many regional and metropolitan visits.
- Enhanced teacher – team approaches to curricula enhancement and lesson delivery.
- Enhanced assessment design and moderation of marking standards.
- Documented continuous improvement driven by action research.
- Data validating the successfulness of our curricula initiatives.
- Considerable success in further developing the collaboration and mutual support we enjoy with our SIDE supervisors and student coordinators.

FOCUS AREAS FOR 2019

Our 2019 focus areas are:

- Implementing DoE Focus 2019 which includes the Aboriginal Cultural Standards Framework.
- Continuously improving our HaSS 7-10 curriculum.
- Re-invigorating our General 11 History Course's Moodle by making it more interactive and appealing.
- Exploring additional ways of enhancing student engagement in our curricula offerings.
- Enhancing our use of Webex- our new lesson delivery platform.
- Collaborating with the Regional Learning Specialists to jointly enhance the academic attainment of our ATAR students.

VOCATIONAL EDUCATION AND TRAINING

SIDE offered six Certificate II qualifications in 2018 via third-party agreements with four registered training organisations (RTOs).

Students were also able to access a wider range of VET qualifications by undertaking school-based traineeships, utilising TAFE options for secondary school students and fee-for-service agreements.

Summary of VET enrolments 2018						
	2018	Achieved	%	2017	Achieved	%
Auspiced	121	31	25.62	115	45	39.13
School Based Traineeship	15	4	26.67	8	1	12.50
Profile	3	0	0.00	n/a		
Fee-for-service	6	0	0.00	n/a		
Category 2 VET	20	6	30.00	8	3	37.50
Total VET Students	165			131		

AUSPICED COURSES (THIRD PARTY ARRANGEMENTS)

BSB20115 CERTIFICATE II IN BUSINESS

- New partnership with RTO Foundation Education for online course via their website, Myecampus.
- 13 students achieved the qualification - 10 Year 12, 3 Year 11
- The greater degree of flexibility in delivery provided by using Myecampus enabled 3 Year 11 students and 3 Year 12 students to complete the full qualification in one year.

ICT20115 CERTIFICATE II IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY (IDMT)

- The deregistration of the RTO partner at the beginning of Term 4 resulted in some Year 11 students not completing the expected number of units, due to the units being clustered.
- 5 students achieved the qualification - 4 Year 12 and 1 Year 11
- A new RTO partner will need to be sourced for 2019

SECTION 3 CURRICULUM LEARNING AREA REPORTS

FNS20115 CERTIFICATE II IN FINANCIAL SERVICES

- New partnership for delivery with RTO Skills Strategies, who have provided much greater oversight and support to our school than the previous RTO.
- 2 Year 12 students achieved the qualification

CUA20215 CERTIFICATE II IN CREATIVE INDUSTRIES

- 4 Year 12 students achieved the qualification.

10297NAT CERTIFICATE II IN APPLIED LANGUAGE (JAPANESE AND FRENCH)

- 4 Year 12 students achieved Japanese qualification
- 3 Year 12 students achieved French qualification
- Very small Year 11 enrolment numbers, probably due to this qualification not being recognised for WACE Certificate II completion requirement

SCHOOL BASED TRAINEESHIPS (SBTS)

- 15 students were engaged in SBTs; 6 students completed their SBT - 1 Year 10, 1 Year 11 and 4 Year 12
- Qualifications being completed were
 - CII Aquaculture
 - CII Automotive Servicing
 - CII Business
 - CII Community Services
 - CII Construction
 - CII Horticulture
 - CII Retail Services
 - CIII Sport and Recreation (dance)

TAFE PROGRAMS

Some courses have been selected by the TAFE Colleges to offer secondary school students both a breadth in choice and a clear pathway into post-school training options that will provide strong future employment opportunities. There are no tuition fees for the majority of these programs. Students may be required to buy textbooks and other resources.

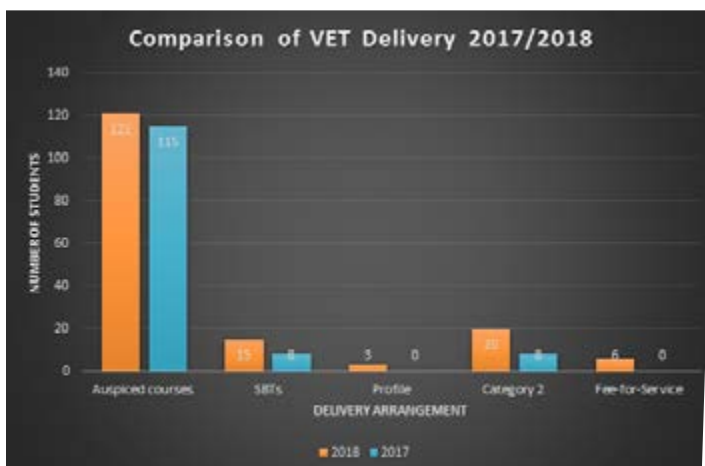
- 3 Year 11 students accessed TAFE profile courses
 - Certificate III in Music Industry
 - Certificate III in Education Support
 - Certificate IV in Preparation for Health and Nursing Studies

CATEGORY 2 VET

This category refers to VET that has not been arranged or managed by the school and through which a student has achieved qualifications and/or units of competency external to the school program. SIDE records the student achievements to SCSCA.

FOCUS AREAS FOR 2019

- New RTO third party agreement required for delivery of ICT20115 Certificate II in Information, Digital Media and Technology (IDMT)
- Introduction of 2 additional VET qualifications:
 - FSK20113 CII Skills for Work and Vocational Pathways – RTO Skills Strategies International
 - SIS20115 CII Sport and Recreation – RTO Foundation Education
- Upgrade of the Certificate IV TAE40110 Training and Assessment qualification for all trainers, to meet new requirements being introduced from 1 April 2019.
- Professional learning for VET staff to ensure adherence to the AQTF Standards which require all trainers to be competent and current in the qualifications they are delivering.
- Review of qualifications offered by SIDE and future planning based upon predicted areas of growth in the job/careers sector.



FEE-FOR-SERVICE QUALIFICATIONS

New partnership established with RTO Foundation Education for online delivery for a variety of qualifications:

- Certificate III in Fitness – 2 Year 11 students enrolled; 1 has since withdrawn (left school)
- Certificate III in Sport and Recreation – 3 Year 11 students enrolled
- Certificate III in Business – 1 Year 12 student enrolled

SECTION 4 STUDENT PARTICIPATION AND ACHIEVEMENT

STUDENT PARTICIPATION

Primary	Kin	PPR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Full Time	(4)	17	14	18	22	21	17	11	124
Part Time	7	0	0	0	0	0	0	0	7

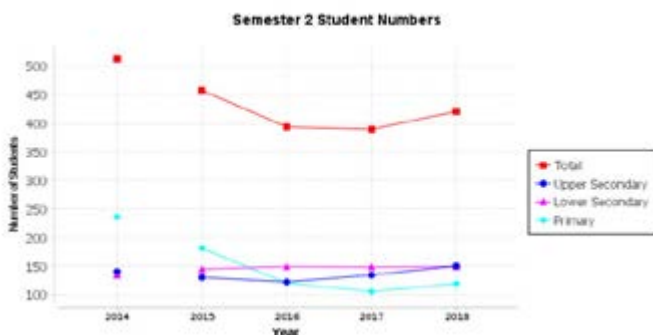
Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	29	29	47	45	88	63		301

School	Total
Full Time	421
Part Time	7 (4)
Total	428 (425)

	Kin	PPR	Pri	Sec	Total
Male	2	9	55	84	150
Female	5	8	48	217	278
Total	7	17	103	301	428

STUDENT NUMBER TRENDS SEMESTER 2



	2014	2015	2016	2017	2018
Primary (excluding Kindy)	237	182	121	106	120
Lower Secondary	135	145	150	149	150
Upper Secondary	141	131	123	135	151
Total	513	458	394	390	421

STUDENT ATTENDANCE

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

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

In 2018 attendance was monitored in the SIDE Contact and Intervention 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 (Webex) 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 or work as necessary.

HOME BASED STUDENT NUMBERS

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

Semester 2	2013	2014	2015	2016	2017
Primary (Excluding Kindy)	226	237	182	121	106
Lower Secondary	156	135	145	150	149
Upper Secondary	151	141	131	123	135
Total	553	513	458	394	390

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

SECTION 4 STUDENT PARTICIPATION AND ACHIEVEMENT

YEAR 12 PATHWAYS

	Y12 Students	ATAR Only	ATAR & Cert II or Higher	VET Cert II or Higher	Other	
					Verified	Unverified
2018	63	14 (22.2%)	4 (6.3%)	30 (47.6%)	9 (14.3%)	6 (9.5%)
2017	68	15 (22.1%)	7 (10.3%)	21 (30.9%)	23 (33.8%)	2 (2.9%)
2016	90	10(11.1%)	0 (0%)	16 (17.8%)	60 (66.7%)	4 (4.4%)

Year 12 Students Completing a VET Certificate (during Years 10 to 12)

	Certificate I		Certificate II		Certificate III	
	Number	Percentage	Number	Percentage	Number	Percentage
2018	0	0.0%	12	35.3%	22	64.7%
2017	1	3.4%	20	69.0%	8	27.6%
2016	3	15.8%	12	63.2%	4	21.1%

WACE DATA

Students achieving WACE

Year	Eligible Year 12 Students	Percentage achieving WACE
2016	20	100%
2017	39	82%
2018	34	100%

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+
2016	10	6	60%
2017	22	4	18%
2018	18	0	0%

NOTE:

ATAR: Australian Tertiary Admissions Rank

VET: Vocational Education and Training

Eligible Year 12 students are those full time students eligible to graduate at the end of the year.

Information is only available for schools with 20 or more full time eligible students in Year 12 in the year.

Year 12 Pathways

Year 12 students are those full time students enrolled at the school

Other - Verified: Either didn't achieve an ATAR or VET Certificate pathway but completed Year 12 or left school early for legitimate reasons - notice of arrangement, post compulsory age of 18, private schooling, moved interstate or overseas etc

Other - Unverified: Unverified reason for leaving school early

SECTION 4 STUDENT PARTICIPATION AND ACHIEVEMENT

YEAR 12 ACHIEVEMENT

Code	Course	A	B	C	D	E	Total Grades
ACF	Accounting and Finance	2	3	8	2	0	15
AIT	Applied Information Technology	0	13	15	5	0	33
AET	Automotive Engineering and Technology	1	0	1	0	2	4
BLY	Biology	4	9	26	4	0	43
BME	Business Management and Enterprise	1	2	2	0	0	5
CAE	Career and Enterprise	3	2	2	1	1	9
CHE	Chemistry	0	2	8	6	0	16
CFC	Children, Family and Community	1	5	8	0	1	15
DES	Design	4	5	1	4	2	16
ECO	Economics	2	2	3	1	0	8
ENG	English	15	29	33	7	5	89
FSL	French: Second Language	1	0	0	0	0	1
GEO	Geography	3	2	12	5	0	22
HEA	Health Studies	4	17	37	6	1	65
HBY	Human Biology	9	22	7	4	1	43
IND	Indonesian : Second Language	0	0	1	1	0	2
ISL	Italian: Second Language	1	4	3	0	0	8
JSL	Japanese : Second Language	3	3	2	3	0	11
LIT	Literature	1	4	7	0	0	12
MAT	Mathematics	0	0	3	7	2	12
MAA	Mathematics Applications	4	8	17	1	1	31
MAE	Mathematics Essential	6	6	11	5	1	29
MAM	Mathematics Methods	6	6	11	5	1	29
MAS	Mathematics Specialist	6	8	8	6	3	31
MPA	Media Production and Analysis	0	3	5	0	0	8
HIM	Modern History	3	7	16	1	0	27
PHY	Physics	2	1	13	1	3	20
PAL	Politics and Law	0	3	1	6	0	10
VAR	Visual Arts	1	6	7	1	1	16
Totals		83	172	269	82	24	630
Percentage		13.0%	27.0%	43.0%	13.0%	4.0%	100.0%

Qualification Name	Achieved Aualifications
Certificate II in Applied Language	Japanese 4 French 3
Certificate II in Business	10
Certificate II in Creative Industries	4
Certificate II in Financial Services	2
Certificate II in Information, Digital Media and Technology	4
Certificate II in Aquaculture	1
Certificate II in Construction	1
Certificate II in Sport and Recreation	2

SECTION 4 STUDENT PARTICIPATION AND ACHIEVEMENT

NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY RESULTS (NAPLAN)

School Year 3 Numeracy			
	School		
	2016	2017	2018
Total Students	13	8	15

Year 3 Numeracy						
NAPLAN	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	62%	50%	60%	0%	0%	0%
Middle 60%	38%	50%	40%	0%	0%	0%
Bottom 20%	0%	0%	0%	0%	0%	0%

Year 3 Writing						
NAPLAN	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	75%	63%	47%	0%	0%	0%
Middle 60%	25%	25%	40%	0%	0%	0%
Bottom 20%	0%	13%	13%	0%	0%	0%

Year 3 Spelling						
NAPLAN	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	38%	63%	67%	0%	0%	0%
Middle 60%	54%	25%	33%	0%	0%	0%
Bottom 20%	8%	13%	0%	0%	0%	0%

Year 3 Grammar & Punctuation						
NAPLAN	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	77%	50%	60%	0%	0%	0%
Middle 60%	23%	50%	40%	0%	0%	0%
Bottom 20%	0%	0%	0%	0%	0%	0%

School Year 5 Numeracy			
	School		
	2016	2017	2018
Total Students	16	10	11

Year 5 Numeracy						
NAPLAN	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	38%	90%	45%	0%	0%	0%
Middle 60%	63%	10%	55%	0%	0%	0%
Bottom 20%	0%	0%	0%	0%	0%	0%

Year 5 Reading						
NAPLAN	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	31%	50%	55%	0%	0%	0%
Middle 60%	56%	50%	36%	0%	0%	0%
Bottom 20%	13%	0%	9%	0%	0%	0%

SECTION 4 STUDENT PARTICIPATION AND ACHIEVEMENT

Year 5 Writing						
NAPLAN	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	50%	50%	36%	0%	0%	0%
Middle 60%	44%	50%	64%	0%	0%	0%
Bottom 20%	6%	0%	0%	0%	0%	0%

Year 7 Reading						
NAPLAN	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	18%	50%	38%	0%	0%	0%
Middle 60%	82%	50%	57%	0%	0%	0%
Bottom 20%	0%	0%	5%	0%	0%	0%

Year 5 Spelling						
NAPLAN	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	44%	60%	45%	0%	0%	0%
Middle 60%	5%	40%	55%	0%	0%	0%
Bottom 20%	6%	0%	0%	0%	0%	0%

Year 7 Writing						
NAPLAN	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	36%	40%	29%	0%	0%	0%
Middle 60%	64%	60%	67%	0%	0%	0%
Bottom 20%	0%	0%	5%	0%	0%	0%

Year 5 Grammar & Punctuation						
NAPLAN	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	44%	30%	45%	0%	0%	0%
Middle 60%	50%	70%	55%	0%	0%	0%
Bottom 20%	6%	0%	0%	0%	0%	0%

Year 7 Spelling						
NAPLAN	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	55%	50%	24%	0%	0%	0%
Middle 60%	45%	50%	71%	0%	0%	0%
Bottom 20%	0%	0%	5%	0%	0%	0%

School Year 7 Numeracy			
	School		
	2016	2017	2018
Total Students	11	10	21

Year 7 Grammar & Punctuation						
NAPLAN	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	36%	50%	29%	0%	0%	0%
Middle 60%	64%	50%	62%	0%	0%	0%
Bottom 20%	0%	0%	10%	0%	0%	0%

Year 7 Numeracy						
NAPLAN	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	18%	30%	33%	0%	0%	0%
Middle 60%	82%	70%	62%	0%	0%	0%
Bottom 20%	0%	0%	5%	0%	0%	0%

SECTION 4 STUDENT PARTICIPATION AND ACHIEVEMENT

School Year 9 Numeracy			
	School		
	2016	2017	2018
Total Students	41	35	42

Year 9 Numeracy						
NAPLAN	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	20%	20%	19%	0%	0%	0%
Middle 60%	76%	74%	79%	0%	0%	0%
Bottom 20%	5%	6%	2%	0%	0%	0%

Year 9 Reading						
NAPLAN	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	33%	37%	43%	0%	0%	0%
Middle 60%	60%	54%	50%	0%	0%	0%
Bottom 20%	7%	9%	7%	0%	0%	0%

Year 9 Writing						
NAPLAN	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	29%	23%	38%	0%	0%	0%
Middle 60%	63%	74%	55%	0%	0%	0%
Bottom 20%	7%	3%	7%	0%	0%	0%

Year 9 Spelling						
NAPLAN	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	36%	26%	37%	0%	0%	0%
Middle 60%	60%	71%	61%	0%	0%	0%
Bottom 20%	5%	3%	2%	0%	0%	0%

Year 9 Grammar & Punctuation						
NAPLAN	School			Like Schools		
	2016	2017	2018	2016	2017	2018
Top 20%	43%	29%	30%	0%	0%	0%
Middle 60%	52%	63%	57%	0%	0%	0%
Bottom 20%	5%	9%	14%	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 2018, 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.

SECTION 4 STUDENT PARTICIPATION AND ACHIEVEMENT

ACHIEVEMENT CATERGORY	Year 10			Year 11			Year 12		
	N	R	W	N	R	W	N	R	W
1	0	0	0	1	1	1	1	0	0
2	0	0	0	10	7	8	4	3	3
3	36	36	30	66	66	68	95	97	97
NSA	19	19	25	5	8	5	4	4	4
TOTAL NUMBER OF STUDENTS	55	55	55	82	82	82	104	104	104

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

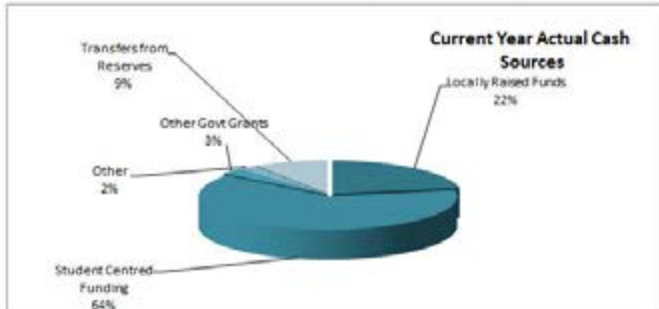
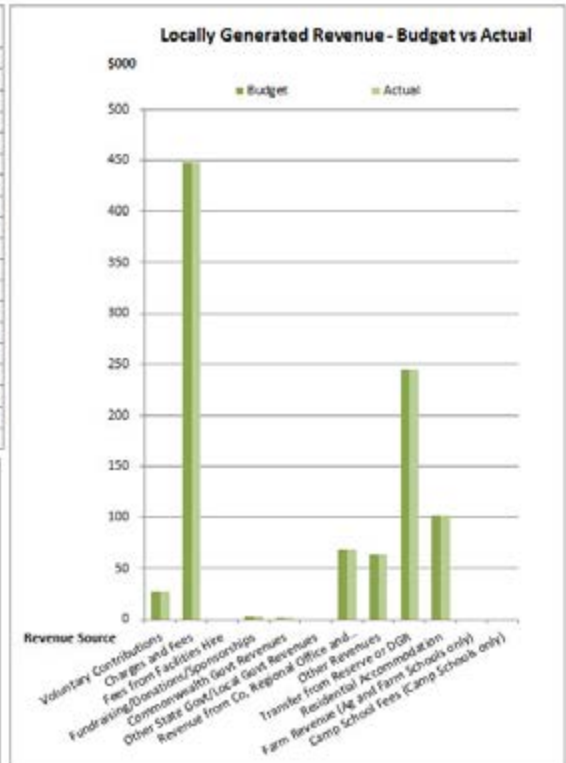
Intervention Strategies

- 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-on-one teaching and learning opportunities for students to practice their literacy and numeracy skills.

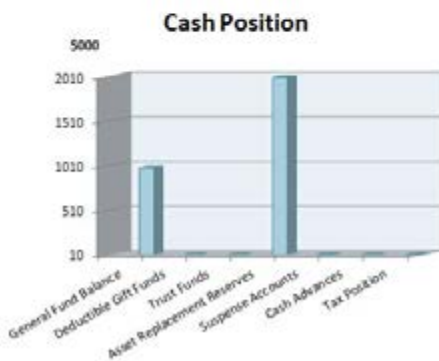
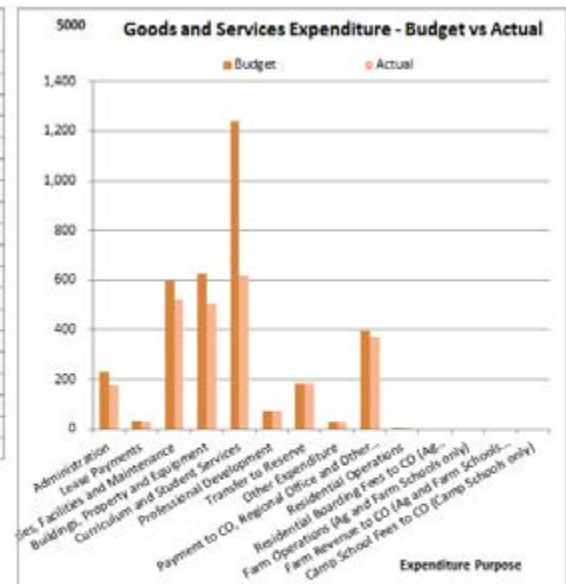
SECTION 5 SCHOOL MANAGEMENT FINANCE

Financial Summary as at
31 December 2018

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 27,879.70	\$ 27,879.80
2 Charges and Fees	\$ 448,558.00	\$ 448,557.63
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 2,490.00	\$ 2,490.47
5 Commonwealth Govt Revenues	\$ 528.00	\$ 527.65
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ 68,943.00	\$ 68,942.53
8 Other Revenues	\$ 63,323.00	\$ 63,316.57
9 Transfer from Reserve or DGR	\$ 245,386.00	\$ 245,386.00
10 Residential Accommodation	\$ 101,890.00	\$ 101,890.00
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 958,397.70	\$ 958,390.83
Opening Balance	\$ 860,366.42	\$ 860,366.42
Student Centred Funding	\$ 1,665,511.13	\$ 1,665,511.13
Total Cash Funds Available	\$ 3,484,275.25	\$ 3,484,268.18
Total Salary Allocation	\$ 17,104,211.00	\$ 17,104,211.00
Total Funds Available	\$ 20,588,486.25	\$ 20,588,479.18



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 229,268.70	\$ 176,678.07
2 Lease Payments	\$ 32,500.00	\$ 28,662.21
3 Utilities, Facilities and Maintenance	\$ 595,439.43	\$ 519,597.93
4 Buildings, Property and Equipment	\$ 624,173.00	\$ 504,813.65
5 Curriculum and Student Services	\$ 1,240,696.76	\$ 614,813.59
6 Professional Development	\$ 74,536.00	\$ 73,391.76
7 Transfer to Reserve	\$ 184,214.85	\$ 184,215.00
8 Other Expenditure	\$ 81,369.00	\$ 27,950.03
9 Payment to CO, Regional Office and Other Schools	\$ 396,615.00	\$ 369,339.30
10 Residential Operations	\$ 6,388.00	\$ 483.59
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 3,415,200.74	\$ 2,499,945.13
Total Forecast Salary Expenditure	\$ 13,805,912.00	\$ 13,805,912.00
Total Expenditure	\$ 17,221,112.74	\$ 16,305,857.13
Cash Budget Variance	\$ 69,074.51	



Bank Balance	\$ 2,980,792.78
Made up of:	\$ -
1 General Fund Balance	\$ 984,323.05
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,996,495.11
5 Suspense Accounts	\$ 10,671.62
6 Cash Advances	-\$ 780.00
7 Tax Position	-\$ 9,917.00
Total Bank Balance	\$ 2,980,792.78

SECTION 5 SCHOOL MANAGEMENT

STAFF ATTENDANCE

	2015	2016	2017	2018
Teaching Staff	85%	85%	90%	90%
School Support Staff	90%	90%	90%	90%
All school staff	88%	88%	90%	90%

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 2018. In August 2018 a number of fixed term teachers were made permanent in line with the Public Sector Commissioners instruction.

	2015	2016	2017	2018
Total base teaching staff numbers	110	109	97	91
Permanent staff retained from previous year	92%	96%	98%	88%
New permanent teaching staff	3	0	0	13
Staff retention rate 2015–2016	95%	99%	99%	95%
Number of retirements	11	2	1	5

STAFF NUMBERS BY OCCUPATION GROUPS

Administration Staff	No.	FTE
Principals	1	1.0
Deputy Principals	4	4.0
Heads of Department and Learning	8	8.0
Program Coordinators	4	3.8
Total Administration Staff	17	16.8

Teaching Staff	No.	FTE
Level 3 Teachers	24	20.4
Other Teaching Staff	67	55
Total Teaching Staff	91	75.4

School Support Staff	No.	FTE
Clerical/Administration	23	20.5
Gardening/Maintenance	4	3.4
Other Non-Teaching Staff	6	4.2
Total School Support Staff	33	28.1
Total	141	120.3

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

	2015	2016	2017	2018
Number of Teachers and Support Staff	139	148	130	150
Total professional learning expenditure	\$63,000	\$67,500	\$66,000	\$73,400

Teaching and non-teaching staff engaged in a range of professional learning activities throughout 2018. Major focus areas for teaching staff included subject-specific curriculum and pedagogy, the use of data to inform practice, differentiation, digital technologies, Aboriginal education, and staff and student well-being. Representatives of all learning area teams attended the Visible Learning Workshop with John Hattie in November.

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.

SECTION 5 SCHOOL MANAGEMENT

PARENT, STUDENT AND STAFF NATIONAL SCHOOL OPINION SURVEYS

PARENT SURVEY

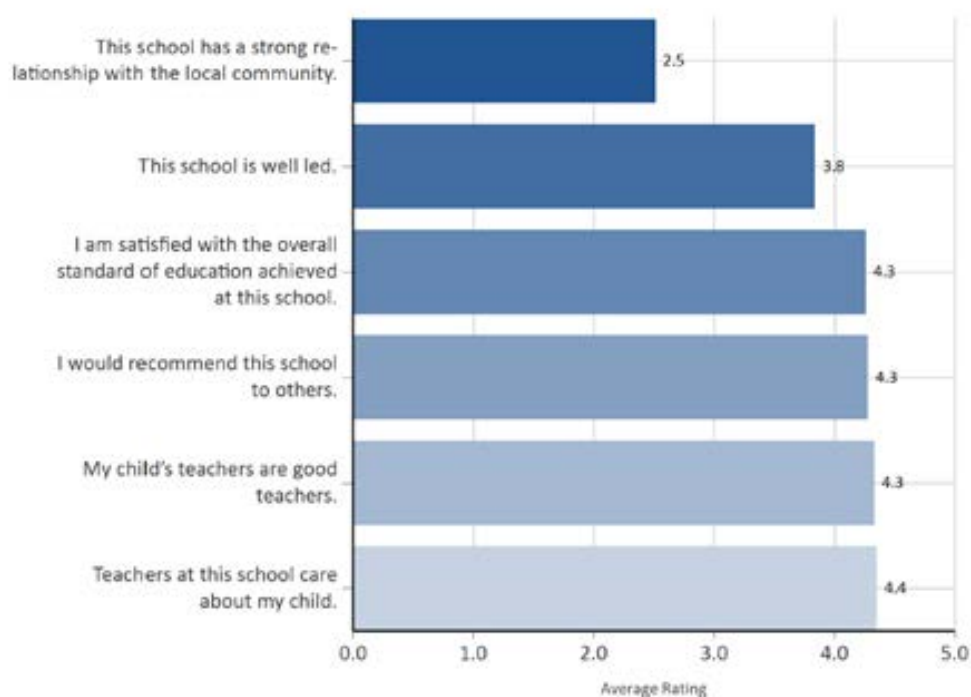
The National School Opinion Survey was sent out to all parents of SIDE home-based students and to SIDE home-based students between Year 5 and Year 12 in July 2018. SIDE staff also completed the survey.

Snapshot of respondents:

- 111 parents responded
- 86% female, 14% male
- 87% of respondents were parents of secondary students (Y7-Y12)

Parents overwhelmingly indicated satisfaction with the school.

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.

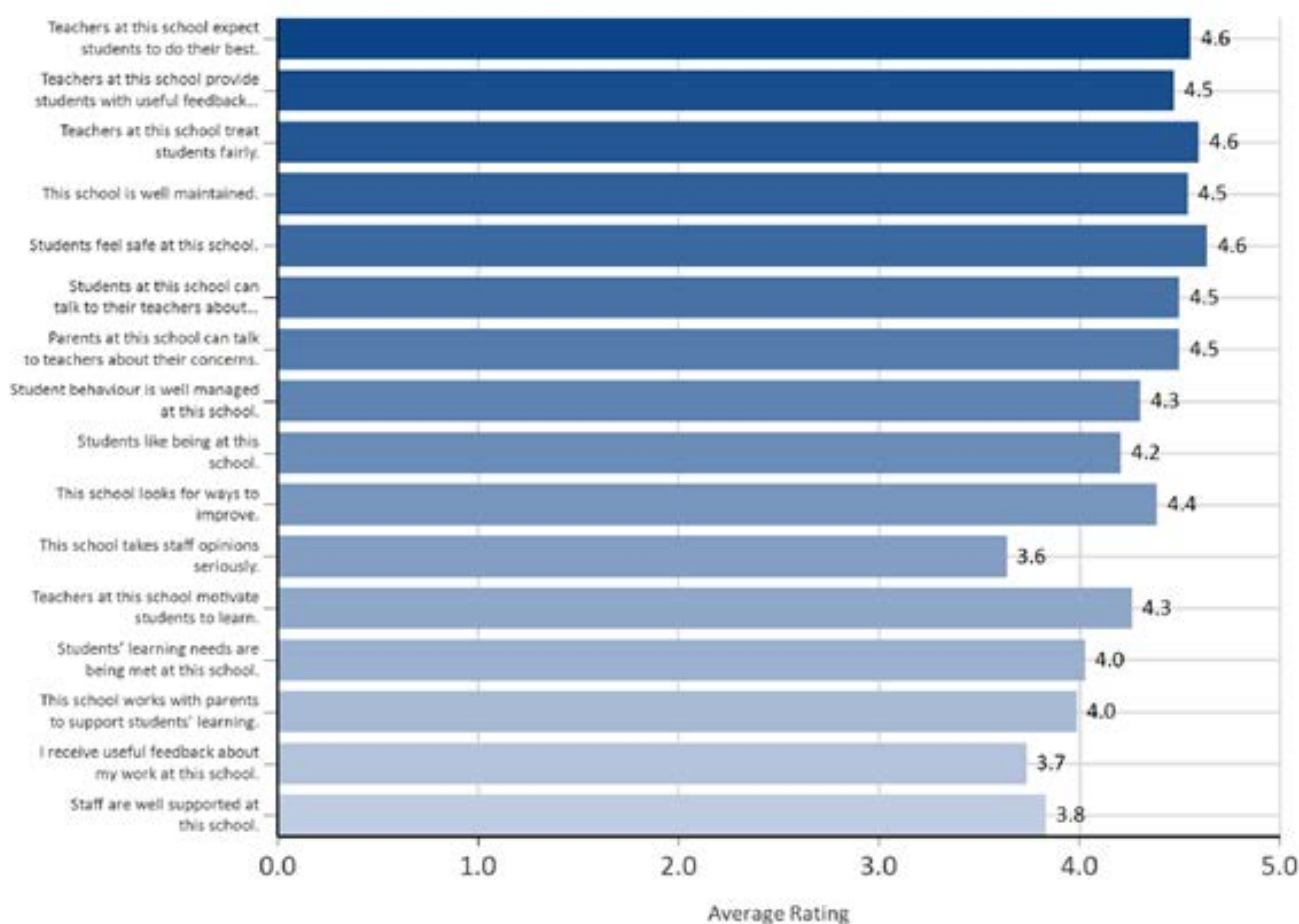
SECTION 5 SCHOOL MANAGEMENT

STAFF SURVEY

Snapshot of respondents:

- 72 teaching staff responded
- 75% female, 25% male
- 66% full-time, 34% part-time
- 64% permanent, 35% fixed-term, 1% casual

Staff were generally positive in their responses and rated 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.



SECTION 5 SCHOOL MANAGEMENT

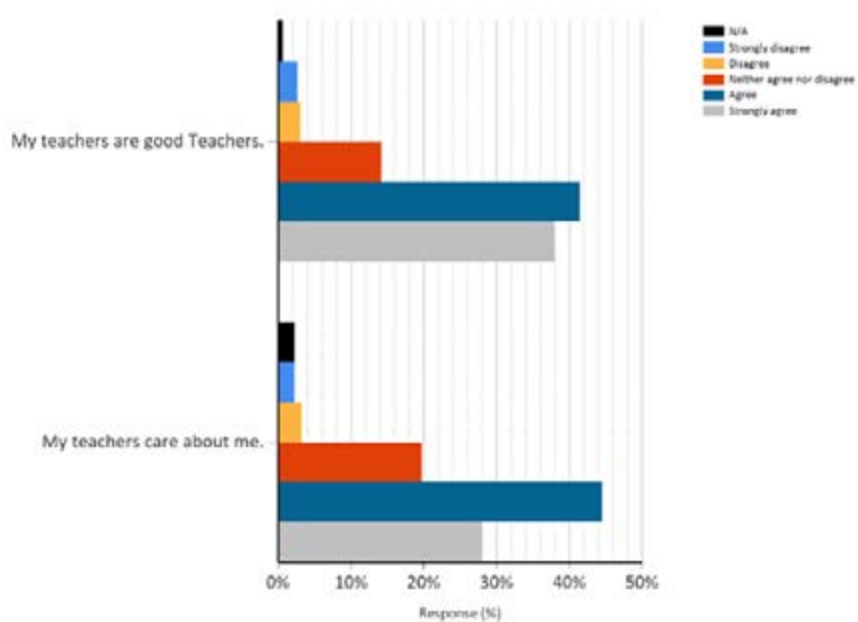
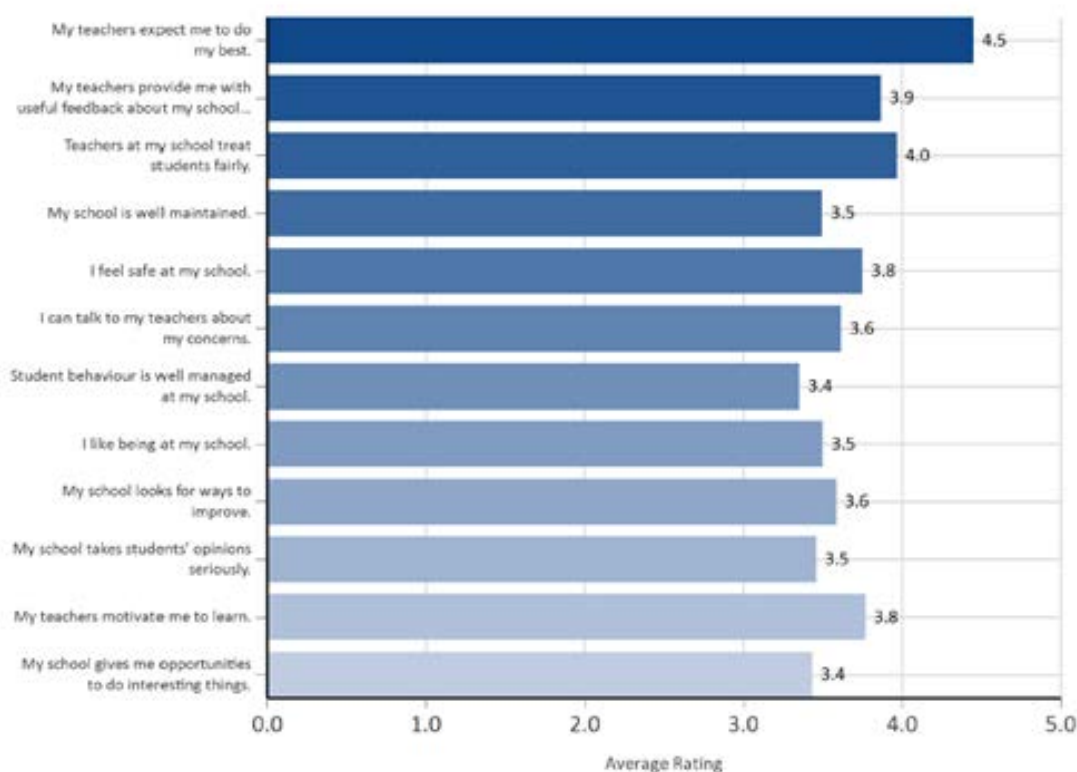
STUDENT SURVEY

Responses were received from 492 students between Year 5 and Year 12.

Snapshot of respondents:

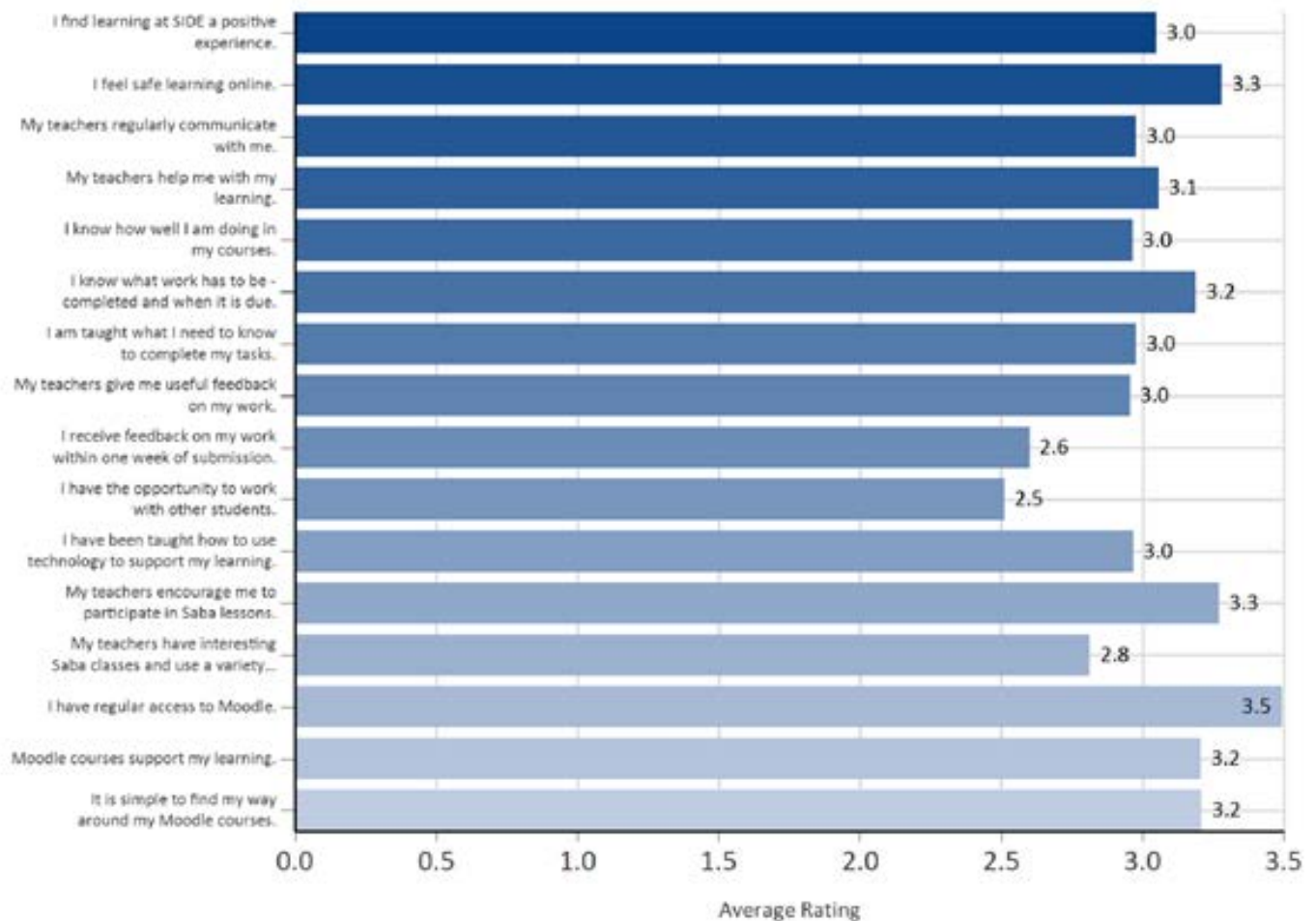
- 65% senior secondary (Y11-Y12), 33% lower secondary (Y7-Y10)
- 72% female, 28% male

NATIONAL STUDENT QUESTIONS



SECTION 5 SCHOOL MANAGEMENT

SIDE-SPECIFIC QUESTIONS ON E-LEARNING



Overall, the vast majority of students indicated that their teachers were good teachers who cared about their students. Areas to be addressed in 2019 include timely feedback from teachers, opportunities for student collaboration, and expanding our repertoire of strategies to engage students in our online environment.

CONCLUSION

The majority of results in these surveys were consistent with results from previous years. SIDE has introduced Connect as an online communication platform for parents in 2019, and will continue the use of classroom observation and student surveys as sources of feedback to teachers.

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
MESH	Maths, English, Science and Humanities
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 Intervention 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

School of Isolated and Distance Education
164 - 194 Oxford Street
Leederville WA 6007
Tel: : (08) 9242 6300
Fax: (08) 9242 6861
E: www.side.wa.edu.au