



Schools of Isolated and Distance Education

# INSIDE VIEWS



Painting by Seth

## From the Principal



Noel Chamberlain  
Principal

The 2015 school year has started very smoothly, thanks to the excellent organisation of the School Leadership team, the school support staff and the dedication and commitment from the school teaching staff.

SIDE's Strategic Plan 2014–2017 has now been published on the SIDE website. The plan sets out the school directions and priorities for

the next four years. The plan is organised under five broad headings:

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

The school has established an excellent reputation for high quality delivery of education in a distance mode and our teachers incorporate the latest teaching and learning methods in their practice. The Strategic Plan describes the strategies

we will use to continually improve our practice to achieve the school's vision of SIDE being a vibrant, cohesive learning community committed to excellence.

### 2014 SIDE Annual Report

Each year SIDE provides curriculum, student achievement and school management information to the community through an annual report. This enables parents, carers and supervisors to learn about the data the school uses to review its performance and establish priorities to bring about improvement. The 2014 Annual Report is located on the SIDE website at:

<http://www.side.wa.edu.au/about/communication/plans-and-reports.html>.

### Temporary staff change

From the beginning of Term 2, Jonathan Bromage, Deputy Principal, will be taking up a six month appointment as Associate Principal at Kalamunda Senior High School. I would like to welcome Audrey Smith who will be filling Jonathan's deputy role in his absence. Audrey comes to SIDE with more than nine years' experience as a Deputy Principal.

### SIDE School Council – invitation for parent nominations

This year all six of the parent/guardian positions (primary and secondary) on the SIDE School Council are vacant.

## This Term's Issue

pg.2

Primary has had a smooth start to 2015 with all teachers feeling refreshed after the holidays and raring to go in 2015.

pg.6

Work-based program a huge bonus for SIDE Year 12 student!

pg.13

Online and Teaching Learning at SIDE welcomes Veronika Popp and Freya Desebrock to the team.

pg.15

The Arts Learning Area is a strong team of Visual Arts, Design and Media Arts specialists this year.

### TERM 1 – MARCH 2015

Nominations are now called from interested parents or guardians who would like to join the Council.

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

There are three meetings for the year, one in Term 2 (3 June), Term 3 (2 Sept) and Term 4 (9 Dec). All meetings are conducted remotely, usually using telephone conference. If School Council members are in the Perth metropolitan area, they are encouraged to attend in person on the Leederville site. Meetings usually commence at 1:30pm and last approximately 60 to 90 minutes.

If more nominations than positions on the Council are received, then an election will be held. If you would like any further information, please call the school and speak to me. Nominations close on Friday 24 April 2015 at 9:00am.

#### Special commendation

I am delighted to announce that Samantha Maycock was awarded a Certificate of Distinction in Health Studies by the School Curriculum and Standards Authority. Congratulations Samantha!

#### Interim reports

Interim Reports have now been completed and they will be mailed by the end of Term 1. Parents, carers, students and supervisors are encouraged to take note of a student's progress and call the relevant teacher early in Term 2 if there are any concerns.

#### Make 2015 work for you

I wish all students the very best for your studies this year. I encourage you all to meet all of your deadlines as this will assist you in achieving success.

#### Noel Chamberlain

Principal

## Important dates

- **Term 2 for students commences:**  
Tuesday 21 April
- **Term 2 for students finishes:**  
Friday 3 July
- **Public holiday–Western Australia Day:**  
Monday 1 June

## NAPLAN assessments conducted at SIDE on 18, 19, 20 May

As you are aware the NAPLAN assessments are held nationally in May. If you live in Perth your son/daughter is required to attend the compulsory NAPLAN assessments at SIDE on 18, 19, 20 May. If you live in a regional area or overseas the NAPLAN assessments will be posted to the address that you provided to SIDE on enrolment.

## Year 11 and 12 Examinations: 2–5 June

Year 11 and 12 compulsory examinations will be conducted from 2–5 June. Monday the 1 June is a public holiday – a good opportunity for study prior to the examinations.

## Primary

Primary has had a smooth start to 2015 with all teachers feeling refreshed after the holidays and raring to go in 2015. Our goal this year is to further develop courses for Moodle and have as many students as possible engaging in their learning through online lessons using Saba.

## Moodle

Teachers have already been very busy developing and writing new courses to be used in Moodle. Teachers are working on developing more Geography courses that will complement the Year 6 Geography course which is now available in Moodle. History for Year 5 is also being developed.

Courses in Literacy and Numeracy in Early Childhood Education (ECE) are also being developed with Pre-primary and Year 1 Numeracy well under way.

Four new curriculum writers have started during Term 1 with the possibility of two more commencing soon. They are a welcome addition to the current Curriculum Resource Development team which consists of four members. The curriculum writers are currently writing Literacy courses for Pre-primary and Year 2, and Pre-primary Mathematics that will be available to use in Moodle. Kindergarten and Year 1 courses will be developed by classroom teachers and aided by two new writers when they start. The ECE teachers at SIDE are supporting the writers through each taking responsibility

for a Year level and acting as a team manager in relaying information to the teachers and in quality control. Richelle Troode, the Primary Deputy, has responsibility for the team.

Teachers have been very pleased by the timely manner in which students are completing and returning their course work. Congratulations to everyone on a terrific start to the year, keep up the fantastic work.

## NAPLAN

2014 data shows that all primary students tested in NAPLAN last year performed above or substantially above the benchmark with fantastic results being demonstrated in Reading and Numeracy.

## Saba

Teachers commenced Saba lessons on a daily basis in Primary at the start of Week 4. Since then the number of students participating in these lessons has slightly increased each week. Saba lessons are being conducted for students in Pre-primary to Year 6. Teachers in the Primary School are always looking to develop innovative online lessons to engage and further develop students' learning. The feedback on these lessons has been very positive with both parents and students appreciating greatly the opportunity to engage with other students.



Teacher Jenny Locke conducting a SABA lesson with ECE students

## Farewell and welcome

The Primary School said farewell to Isobel Pearson during Term 1. After many years of teaching, fifteen of which at SIDE, Isobelle decided it was time to retire.

We also welcomed Richelle Troode at the start of Term 1. Richelle comes to SIDE as a Deputy Principal Primary with twenty years of teaching experience.



Richelle (left) meeting Isobel at her retirement function



Some of the Primary staff wishing Isobel a happy retirement

## Primary Parents Online Blog

Primary teachers would like to remind parents of our Parents Online Blog: <http://otl.side.wa.edu.au/blogs/po/>. Here you can read interesting articles in the NEWS tab, discover new and interesting apps in APPS IN EDUCATION tab and learn valuable tips under TIPS FOR HOME TUTORS tab. The Parents Online for SIDE K-6 Parents is updated regularly, so don't forget this wonderful resource.

## Happy holidays!

The Primary staff would like to wish all their students and their families very happy and safe Easter holidays. Take the time to rest and relax and we look forward to seeing and hearing from you all next term.

**Richelle Troode**  
Deputy Principal Primary

TERM 1 – MARCH 2015

### 2015 Student Coordinators VET & Careers



**Vicki Masters (PC)**  
PC Student Services



**Nicholas Keskinidis**  
PC VET & Careers  
Student Coordinator



**Anne Serafini (SC)**  
Maths



**Stacey Mylonas (SC)**  
Languages



**Miranda Free (SC)**  
Learning Support



**Gay Tierney (SC)**  
VET & Careers



**Paula Bowen (SC)**  
Health & Physical Ed



**Michael Boyle (SC)**  
Language



**Karen Loreck (SC)**  
Maths



**Dylan Reid (SC)**  
VET & Careers



**Shane Murray**  
VET & Careers



**Penny Speirs (SC)**  
School Psychologist



**Philippa Parker (SC)**  
School Psychologist



**Jane Hardy-Atkins (SC)**  
School Psychologist

## Student Services

The Student Services team consists of student coordinators and school psychologists. They are responsible for:

- establishing and monitoring each student's educational program in partnership with teachers, supervisors and parents (taking into account individual circumstances as well as local context when monitoring student progress)
- counselling students regarding DoE attainment benchmarks, WACE requirements and TISC procedures
- helping students to explore tertiary educational options and/or career directions that match their interests and strengths.

From Term 2 Student Services will be amalgamating with VET & Careers. Nicholas Keskinidis and Dylan Reid will be taking on student coordinator duties. The VET/Careers teachers and the student coordinators (except the school psychologists) will be relocating to a new area. Beverley

Cooper will be on leave for the remainder of the year.

## National Young Leaders Day

Theme: Nothing significant, enduring or amazing ever began that way. Aski, Alexander, Tristan, Keighley and student coordinator Gay Tierney represented SIDE at the Halogen National Young Leaders Day on 5 March 2015 joining over 1000 young people and their teachers from a number of country and city schools across the state.



The event is run to inspire young people with stories of how people use influence and leadership to shape the world we live in. Unlike most events, participants were encouraged to use their mobiles and Twitter, text and Instagram throughout the day so that they were fully engaged in the discussions.

### Keighley's reflections on the day:



Quite by surprise, I was asked to attend the NYLD. At first I did not think the event was for me since I do not consider myself a leader but

being a 'once in a blue moon opportunity' I decided to attend. This was definitely a good choice. The day was not only educational but extremely inspirational and I left the event not only in an excellent mood, but full of good advice that I can apply to all aspects of my life.

Our first speaker, Mike Martin, the executive director of the Halogen foundation, gave us the true definition of a great leader when he said, "A leader is someone who can use their influence to turn nothing into something". His speech showed me that anyone can have an idea but those who cross the line and put in the hard work while accepting the possibility of failure are the ones who can create something. These people are the true leaders of the world.

### Tristan's reflections on the day:



The day was filled with laughter, excitement and inspiration. Overall this day of listening to the speakers was

inspirational and informative about how to succeed in anything that you set your mind to. I enjoyed the day. The

second speaker was a Mars 1 candidate, Josh Richards. He spoke to us about five important aspects of life, using examples though his life. The first thing he told us was to "Always remember what you wanted to do when you were little, despite adversity". This is because when he was a young boy he dreamed about becoming an astronaut but his dad told him he couldn't because he's not American. He went through years of different jobs trying to find something he wanted to do. However, he said, "Plan for the best, expect the worst" and "Failure can shape the person you become". This was the most relevant and inspirational part of his speech because by doing what is bigger than yourself you will find success and do something that you enjoy. Although "If you see an opportunity to take a risk, accept the failure that could come with it."

### Alex's reflections on the day:

The aim of the day was for four leaders, each coming from different fields of expertise, to pass on their knowledge and wisdom of how to be a better leader. I gained a lot from the presentations by the various leaders that came to Perth to talk to us about developing our leadership skills. As a sportsperson myself, I found that the third speaker, Nat Medhurst, was the most relatable person for me. Nat is a professional netballer who plays for the Australian Diamonds national team. She spoke to us about being part of a leadership group and the pressures that are associated with playing a competitive team sport. The most memorable quotes from Nat Medhurst were "The ability to learn is the most important quality a leader can have" and that "culture has more impact on performance than strategy", meaning that it is the manner of which you compete that is more important than what you are actually doing.

### Askin's reflections on the day:



I was really happy and felt privileged to have been chosen from many students to represent SIDE at the NYLD. The four speakers all had

TERM 1 – MARCH 2015

different impacts on me. They have motivated me and I am now inspired and more motivated to go and work harder to fulfil my goals in life. The last speaker, Lorin Nicholson, is a legally blind man from Queensland. Amazingly, he has given numerous concerts in Australia, New Zealand and the United States, playing his guitar. I was very, very inspired by him. I will never forget his words, "It doesn't matter how hard things are, if you never give up, you could achieve them." I believe his words are true because I've experienced a very similar situation in my life.

### Recognition of student achievement: Jade – Year 11

Jade recently represented WA at the National Junior Track Championships in Melbourne with events held over four days. She competed in six events, five were individual and one was a team sprint. Jade broke the State record twice in one day and missed the 20-year-old national record by one second in the Individual pursuit.

Jade won five gold medals for all her individual events and a bronze in the team sprint. It is the first time a WA female athlete has come away with these results. An outstanding achievement – congratulations and well done, Jade!



Jade's IP win



Gold for 500m win

## Careers and VET

### Work-based program a huge bonus for SIDE Year 12 student!

What is this about?

Gaining the required experience, developing the necessary core skills for work or trying to decide what career path to take can be a daunting task for young people in their final years of schooling.

An inspiring and positive role model for other young people trying to achieve the above three aims is Askin, who has made the most of her opportunities through the Authority Developed Workplace Learning program (ADWPL) offered through SIDE. SIDE's Workplace Learning Coordinator Shane Murray said "Askin is just one example of how the landscape of education and training in schools has changed. Students now benefit from the greater flexibility offered by schools across the state of Western Australia via the on-the-job training partnerships developed with key industry groups.

A simple explanation of the program is to say it enables the student to experience first-hand the world of work. The beauty of it is students also develop important core skills (linked to key employability skills) which underpin successful participation in the Australian workforce. Plus, they can use the ADWPL program to help achieve Secondary School Graduation (WACE) so it's a win-win situation all round.

SIDE has many students learning and working in a wide range of industries including automotive, retail, tourism, hospitality, business administration, children services, metal fabrication, health services, building/construction, sport & recreation – to name a few.

Local organisations throughout the state assist the program by taking on trainees. "This support of local youth is fantastic," says Shane Murray. The committed employers who became readily involved with Askin's program were John and Tate Roberts from the Brixton Tennis Academy in Beckenham.



ADWPL student Askin 'on-the-job'. Askin uses her mobile phone to time practice sessions with players she teaches as a junior tennis coach. She said she wanted to gain experience in the coaching side of tennis, having been a player for 12 years, and was excited that the ADWPL program gave her this opportunity.



Askin proudly displays the tools of her trade ... critical requirements in this world of work.

**Nicholas Keskinidis**  
VET and Careers  
Student Coordinator

Employers, parents, students, Group Training Companies (GTOs), private and government Registered Training Organisations (RTOs) and Australian Apprenticeship Centres (AACs) are all involved in these partnerships that make an important difference to the lives of our youth by creating relevant training and education pathways for them.

Shane believes the school-to-work programs have many hidden advantages for all stakeholders, students, parents, employers and the community. He, along with the family, would like to say thank you to Brixton Tennis for their strong commitment to local youth.

## English

Welcome to English from the 2015 English team! Missing from the photo are Cathy Lamers and Angela Quinn.



**From left:** Amy Rosato, Amanda Malseed, Sue Cullen, Pippa Tandy, Jenny Crowe, Esperanza Stein, Rachael Macfarlane, Linley Taylor, Peter Barker, Narelle Carlon and Vicki Masters.

### A good start

As a result of the dedication, collaboration and commitment of the SIDE English team we are now delivering the Australian Curriculum online in Years 7, 8, 9, 10 and 11.

### Reading

In 2015 all English students have started the year with a focus on Reading. The SIDE English Learning Area has made available to students a range of new and engaging reading texts, including e-books and graphical reading resources. The aim is to engage and support a wide range of students at each year level.

### Wide Reading Program

The English Learning Area strives to enrich and extend all of our students. In collaboration with the Library Resource Centre, we are proud to offer our Year 7–10 students access to wide reading via our Wide Reading Program.

TERM 1 – MARCH 2015

### Enrichment

We look forward to enriching events and opportunities for our students such as participation in the Authors Online program, another successful collaboration between the English Learning Area and the Library Resource Centre. This unique program provides students with regular opportunities to talk to authors using Saba Classroom. With the program outcomes that are drawn from the Australian Curriculum, students are able to speak with authors from across Australia about their writing without travelling to major centres to hear or see them.



Craig Silvey

### Authors Online

Craig Silvey author of *Rhubarb*, *Jasper Jones* and *The Amber Amulet* visited SIDE on 3 March to speak to Year 10 and 11 English students in Saba. Students came online from Kenya, India, the Kimberley to Esperance in WA, and from all over Australia. Craig began by talking a little about his writing, the place of reading in his life, and then he responded to student questions. These were wide ranging from questions about themes and characters in his books, the ways courage is demonstrated in *Jasper Jones*, the extent to which Craig researches aspects of his books, and the reshaping of his books into scripts for movies and plays.

Some interesting things we learnt about Craig and his writing:

- Craig began writing at school and his first novel, *Rhubarb* was written when he was 18.
- He knows lots about cricket – his brother was a really good player and Craig played too when he was young.
- *Jasper Jones* is being made into a film and Craig is currently working on the script.
- *The Amber Amulet* is a play that will tour in Western Australia later this year.

- It is hard being a writer. Craig worked lots of different kinds of jobs to make money to keep writing, and his family has supported him.

The comments after the Saba session reflected the range of questions and Craig's responses. Here are some of them.

- I learnt a lot about what it takes to be an author, which was cool. :D
- I have learnt that choosing an occupation as a writer takes a lot of time and effort. It knew that it took time but not to the extent he expressed.
- I learnt about courage and different ways in which it can be shown. It also got me thinking about people who show a false sense of courage.
- I learnt heaps, and I found it very interesting how the story often starts with just a small idea and develops from there instead of knowing exactly what the story is going to turn out like from the start. Thank you so much. :D
- I learnt that reading is actually a huge part of someone's life, and that it does influence your future and who you turn out to be, also that becoming a writer is amazing and an incredible experience but also hard work that you need to dedicate yourself to.
- I learnt that you can be a kid that likes reading and isn't the most athletic but can still become someone great.

Thank you to:

- Craig for making the time to talk to us
- Year 10 and 11 students for their great questions
- the Resource Centre Staff who made the session possible.

### Innovation

Year 11 ATAR is a new course focusing on creating and responding. In the creating module of the course our topic is "Stand up for what you believe!"

The students are taking into account appropriate form, content and style as they prepare to present a podcast on injustice and view the television drama, *Redfern Now*. The class has discussed forms of passive resistance to injustice, considering the actions of Gandhi, a web article on Rosa Parks and the photojournalist's image of 'Tank Man' from Tiananmen Square.



We have had discussions and raised the question “What is the most influential medium?” Is it the television? The article? Or the photojournalist’s still shot? Needless to say, there is a diversity of opinion on this matter. Teachers are looking forward to hearing more of our students’ views as they prepare to podcast – and we find out what they think of those people in our stories and on our televisions who “Stand up for what they believe.”

## Year 11 and 12 Literature forums

This year Moodle Literature courses have been framed by specific questions derived from key terms in the syllabus. Students have been using Moodle forums to respond to these questions, and to read and respond to each other’s posts in order to broaden their grasp of key concepts. We have been very impressed with some of the responses. For example, Year 11 Literature student Louise responded to the topic, “How does poetic language inform other discourses including those of everyday speech?”

“When asked to think of poetry, the image that may spring into some people’s minds is one of old men with fantastic facial hair whose life works are documented in the dusty pages of huge library books; poetry is sometimes considered, by our generation, a thing of the past. The reality, however, is that poetry and poetic language is all around us. In the first sentence of my response, without even thinking about it, I used the word “spring” to refer to a thought entering someone’s mind – figurative language, an essential feature of poetry, has slipped into my everyday vocabulary.

There are so many examples of poetic language in other discourses, from advertising to music. The brands/products Coca Cola, Women’s Weekly and Kit Kat all use the poetic device of alliteration in order to appeal to consumers. Take a look at the top 40 charts and you’ll begin to realise that a substantial amount of what we listen to uses rhythm and rhyme (the origins of rap) as well as similes and metaphors (“I am titanium”, “I came in like a wrecking ball”, “Shine bright like a diamond”).

Coming up to Valentine’s day, there’s probably going to be a lot of lovey-dovey social media posts (“#youaremyworld”). Probably subconsciously, all those cringably adorable couples are going to be using poetic language (figurative language, metaphors, similes), even

when they aren’t proclaiming that violets are red and roses are blue.

Poetic language infiltrates almost every discourse that we are exposed to in everyday life. It allows us to convince, communicate and express, and in terms of understanding the written world around us, a firm grasp of poetry really would be a lifeline. (Was that a metaphor?)”

## THE SPACE is the place to be!

These Year 10 English students have been enjoying using THE SPACE during their weekly visits to SIDE.

With an interactive big screen and tables and walls that you can actually write on with whiteboard markers, THE SPACE provides a vibrant learning environment that is fun, flexible and futuristic.



As an alternative learning environment to the busy SIDE Resource Centre, visiting students are enjoying this innovative classroom meeting place to engage with their learning under the supervision of their SIDE teachers.

## Student visits to SIDE

It was terrific to meet Year 12 students from Karratha when they visited SIDE this term to meet their teachers. Literature students Emily and Anshula met with Pippa Tandy and had a fruitful discussion about poetry!



TERM 1 – MARCH 2015

### 2014 Student Outcomes

#### Senior Secondary

Statistics indicate quite clearly that the teachers of Year 12 students have an excellent knowledge and understanding of their subject.

Statistics reveal that the English ATAR score for 73% of SIDE English students was their highest or second highest score. In a recent Maximising Feedback session, DoE representative Michelle Ostberg congratulated the English Learning Area for value adding to students in English during 2014. Year 12 teachers will be building on this solid foundation for 2015.

#### Year 12 English and Literature

All Stage 3 English and Literature students achieved grades of Satisfactory, High or Excellent. Most Stage 3 English and Literature students achieved a scaled score above 50 indicating they had successfully met the English requirement for university entrance. The proficiency bands showed that teachers of English WACE courses had an accurate understanding of course standards. Congratulations are extended to all students who managed to complete their courses. Special congratulations are extended to our highest achieving student in the English WACE courses.

#### Year 12 English Stage 2

Many Stage 2 English students achieved success in the course but were scaled down dramatically, consistent with all Stage 2 ATAR courses and TISC practices. Year 11 and 12 English Stage 1 students continued to achieve pleasing results with an improvement in the number of students achieving a C pass. We acknowledge the success of our students who gained entrance to university, TAFE or their chosen field of employment. During the past twelve months we have tried to support and encourage those students who were in danger of failing, looking for ways to keep them engaged. More interactive Saba and Moodle lessons have been one way of keeping these students focused and on task.

#### ATAR strategies for 2015

All ATAR students study English. It is important to ensure via counselling that students coming to SIDE have the

necessary background to study Stage 3 but understand the statistical consequences of studying Stage 2.

#### Year 11 Literature Stage 2

In 2014, it was encouraging to see the Literature student numbers remain relatively stable. The aim in Literature is to engage students in a love of reading while building a solid foundation in preparation for Year 12. To foster this, students were encouraged to interact more via an upgraded Moodle course with new interactive motion and video resources, as well as Moodle chat sessions, forums and wikis. Saba classes featured regular student presentations and incorporated interactive online instructional strategies.

#### Year 11 English Stage 2

The larger cohort of students doing Stage 2 English continued to be encouraged and challenged through their Saba lessons and the use of Moodle which allowed for a range of learning opportunities.

#### Lower Secondary

The National Assessment Program Literacy and Numeracy (NAPLAN) showed improvement on previous years.

#### NAPLAN Year 9 Reading

The 2014 SIDE school mean for Reading was higher than the 2014 Australian mean for Reading.

The 2014 SIDE school mean for Reading was higher than it was for 2013.

	2014	2013
<b>Mean (Aust)</b>	580	580
<b>Mean (school)</b>	617	601
<b>% SIDE students above min standard</b>	83%	81%
<b>% SIDE students at min standard</b>	13%	13%
<b>% SIDE students below min standard</b>	3%	6%

## NAPLAN Year 9 Writing

The 2014 SIDE school mean for Writing was higher than the 2014 Australian mean for Writing.

The 2014 SIDE school mean for Writing was significantly higher than it was for 2013.

	2014	2013
<b>Mean (Aust)</b>	550	554
<b>Mean (school)</b>	593	535
<b>% SIDE students above min standard</b>	79%	52%
<b>% SIDE students at min standard</b>	14%	32%
<b>% SIDE students below min standard</b>	7%	16%

These results suggest that SIDE curriculum materials and strategies for Reading and Writing are appropriate and value adding.

2015 will bring many new experiences to the English Department as we welcome Year 7s to secondary English for the first time, continue to roll out Australian Curriculum and commence new Year 11 WACE courses. It is sure to be a productive and rewarding year for all. We look forward to a very successful collaboration between professional bodies, staff, families and schools as we work towards achieving the best standards possible for our students.

**Linley Taylor and Pippa Tandy**

## Technologies

### Design and Technology

Welcome back to all students for 2015.

We are looking forward to a great year of learning and creative design work in our range of subjects.

We would like all Task work, including project photos, to be submitted via your subject in Moodle 2 as this is a very secure way to guarantee your work is received by your teachers. The preferred format for work submission to put your whole task in as a single PDF document. Please make sure that you only submit your work when you have completed the WHOLE task. You will find that feedback and marks will be returned to you via Moodle 2 as well.

For all our new students, try to be as creative as you can with your design work and make sure that you put some time into the research/investigating sections of your Task Plans, to get as many ideas as possible. This will be a big help in designing and making creative projects or in Photography to find out what makes a good photo.

Always include notes with your Devising Ideas section and use correct names for all tools and processes in the Production Plan.

The design section for each task is equally important as the actual creating of the project. You are always assessed on the Technology Process (Design Brief) in all courses.

Make sure that you read your feedback sheets to see which areas you need to improve on to attain higher marks. If you have not received a feedback sheet for your work, contact your teacher, as he or she may not have received it or you may not have submitted the whole task.

Please contact your teachers regularly and let us know how you are progressing or contact us at any other time if you need some help.

Check out the newsletters as they come out for examples of excellent work in various D&T courses. It is always good to see what other students are doing.

TERM 1 – MARCH 2015

### D&T Saba Classroom lessons

All students have access to Saba Classroom/Centra live lessons via the SIDE website. Lessons will be run every second week for lower school D&T subjects and every week for upper school.

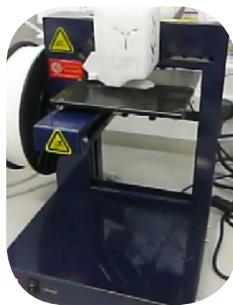
It is well worth attending these lessons, as they will help to improve your marks.

If you cannot make the lesson, make sure that you watch the recording and let your teacher know that you have watched it.

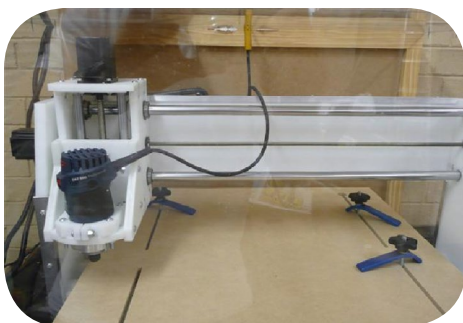
As part of our technology integration, we have incorporated free use CAD software called Sketchup and CadStd into most of our D&T courses. Sketchup is easy to download and use with lots of tutorials available on their website and on YouTube. The Sketchup and CadStd files can then be used to feed into our CNC machines to make parts for student projects.



CO2 laser cutter



UP 3D printer



CNC router

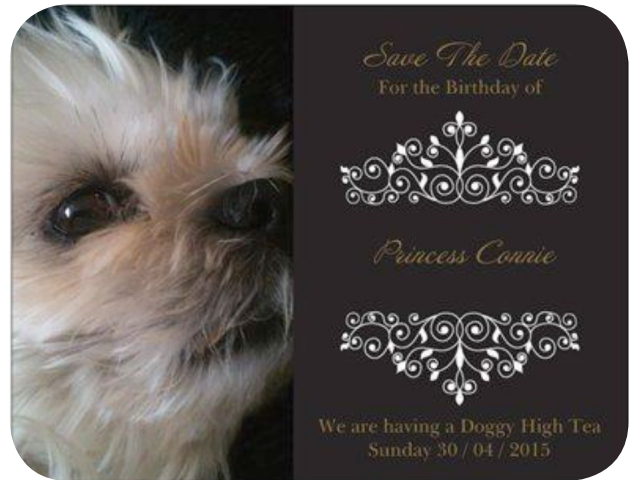


Photo and invitation design above by Anjie



Ocean photos by Jessica



Ocean photos by Jessica



Pet photos and invitation design above by Khaiden

Photography has had a great start to the year with some creative photos and information products being designed and composed by our students.



2015 Technologies Department  
Neil Berry, Denise Abordi-James, Sonia Boyadjian, Tim Reger,  
Alex Naisbitt & Phil Garnett.

If anybody has any of our D&T kits from last year, please return them as soon as possible, so that we can recycle them for other students' use.

All the best for a successful year in D&T.

**Phil Garnett (Design & Technology)**

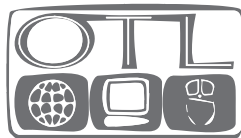
## Online Teaching and Learning

### What's new in 2015?

Online and Teaching Learning at SIDE welcomes Veronika Popp and Freya Desebrock to the team. Veronika is a French teacher who brings a wealth of experience in both Moodle and Saba to OTL. Freya is an Editor who has come on board to facilitate the move to Equella and assist with the quality assurance of resources at SIDE.

Ross Manson, Angela Melia and Matt Reverzani continue working in the OTL team in 2015. We would like to thank Kim Daymond and Neil Berry for their invaluable contribution over past years.

Moodle and Saba continue to be our virtual classrooms at SIDE. These allow students to connect with their teachers and their peers in a safe and secure online environment. It is, of course, still essential that SIDE students regularly check their email in case there are important communications from their teachers.



### Staying healthy in 2015

Many of SIDE's Information Technology units deal with workstation ergonomics. Keeping our children safe and healthy is usually at the front of parents' minds, and although the risks may not be obvious, extended computer use requires awareness and vigilance. Thankfully, staying healthy is mostly common sense.

- Start with a suitable workspace. A desk or table with enough space to allow the computer screen to be an arm's length from the eyes is essential. Obstructions to free movement on or under the desk should be cleared.
- A good chair is the wisest of investments. Adjustability of back, seat height, and seat angles is strongly recommended. You don't have to spend thousands, but a common dining chair is really not an option if the student is working long hours. Stools are not suitable seats. Period.
- Support the feet. This means adjusting seat or desk height, and using a footstool if necessary. Those of us who are vertically challenged know the annoyance of feet dangling off the floor, and tall persons tell me that a low desk is another pet hate.
- The body should be relaxed. Wrists, shoulders, neck ... everything but the mind. If there's something about the environment that is putting stress on the body, then it needs to be attended to.
- Eyes should be level with the screen (looking directly at the top third of the screen is considered optimum) and the head straight. If using a laptop, a "riser" is recommended.
- The seat should be long enough to support the thighs. Another reason for a dedicated office chair.
- The backrest should provide support – 90 to 110 degrees is recommended.
- Rest and exercise are essential. Users should take breaks and get up, stretch, and walk around. Sensible decisions need to be made about how many contiguous hours is appropriate.
- Laptop keyboards and touchpads are fine for portability, but for extended use, they are an injury trap. Good keyboard and mouse sets are not expensive, and they will plug into a USB port.

The University of Western Australia has an excellent website on the subject of ergonomics:

<http://www.safety.uwa.edu.au/health-wellbeing>

**Ross Manson**

Head of Online Teaching and Learning

TERM 1 – MARCH 2015

## Science

### Welcome to 2015

Term 1 2015 is by now complete, with many new and exciting things going on in the Science Learning Area. There are a few new staff that have joined the Science team and some old favourites have left.



**Rear row** – from left to right

Jim Marshall, Gerry Nolan, John Stritof, Ian Wallace, Suri Naidoo, Paul St Quintin, **Front row** – from left to right

Natalie Cooper, Paul Tournay, Julie Clarke, Di Saunders, Diana Tomaszos

The Science team of teachers this year are:

- Alex BERENTZEN – Chemistry, Physics and Lower School Science. Alex has been on long service leave this term and returns in Term 2.
- Julie CLARK – Human Biological Science and Lower School Science.
- Natalie COOPER – Chemistry, Chevron, Biological Science and Lower School Science.
- Jim MARSHALL – Biological Sciences and Lower School Science
- Suri NAIDOO – Biological Science, Human Biological Science, Chevron and Lower School Science
- Gerry NOLAN – Chemistry, Earth and Environmental Science and Lower School Science.
- Dianne SAUNDERS – Biological Sciences and Lower School Science
- Diana TOMAZOS – Physics, Chemistry and Lower School Science
- Paul TOURNAY – Human Biological Sciences and Lower School Science.
- John STRITOF – Human Biological Science and Lower School Science.
- Paul StQUINTIN – Physics and Lower School Science
- Ian WALLACE – Physics and Lower School Science

This year saw the Science Learning Area introduce a range of new Year 11 ATAR courses (Biology, Chemistry, Human Biology and Physics) as well as the General Biology course. The thorough preparation and introduction of these engaging and interactive courses have had a big impact on the students so far.

The Science team is also offering a course: The Powering Careers in Education (PCiE) – Chevron. This is an endorsed course and is being offered to students in Years 10, 11 and 12. At the end of this year the students will have the opportunity to attend a camp in Perth which is sponsored by Chevron.

The Science team have developed and are delivering the Australian National Curriculum in lower school. This year we are delivering the Year 7 Science course for students entering high school. Year 7s have been enthusiastic about the Science course and this is reflected in the high quality of work that has been produced so far.

All lower school and upper school courses are being delivered entirely online via Moodle and Saba this year and showcase SIDE's commitment to seamless delivery and accessibility to all students, wherever they may be. It is very encouraging to note that most of the students in Science have made a very positive start to the year. The Moodle Classrooms and Saba lessons have been well received by students, and are yielding some very exciting results.

### Come and visit us!

Many SIDE students will be lucky enough to have visits from SIDE teachers. Students and teachers always enjoy the opportunity to meet face-to-face as it makes future contacts easier. Students often say that it is easier to speak to their teachers on the phone or in Saba if they have met them. Students are always welcome to visit SIDE, so if you are in the Leederville area, feel free to drop in. Prior to visiting, make sure you contact your student coordinator so they can organise times for you to meet your teachers and organise a work space if required. There may even be an opportunity to join in a practical class or to meet students studying the same subjects.

## The Arts

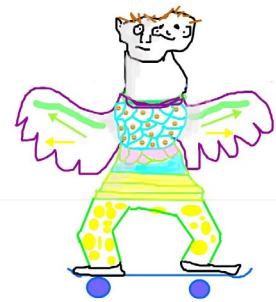
The Arts Learning Area is a strong team of Visual Arts, Design and Media Arts specialists this year. It seems students can't get enough of them so there's always someone in a lesson!



**L to R:** Neil Berry (Media), Katharina Popp (Visual Arts, HOLA), Michell Gauntlett (Visual Arts, Design), Richard Wu (Visual Arts), Rachael Macfarlane (Media, conducting Saba lesson)



Imaginary creature, William



Mr Board, collaborative work in Saba

## Evolving Moodle courses

There are a number of new courses in the Arts including Media Production Analysis Stage 3 and Certificate II Creative Industries. Year 11 Visual Arts General and ATAR course have also undergone significant revision. Art staff are working hard to make sure these courses are meeting both the new WACE and our students' needs, and that content on Moodle courses is revised and added throughout the term. Moodle course galleries are the student's portfolio of work and are regularly accessed by teachers to monitor student progress. It is important that students actively participate in their Moodle courses and upload work to their galleries or WISTIA (Media Production).

## Acknowledging work

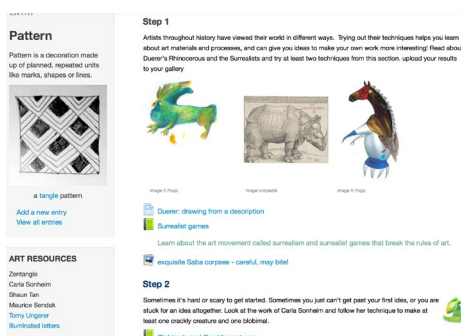
Artists often look to the art of others for ideas and inspiration. Appropriation, or using elements of someone else's work in your own, has also historically been an important part of creating work in the arts. When borrowing ideas or images from others it is essential that students acknowledge the original creator or owner of the work or idea. Students submitting work for external assessment have been penalised in the past for not acknowledging and referencing their influences. All courses in the Arts will provide information to help student appropriately acknowledge their influences.

## Submission of practical work

Senior school courses in the Arts have strict rules about the format of practical submissions including two dimensional, three dimensional, digital and audio visual work. These have been provided to students. Practical work submitted for external assessment will be penalised

## Year 7 Media Arts and Visual Arts

Year 7 students in the new Media Arts and Visual Arts courses have embraced the challenge and their Moodle galleries are a vibrant and creative record of their enthusiastic and capable engagement in the course. It has been a breath of fresh ideas and positive creative energy in the Arts Learning Area.



Year 7 Visual Arts Moodle course

TERM 1 – MARCH 2015

if it doesn't fit the prescribed format.

It is important for students to hand in practical work on time for teachers to be able to assess the work and to allow adequate time for students to act on feedback and make adjustments to their work. This can take time, so plan for it now by familiarising yourself with and sticking to the deadlines on your assessment schedule.

### Studio access

Where possible, teachers visit students to provide hands-on demonstrations and help with individual practical projects.

Teachers of Stage 3 Visual Arts and Media Production and Analysis courses spent some individual teaching time with their students at Dalyellup College.

"It was a great experience – after meeting some tutors I feel much more confident in doing SIDE."

"We were able to share our ideas and get more information about the course."

There is also a small studio space at SIDE and students are encouraged to make arrangements with their teachers to bring in their work to receive hands-on help with their project.

The Media team are hoping their students will make use of SIDE's fully equipped TV studio this year. This professional set-up is home to the Perth-based entertainment show *The Couch*. In the near future, we are



planning to organise Media workshops during *The Couch's* weekend filming schedule, giving students hands-on practical experience in the industry.

### Exhibitions

Exhibiting is part of the creative process and SIDE Arts student work will again be considered for statewide student exhibitions and awards, including Young Originals and Year 12 Perspectives. It looks like a very talented and creative group this year!



Busselton Jetty, Seth

We would like to be able to show off your achievements and promote your creative work around the school community. We also like to update Moodle courses with current, real work which helps students to better understand the expectations and scope of their course. To do this we need your permission. All Moodle courses have a link to the 'Permission to use work' form which lets you give this.



Seth





Self Portrait, Jessica

**Katharina Popp**  
HOLA The Arts

Sue Robilliard is new to the team this year and is teaching Year 7 and 10 HPE and Year 12 Health Studies (1C/D course).

Fabienne is also new to the team and we welcome her as a graduate teacher. She is with us three days a week and is teaching Year 11 Health Studies (General) and Year 8 and 10 HPE. She is also teaching in the Learning Support area.



Pauline Abordi, Paula Bowen, Bronwyn Rakimov,  
Sue Robilliard, Fabienne Byrne

## Health and Physical Education

### How the year has started

Busy, busy and busy. We have large numbers in lower school HPE and in Health Studies across the Senior School.

We welcome the Year 7 cohort to SIDE, and celebrate the success of Samantha achieving a WACE Certificate of Distinction in Stage 3 Health Studies. This was a truly fabulous result.

2015 will be the final year for Stages 1 and 3 in Year 12 Health Studies. In 2016 students will be able to choose from the ATAR or General Health Studies Courses.

Staffing has increased to 3.5 FTE as of late March.

### Team members

Pauline is teaching Year 8 and 9 HPE and Year 11 Health Studies (ATAR).

Paula also works in Student Services but teaches Year 11 Health Studies (General).

Bronwyn is the HOLA of the learning area and is teaching Year 12 Health Studies (Stage 3).

### Why Health and Physical Education?

Why should we care about them? They build students' knowledge, skills, behaviours and attitudes about health and being physically active. The curriculum encourages students to learn skills and establish behaviour patterns that will enable them to make healthy choices throughout their lifetime. It is about developing health literacy to enable students to find, interpret and understand health information, services and products.

We advocate the importance of leading a healthy lifestyle, promote the National Physical Activity Guidelines and support all the many reasons for being active, including improving overall health and well-being.

**Bronwyn Rakimov**  
HOLA HPE

TERM 1 – MARCH 2015

## Mathematics

Welcome back to Mathematics with SIDE and in particular, welcome to the Year 7 students for the first time in the Secondary School.

Student enrolments in Mathematics continue to increase and we now have 14 teachers in the team. We welcome back all the staff from last year, with the exception of Pam Clarke who is on leave. We also welcome Ms Claire Hooban who has joined us from a private school.



**L to R:** Claire Hooban Anne Paull, Kendrie Dymock, Natalie Cooper, Anne Serafini, Loula Hawes, Kim Winton, Carolyn Bone, Ron Evans, Karen Loreck, Bernie French, Ying Sturma, Miika Rautavirta, Ron Dymock.

## Lower School Maths

Australian Curriculum is now being delivered to students in Years 7, 8, 9 and 10. We have designed courses to be used in conjunction with the text books written by Dr Terry Dwyer from Queensland. Students have a Lesson Guide for each semester which refers them to the text book. The text books are also available in electronic form and housed inside the Moodle courses.

Responses from students and parents regarding the new materials continue to be encouraging.

Students are working on standard curriculum within each year group. There are common assessment tasks at strategic points throughout the year so all students are given opportunity to demonstrate their understandings on a common scale. Where appropriate, students can be placed on a modified program.

## Semester 1 reports— Lower School

Reports for Years 7 to 10 Semester 1 will indicate a grade of achievement. This is not the final grade for the course

but is a predicted grade. It is important to realise that the grades are based on commonly accepted state standards and a reflection of a student's position within a ranked list of all SIDE students in the year group.

## NAPLAN

The month of May will be the time for NAPLAN testing. Year 7 and Year 9 students are provided with appropriate practice tests within their Moodle courses. Teachers also discuss these tests within Saba lessons and the Lesson Guides make reference to NAPLAN type questions within the text books.

## OLNA

OLNA is the acronym for Online Literacy and Numeracy Assessment. Students wishing to graduate with the new WACE certificate at the end of Year 12 must now demonstrate minimum standards in numeracy and literacy.

This can be achieved by:

- achieving Band 8 or higher in NAPLAN Year 9 or
- achieving Category 3 in the OLNA in Year 10.

Should students be unable to achieve the above by the end of Year 10, they will be given further opportunities to sit OLNA in Years 11 and 12. Maths teachers have been busy working on developing student mental calculation skills (non-calculator) questions and strategies for answering multiple choice questions.

The first round of OLNA testing has already occurred this year. Students are encouraged to sit the test at the earliest opportunity as avoidance may prevent their WACE graduation.

What is different about Year 10 courses?

Year 10 courses have three different pathways. This is to allow for differentiated curriculum catering for students heading for higher level maths in Upper Secondary and tertiary courses requiring maths prerequisites.

Achievement within these pathways can be used for counselling into the appropriate courses in Years 11 and 12.

Year 10 (Pathways)	Grade (based on ranked list)	Maths Year 11/12 (subject options)
<p>Pathway 3 is an <b>ADVANCED</b> pathway for Year 10 students who are very good at maths. The work rate is faster and covers 10 and 10A syllabus.</p> <p>Pathway 2 is a <b>STANDARD</b> pathway for Year 10 students in maths. The work rate covers 10 syllabus.</p> <p>Pathway 1 is a <b>SUPPORT</b> pathway for Year 10 students who need extra help and a reduced workload. The work rate may enable a C or D grade to be achieved.</p>	<p>A Grade Excellent Achievement</p> <p>B Grade High Achievement</p> <p>C Grade Satisfactory Achievement</p> <p>D Grade Limited Achievement</p>	<p>Maths Specialist (Units 1–4)</p> <p>Maths Methods (Units 1–4)</p> <p>Maths Applications (Units 1–4)</p> <p>Maths Essentials (Units 1–4)</p> <p>Maths Foundations (Units 1–4)</p> <p>Educational Support</p>

a predicted grade. The final grade for each unit or pair of units will be decided at the end of the year.

**Carolyn Bone**

HOLA Mathematics

## Languages

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

The Languages Department at SIDE this year consists of 22 language teachers

and 3 language assistants across French, Indonesian, Italian and Japanese, delivering language programs to around 1000 students across Western Australia and around the world.



Developing second language competence and enhancing intercultural understandings through learning a second language at SIDE strengthens the ability of our students to contribute to harmony, partnership and cooperation in the region and the wider world.

### Italian

The new WACE courses for Year 11 (ATAR and General) are being successfully implemented and students have been working well to achieve their goals.

The Primary students of Italian are learning how to communicate the basic Italian greetings, how they are feeling, colours, body parts and numbers to 20. They have also been engaged with Italian Carnevale and Easter traditions.

The continuing Primary students have been studying ‘the family’, learning the names of family members, adjectives to describe them and writing descriptions. Other topics being covered are about healthy food choices and healthy living, whilst learning the names of food and exercise activities in Italian.

### Upper School Maths

2015 is the last year for Year 12 courses as you currently know them. The old WACE courses cease at the end of this year.

New WACE courses in Year 11 have commenced and the delivery method is quite different to the old WACE courses. These courses are structured around Australian Curriculum and follow a similar model to that of Lower Secondary Maths in building lessons around a text book/e-book. Moodle plays a valuable role in providing the medium of instruction and support for these new courses.

New courses for Year 12 students will be in place for 2016 so this will be a busy year for our Maths teachers who are compiling the new courses.

### Semester 1 reports – Upper School

Reports for Years 11 and 12 Semester 1 will indicate a grade of achievement. Please be aware that this is not the final grade for the unit or combination of units, but

TERM 1 – MARCH 2015

### Japanese

In the secondary program SIDE is offering a VET Certificate II in Applied Languages: Japanese and continues to offer WACE programs both ATAR and General. In primary Japanese we continue to plan and implement a variety of interesting learning activities allowing students to engage with various cultural aspects of Japan. The Japanese team welcomes Sakura who will be working with our upper school students on speaking practice in preparation for the speaking exams next term.



We also welcome back Michael Boyle who has returned to SIDE after his time working for ACARA. One of our Japanese teachers, Karen Worth, travelled to Japan in the holidays with her family. The highlight for her boys was the ride on the 'Shinkansen' bullet train.

### Indonesian

This year we again offer Primary language classes from Pre-primary – Year 6, as well as Lower Secondary and Senior Secondary WACE and General Indonesian courses. We also deliver the SCSA Indonesian First Language course.

This semester the Indonesian team have the good fortune of having Desi Setianingrum as our Language Assistant. Desi comes from Lampung, Sumatra and as well as adding a great dimension to Indonesian language learning she has been able to talk to students about seeing orangutans

and elephants in the wild. In Sumatra, Desi works for a motorcycle company as well as a design and photographic company. She also volunteers in an educational based NGO. At SIDE, Desi



assists in Saba lessons, providing students from primary and secondary classes with the opportunity to use Bahasa Indonesia with a native speaker and learn more about daily life in Indonesia. Desi has already begun 'rugging up' as the weather becomes cooler!

### French

To complement our WACE courses in French, we are again offering the VET course, Certificate II in Applied Languages: French. The course is aimed at beginning students in Year 10 or Senior Secondary School and is completed over two years. In the first year, students focus on their speaking, listening, reading and writing skills to communicate in a social setting. The second part of the course will focus on developing the same set of skills in a workplace setting.

Maeva is our French language assistant this year. Maeva comes from the south west of France, a little city called Tarbes. It is one hour away from Toulouse and one hour from Biarritz. Tarbes is a charming city set on the Atlantic Ocean, at the foot of the Pyrenees and not far from Spain.

Maeva is in the process of finishing her masters in political sciences of the English-speaking world and hopes to enrol in a PhD when she returns to Europe. Australia is the first English-speaking country that she has visited and she feels it has been a fulfilling and interesting experience.

Maeva also works at two other schools, but really enjoys SIDE as she says 'I like the fact that I can help students improve their French and cultural knowledge on a more individual basis'. Maeva believes learning a new language with the associated culture is the best way to broaden horizons.

## Why learn a second language?

ACARA (Australian Curriculum Assessment and Reporting Authority) outlines that learning another language has been shown to extend students' intellectual and analytical capabilities and strengthen their cognitive and general learning capabilities, such as creative and critical thinking. It also acknowledges that languages play a role in improving student knowledge of concepts across the curriculum and enhances their employment and career prospects.

## Some languages study tips for secondary students

### Stay organised

Your language teacher has given you timelines, deadlines, work calendars. Use these tools to help you stay organised.

### Plan for regular study time in your week

This time needs to include revision time too.

### Stay in contact with your language teacher

Speak to your teacher on the phone, via email and during a Saba lesson at least twice a week. This is important!

### Read and listen to as much as you can in the Target Language

Ask your teacher for some good internet sites with podcasts and other texts that you can access independently.

### Enjoy your language studies!

Make the most of every opportunity to speak to other people who speak your language.

**Karen Bailey**

HOLA Languages

## Humanities & Social Sciences

The HaSS Learning Area has been growing daily with student numbers soaring at all year levels. There has also been an excited buzz in the air since our Year 7 students joined us. Our teaching talent has also been enhanced to meet this growth with three new members of staff and a

familiar face rejoining our merry throng. We are delighted to welcome our new staff members who have

collectively and dramatically changed the demographic of the department.

**Simon Bourke** has joined us from Canning Vale College and is our

dedicated coffee aficionado. He is delivering Year 11 and 12 Politics and Law courses.



**Caitlin Thomson** has come on board as a graduate teacher and is delivering Year 11 Modern History ATAR and Year 9 HaSS. She

is also currently studying German. Herzlich willkommen Caitlin!

**Caroline O'Sullivan** has joined us from Kinross College and is delivering Year 11 and 12

Economics and Year 10 HaSS. She's our resident sky-diving expert! Listen out for the lilting Irish accent.



**Rose Lee** has worked in the HaSS Learning Area previously and has joined us once more to deliver Cert II Business Services and Year 8 HaSS. Welcome back Rosie.

We also welcome back the trusty HaSS team of Adele Clarke, Sharon Cutten (aka Shaz), Joan Duns, Julia Freeman (HOLA), Ros Keron and Elizabeth (Liz) Wells.

## Year 7 transition to secondary HaSS

Our Year 7 students are off to a brilliant start with their Ancient History work. They have been creating podcasts, raps, poems and even documentary broadcasts to showcase their skills. They have navigated their Moodle courses, savoured their Saba lessons and conquered their uploads. What a superlative effort!

It appears that we have many budding archaeologists and historians amongst the group. Other talents that have

TERM 1 – MARCH 2015

been demonstrated include early signs of careers in radio announcing, news reporting and learned academics.

### Semester 1: ANCIENT HISTORY

TASK Due	AUSTRALIAN CURRICULUM History Year 7	%
Week 3	History of Ancient Societies	10
Week 6	Proposal for conserving a shell midden	20
Week 10	Historical Inquiry: Mediterranean World	25
Week 12	Test: Ancient Australia and Rome	30
Week 15	Digital History of an Ancient Asian City	15

The two teachers of the course, Elizabeth Wells and Julia Freeman, would like to commend all the Year 7 students who have navigated their way to print their beautiful posters created by Janet O'Brien and the Curriculum Resource Development Team.



We know that students have extended their IT and organisational capabilities with the help of a great team of supporters. We would like to thank the supervisors and parents for their support and guidance. We have appreciated how well you have maintained regular contact to create some fabulous results.

### Year 10 Sharemarket game

Year 10 students studying Economics and Business Studies within their Humanities and Social Sciences (HaSS) course at SIDE begin their studies with a foray into the Sharemarket.

They have created syndicates that will trade in real time on the Australian Securities Exchange (ASX). Students get

to invest a virtual \$50 000 in creating a share portfolio and try to outperform other syndicates of students from across Australia.

The competition is run each year by the ASX. Anyone can access the website and see the wealth of tutorials that support the learning within this interactive adjunct to our HaSS course. There is even an opportunity on the ASX website for parents to compete in the public game.



Teachers would welcome parents and supervisors taking an interest and giving advice in the trading decisions that students are making. This is a great opportunity to share the experience and even to see what our Year 10 students already know. These are great dinner-table conversations!

Contributed by:

**Sharon Cutten and Julia Freeman (HOLA)**

## Library

It is a new year with lots happening in the library. There are some new services and we have been talking to Year 7–10 English students in Saba about their reading.

Welcome to Michael Bate, our newly appointed Library Technician.

Authors Online confirmed for 2015 include:

**Term 1:** Craig Silvey (*Jasper Jones*) and Chris Owen (*My Superhero*)

**Term 2:** James Foley (*In The Lion and The Last Viking*) and Mark Greenwood and Frané Lessac (authors and illustrators of so many books we have lost count!)



A new Resource Centre Online was launched in Moodle

Select the RCO button on the right for:

- book reviews
- encyclopaedia Britannica
- online Referencing Generator
- e-book information and much more



Check out SIDE's Online Catalogue

- <http://oliver.side.wa.edu.au>
- Search for books and e-books, audio and e-audio, DVDs.
- Find news and lists of resources.



Find some e-resources at SIDE Digital Library

- <http://side.lib.overdrive.com>
- e-books and e-audio for your laptop or tablet



Need support?

E: [res.side@education.wa.edu.au](mailto:res.side@education.wa.edu.au)

T: 08 9242 6303

W: [oliver.side.wa.edu.au](http://oliver.side.wa.edu.au)



**Cathy Scott, Liz Allen and Helen Willison**  
Teacher Librarians

The team includes:

Coordinator:	Kylie Bradford
Teachers:	Jane Bourke Fabienne Byrne Miranda Free Kim Ganfield Donella Grieco Andrew Grieve Claire Hooban Tina Mastrantino Angela Melia Patti Morgan Gareth Richardson Susan Taylor Carolyn Vinton Judith Williams Robin Williams
Education Assistant:	Jo Duczynski



Front row (L to R): Carolyn Vinton, Jane Bourke, Donella Grieco  
Middle row (L to R): Kim Ganfield, Susan Taylor, Kylie Bradford  
Back row (L to R): Andrew Grieve, Miranda Free, Robin Williams, Gareth Richardson

## Learning Support

The Learning Support team would like to welcome back for 2015 previous students, parents and caregivers and partnership schools as well as extend a welcome to new students who have accessed Learning Support for the first time in 2015. The team provides a range of educational programs across a number of learning areas using a variety of teaching techniques for students in Years 7 to 12. The programs are individualised to allow for students to achieve success based upon their particular needs and barriers that may be present in their education.

In 2015, Learning Support has some familiar faces but also welcomes some new staff and a new coordinator to the team.

We are looking forward to a fun filled year of engaging students through online learning programs in Moodle 2 and via Centra (Saba) that will assist students in meeting their educational goals.

Programs to enhance your child's engagement in their education and apply what they are learning:



TERM 1 – MARCH 2015

## The Australian Cybercrime Online Reporting Network (ACORN)

The Australian Cybercrime Online Reporting Network (ACORN) is a secure reporting and referral service for cybercrime and online incidents which may be in breach of Australian law. Certain reports will be directed to Australian law enforcement and government agencies for further investigation. The ACORN is an online reporting facility for cybercrime. The ACORN will make it easier for the public to report cybercrime, get the information they need to protect themselves online and ensure agencies can respond more quickly. The ACORN will also provide a clearer picture of the cybercrime affecting Australians. This will help improve our operational and policy responses.

The ACORN is a national policing initiative of the Commonwealth, State and Territory governments. You can report the most common types of cybercrime to the ACORN.

**Further Advice on Protection against crime <http://www.acorn.gov.au/protection-prevention/Lifeline> (13 11 14), beyondblue (1300 224 636)**

If your child sees illegal or inappropriate online content please report this via ACMA's online content complaint form.

If you suspect an adult has engaged in inappropriate activity involving a child, call the police immediately on Triple Zero 000 (if it is an emergency) or Crime Stoppers on 1800 333 000.

If you are being bullied or harassed or have seen abusive or inappropriate content on social media, you can report this to the relevant social media provider. The process for doing this is slightly different for each site:

- Facebook – you can report abusive content on Facebook by using the Report link that appears near the content itself. Facebook's How to Report Things page has instructions on how to report abusive content for the different features.

- Twitter – you can file a report that someone is posting abusive messages by going to Twitter's forms page. More information on Twitter's policy on abusive behaviour is available at the How to Report Abusive Behaviour page.
- LinkedIn – you can report inappropriate content that violates LinkedIn's Community Guidelines or User Agreement by flagging it directly from the site. Your identity will not be shared if you flag an item. You can also report spam, phishing and other suspicious messages. After reviewing reported items, LinkedIn will take them down if necessary.
- YouTube – you can report content that violates YouTube's Community Guidelines by flagging it. Flagging videos does not take them down straight away, but sends a report back to YouTube staff to review the flagged video. More information on flagging videos is available at YouTube's Community Guidelines Violations page. To report a case of harassment, privacy or bullying, you can visit YouTube's Help and Safety Tool page.



- Instagram – you can report inappropriate photos, comments, or users that are in violation of Instagram's Community Guidelines or directly to Instagram with the built-in flagging feature.

You can also report serious cyber-bullying or stalking behaviour to the ACORN if the conduct is intended to make you (or the victim you are reporting on behalf of) feel fearful, uncomfortable, offended or harassed.



## Support for children

Children can be particularly vulnerable online. They may become victims of cyber-bullying, targets of online grooming or be exposed to inappropriate online content which involves concepts they are not developmentally ready to manage.

Children often do not tell their parents about online incidents in fear that it will make the situation worse. This may be damaging to a young person's health and wellbeing, particularly if they have already experienced mental illness or trauma.

If you know or suspect that your child has been a victim of cyber-bullying or any other type of cybercrime, it is important that he or she feels comfortable to speak about the incident with you, a teacher or another trusted adult.

Your child may also benefit from contacting Kids Helpline on 1800 55 1800. Kids Helpline is a free, private and confidential, telephone and online counselling service specifically for young people aged between 5 and 25. It is available 24 hours a day to help with all sorts of problems, big and small.

You and your child may also find it useful to access the Cybersmart Online Helpline Service or consider the following resources:

- Online safety advice for kids and teens
- Socialising online
- Dealing with cyber-bullying
- Cybersafety help – Information and Cybersafety help button.
- Secure your mobile devices.

If you or your child have seen material online depicting sexual conduct involving children or you suspect an adult has engaged in any inappropriate activity involving a child, there are well-established processes in place for the reporting and investigation of online offences against children. Given the seriousness of these offences and the need to act immediately, the ACORN does not accept reports on online offences against children.

The Australian Communications and Media Authority accepts reports of offensive and illegal online content including child sexual abuse material.

If you suspect an adult has engaged in inappropriate activity involving a child, call the police immediately on Triple Zero 000 (if it is an emergency) or Crimestoppers on 1800 333 000.

Can I file a complaint via phone? No. The ACORN will only accept reports via the online reporting facility. Reports via telephone, mail, fax, or email will not be accepted.

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