



Schools of Isolated and Distance Education

INSIDE VIEWS



From the Principal



Noel Chamberlain
Principal

SIDE DOES IT AGAIN!

The SIDE Careers teachers (Shane Murray and Nic Keskinidis) have once again been highly successful by having a student win a 2014 Australian Vocational Student Prize.

The Australian Vocational Student Prize (AVSP) recognises Year 12

students who demonstrate exceptional skills, commitment and achievement while undertaking a Vocational Education and Training program or an Australian School-based Apprenticeship.

The AVSP promotes Vocational Education and Training (VET) as a valuable and desirable pathway for students and is the vocational equivalent of the Australian Student Prize.

The SIDE student winners for the 2014 prize are:

Nikita from Mandurah and Brooke from Lake Grace.
Each student will receive a certificate and \$1,000.

Since the inception of the AVSP in 2005, SIDE has had winners every year, resulting in fourteen winners over the eight years, including two Prime Minister's awards for Skills Excellence in Schools.

Once again an outstanding achievement!

Upcoming end of year examinations

Our Year 12 students are currently sitting their end of year exams, followed closely by the School Curriculum and Standards Authority (SCSA) Western Australian Certificate of Education (WACE) exams in November. I wish them all the best and encourage them to continue their revision studies as they prepare for these important examinations.

Steve Hoey, Deputy Principal, put together the following tips for finishing Year 12 on a good note and end of year exam preparation.

Upcoming course work

Make sure your course work is up to date and assignments completed on time. It is extremely important that you don't get to the end of the year trying to catch up on missed work when your energy should be focussed on revision for examinations. The following suggestions are sensible study skills. Read them, act on them.

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Science Week 15 – 23 August. Visited by two highly esteemed scientists. Dr Siouxsie Wiles and Ben Britton

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Indigenous Literacy Day Wednesday 2 September.

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Manage your time

Manage your time effectively: there are only 24 hours in the day and 8 of those are for sleeping – you need your sleep. It's easy to squander valuable time, particularly on weekends and contact free days. You should be using some sort of a daily planner to schedule your studies and social activities. In determining your schedule, make sure it is relevant and achievable. Then stick to it – be strong, don't be distracted. One way of sticking to the schedule is to seek support from Mum, Dad and friends.

Good study habits

If you've got them, great! If not – well, there's still time to develop them. Good study habits include the following basics.

- Complete assignments thoroughly and in a timely manner.
- Review your notes daily, rather than cram for tests the night before.
- Set aside quiet time each day for study even if you don't have homework or a test the next day!
- Studying with a partner is also a good idea, provided that you study and don't turn it into a talk-fest. There's time for that later.

Set realistic goals

It's important to set goals, as long as they're realistic. Setting goals that are unrealistic will result in frustration and disappointment.

Ask lots of questions

You've heard it before. "The only dumb question is the one you don't ask". If you don't understand something, ask questions. This will save you a lot of time.

Write good notes

Note-taking should be in a form that's most helpful to you. If you're more of a visual person, try writing notes on different coloured index cards. Personally, I am a big fan of highlighter pens (it's quick). Re-writing your notes (and reading them) daily is another strategy. When you have completed a test, go back over your notes to see if your notes contained the answers to questions asked on the test. If not, add to your notes.

Do your homework/assignments on time

Hard to believe, but teachers give homework for a reason.

While it may seem like 'busywork' at times, it definitely has a purpose.

Cramming

Don't wait until the night before the test to review your notes. Go over your notes regularly. Add any missing pieces.

Get organised

Get organised, it will save you valuable time and frustration when you are unable to find the notes you wrote last night. Organise your file, number pages, date work and use titles and subtitles. Keep all your study materials (calculator, planner, books, notebooks, laptop, etc.) in one convenient location. Look at your daily planner every day.

Motivation, commitment and perseverance

You've started the course, the end of the school year is in sight, now you need to complete it. Do your best and get the most out of it! Your commitment will pay off in the end. Set your mind to your work, no excuses. Success is up to you!

University information and scholarships

A great many scholarships and bursaries exist for WA universities and residential colleges. These can be awarded for academic merit, financial need, leadership, community service or other varying criteria. A search of each university site is a good start.

- Curtin University of Technology: www.curtin.edu.au
- Edith Cowan University: www.ecu.edu.au
- Murdoch University: www.murdoch.edu.au
- University of Western Australia: www.uwa.edu.au
- Western Australian Academy of Performing Arts: www.waapa.ecu.edu.au

Going to TAFE

All information about key dates, entry requirements, evidence guides and selection criteria are on the web site: www.tafe.wa.gov.au

Celebrating student excellence 2015

SIDE will be celebrating the excellent performance of K-12 students in an online environment this year. This will be hosted by the SIDE website. Look out for the wonderful

recognition of our students from 14 December 2015. Award winners will be posted their certificates and prizes.

Farewell: Karen Bailey



The staff at SIDE said farewell to Karen Bailey in August. After 35 years with the Department of Education Karen decided that it was time to retire. Karen was a valued Head of SIDE's Languages Department, overseeing our Year 1–12 languages program.

Karen has always been a passionate languages teacher extolling the importance of second language acquisition for students. Karen's work in this area saw her working with many students, schools, teachers and other community groups and is held in high regard not only as a leader in education but also because of her active promotion of the Indonesian language and culture.

In 2013 Karen was awarded the Order of Australia Medal for her service to education, particularly through the promotion of the Indonesian language and culture.

Karen is to be congratulated on a wonderful career and we wish her all the best in retirement.

Noel Chamberlain
Principal

Success in statewide ART exhibitions — Metamorphosis and Young Originals

SIDE recently entered some of our brilliant young artists' work into two major exhibitions. The Metamorphosis exhibition is a showcase of innovative, exploratory and exciting creative works created by West Australian Year 11 and 12 students. Held at Central TAFE Gallery every year, this is open to all Year 11 and 12 students across the state. Being selected to exhibit is a prestigious honour, this year achieved by SIDE student Millicent from Mount Barker.

Metamorphosis Exhibition 2015



Millicent with her Art teacher Richard Wu at the Metamorphosis Exhibition.

'Dissonance'
By Millicent (Year 12) Mixed Media



'Emergence' Wire, wood and thread sculpture
By Lara (Year 10) Perth Ballet student

The Young Originals Exhibition

The Young Originals Exhibition celebrates the creative and innovative arts programs taught in Western Australian public schools. Entries are open to all students (Years 8-12) in Education Department Schools statewide. Being

selected from the hundreds of high quality entries is highly prestigious and a 'feather in the cap' of any school. This year this feat was achieved by four students from SIDE, an outstanding effort and a credit to the SIDE Art Department.

The successful works are pictured as follows.



'Terre Nullius'
*By Taylor (Year 12) Melbourne student
4 minute film (3 stills from Taylor's film shown)*

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'Personal Space'

By Seth (Year 11) Busselton student
Acrylic on paper



'Childhood'

By Laveda-Cheri (Year 10) Perth Ballet student
Wire sculpture



Laveda-Cheri with her Art teacher Richard Wu and sculpture at The Young Originals Exhibition.

The Arts

Term 3 is a very busy time for all SIDE Art and Media students and many of the Senior School students are working on their final submissions. The Stage 3 students in Visual Arts and Media Production and Analysis have to submit their work to Schools Curriculum and Standards Authority (SCSA) so we wish those students all the very best.

Senior School Visual Arts students in Focus – Millicent and Taylor

Millicent (Year 12) selected in the Metamorphosis Exhibition (Central TAFE)



Millicent's work 'Dissonance'



A detail from 'Dissonance'

Millicent's Artist's Statement

Lives are not made to be bought and sold, yet this is what is occurring in our modern world today. Human trafficking is thought to be one of the fastest growing activities of trans-national criminal organisations of our time with over 200,000 young girls trapped in the cotton industry alone. Through my piece, 'Dissonance', I aim to present this diabolical practice of our modern society in a negative perception. These actions are being driven by our materialistic, consumerist society of which we are the ones with the power for change. Many of us are already aware of the way our actions are affecting textile workers in third world countries but experience a feeling of dissonance, resulting in us giving in to our desires. I have incorporated the symbol of a barcode to convey the act of buying and selling. The hands, the hands of the enslaved, have no identity but that of the barcode, creating the sense that they are less than human, treated as mere objects. These hands may be seen to represent those of the physically enslaved but also the hands of us, as the western world consumers that are just as tangled in the cycle as the slaves themselves, due to our greed and lust. Yet we have the power to change. We have the power to free these people.

“I believe I’ve seen hell and it is white, it’s snow white.” – Margaret Thornton, North and South (Elizabeth Gaskell, 1855)

Taylor (Year 12) selected in The Young Originals Exhibition (ECU)



Stills from ‘Terre Nullius’

Taylor’s Artist’s Statement

‘Terra Nullius’ is a portrait film commenting on the ongoing unhealthy separation of human beings from the natural world, and the truth that we cannot tame it because we are a part of it. My goal was to create awareness of this detachment and to remind viewers of the power of nature. I used limited materials in this work, namely a simple camera, tripod, dancer and computer editing software. The name of the film is a commonly known Latin term, especially in Australia, meaning ‘nobody’s land’. I feel that this was an appropriate title to remind audiences that attempting to tame nature is unproductive and harmful.

Lower School Visual Art

Year 8

The students have studied imaginative drawings, Islamic art and colour theory to help in designing a stencil based on natural objects.



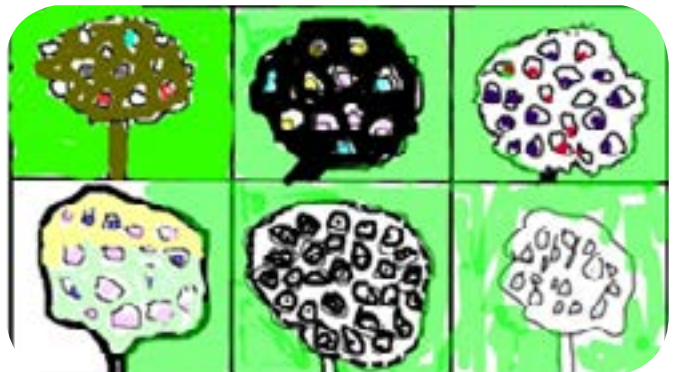
Online imaginative drawings by Year 8 students using Saba



Online contrasting colours explored by Year 8 students using Saba

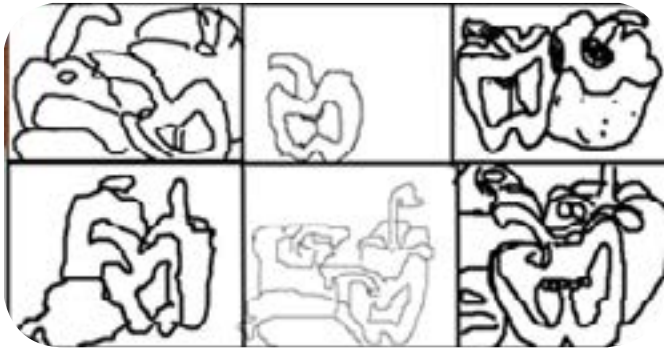
Year 9

The Year 9s are exploring Australian printmakers and developing designs for a set of printed cards.



Online drawings of a bush nut by Year 9 students using Saba

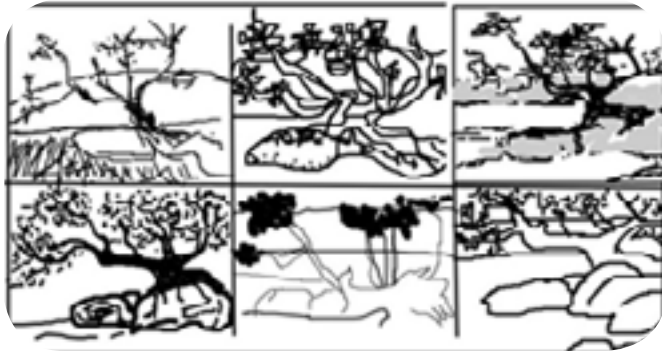
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Online drawings of capsicums by Year 9 students using Saba

Year 10

Students have studied still life drawings and famous international modern artists before creating interesting designs printed on bags.



Online drawings of an Australian Landscape by Year 10 students using Saba

Reading Media Production and Analysis ATAR

With Year 11s finalising their documentary productions, this edition highlights the creative talents of our talented group of Stage 3 students.



Alex (Year 12) – 'The Door'



Taylor (Year 12) – 'Mind'

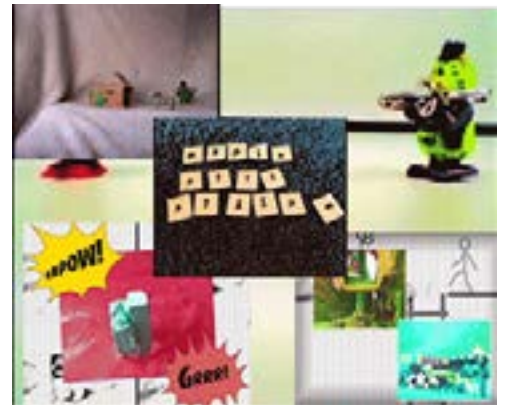


Ramon (Year 12) – 'Amaurosis'

Year 7 Media Arts

This term Year 7 students have been working on animations using a variety of software applications and techniques.

Katharina Popp (HOLA)



Student Services and Careers/ VET team

Another busy term for the Student Services team with many coordinators conducting visits in the regions they are responsible for. Coordinators also focus on providing further support to Year 12 students as they prepare for their future endeavours at university or look to attain a qualification through a Training Provider such as TAFE.

Student Services Program Coordinator Nic Keskinidis recently delivered some informative TISC information to assist Year 12 students applying to university for 2016.

A busy term for all our Year 12 students, also as they prepare for their exams in Week 10. Students in Year 11 will not sit their exams until Week 6 of Term 4. There have been many study skills links provided through Moodle essentials which students are encouraged to visit: <http://otl.side.wa.edu.au/moodle2/mod/book/view.php?id=179956&chapterid=85238>.

We wish all our Year 11 and 12 students well with their upcoming exams.

Achievements of current SIDE students

SIDE takes pride in our elite athletes and would like to acknowledge the achievements of three of our students.

Congratulations to Tamsin (Year 11) and Damian (Year 12) on their recent success at the 2015 FINA World Junior Championships in Singapore.

Both Damian and Tamsin were chosen as Leaders of the Australian World Junior Swimming Team, which is a fantastic accolade.

Damian achieved 4th position in the 200m freestyle in a personal best time of 1.48.90 and he led off in the 4 x 200m freestyle relay, and the team went on to take silver behind the USA team.



Damian



Tamsin

Tamsin set a meet record on her way to winning gold in the 400m freestyle, and claimed silver in the 200m butterfly. She was also the lead-off swimmer for Australia's gold medal winning, junior world record breaking 4 x 200m freestyle team!

Congratulations also go to Tristan (Year 12) for his recent performance at the Major League Baseball Academy in Queensland in August. Tristan was chosen Most Valuable Player (MVP) of the camp and selected in the Australian U/18 World Cup team.



Tristan

At these championships Tristan made the World All Star Team – one of 12 players to be selected out of a total of 240!

VacSwim October school holiday swimming programs

It is important for every child to learn to swim properly and develop essential water safety skills. VacSwim's October school holiday swimming program is conducted by qualified instructors who teach children the skills to be confident swimmers and safe in the water.

This year there has been a small price increase from \$10.00 per enrolment to \$12.50 per enrolment (family enrolment for three or more children living at the same address is now \$34.50).

For program locations and to enrol visit education.wa.edu.au/swimming

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Workplace Learning

Jack: Work placement at the One Arm Point Hatchery



Work experience placements give students the opportunity to take on some really interesting and challenging responsibilities while developing core skills for work.

Jack is one student who has made the most of his opportunities through the Authority Developed Workplace Learning program (ADWPL) offered through SIDE.

Jack and Shane Murray discussing the different fish at the Hatchery

The Workplace Learning program enables the student

to experience first-hand the world of work. Jack's work placement is at the Hatchery at One Arm Point. He travels from his home on the Dampier Peninsula once a week to work at the Hatchery. Jack has been involved in all facets of the business. He has learned about the habits of different fish, assists with controlling the environment of the tanks and conducts tours of the facility. In addition, Jack has learned to polish and decorate shells that are then sold to tourists. Some of the shells are made into bangles and other pieces of jewellery.

Shane Murray (Workplace Coordinator) and Gay Tierney (Student Coordinator) had the opportunity to observe Jack giving a tour of the Hatchery to a large group of tourists. Tourists visit the facility as part of a day of touring

the Dampier Peninsula. Jack spoke authoritatively about the different fish, gave tourists opportunities to interact with the fish by feeding them and entertained everyone with his knowledge and exploits.



A windblown Jack with tourists

Gay Tierney – Student Coordinator



ADWPL student Jack explaining the working of the Hatchery to tourists

Regional visits

Regional visits are a great way to see students and the learning environment they work in. They provide a great opportunity to work one to one with students and build even stronger relationships with schools, students and their families.

West Kimberley regional visit

Jim Marshall (Science Teacher), Bev Meneghello (HaSS Teacher), Shane Murray (Workplace Coordinator) and Gay Tierney (Student Coordinator) visited schools and home-based students in Broome and Derby in Week 4 of Term 3.

Jim worked with his Year 11 and 12 students studying Biological Sciences at Broome SHS.



Jim and Harry

Bev Meneghello worked with her students studying Geography at St Mary's College and Derby DHS.



Bev Meneghello and Jarred at Derby DHS



Home-based student Jack

Jack (Year 8), a home-based student from Ellendale station, came into Derby to meet with SIDE teachers.

Gay Tierney and Shane Murray visited home-based student, Jack at Goombaragin outside Beagle Bay. They also travelled to One Arm Point to observe Jack at work at the Hatchery.



*Jack working with Shane Murray on his Workplace Learning activities
Gay Tierney – Student Coordinator*

Midwest 1 (Lancelin, Binnu, Dongara, Jurien Bay, Kalbarri and Shark Bay)

The Hazell family at Binnu have three students studying through SIDE. Taylah, Year 11, has completed 94 on-the-job training hours at the Binnu Primary School in an office/admin and Education Assistant role as part of her ADWPL program. She has also been working in the agricultural industry, on the family farm, getting involved in some very hands on primary industry tasks.



Taylah "farm girl"



Wil with his live lizard collection

James has settled into the rhythm of SIDE studies and Wil has found Year 7 a challenge and very different from being in a primary school classroom. He is settling in now and is enjoying his subjects. Wil has a deep interest in lizards and was very happy to show them off.



Shane working with Taylah

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Stacey Mylonas (Student Coordinator) and Shane Murray (Workplace Learning Coordinator) did a Midwest 1 Regional Trip during Week 5 of Term 3. They visited two home based families and a number of schools over the four days.

Corey is a Year 11 home-based student in Lancelin. He has settled well into his SIDE studies. He showed his work space and the fantastic job he did restoring an old surfboard while doing his ADWPL placement at the Surfboard Shack.



Corey and the refurbished board



Corey at his desk

Dongara, Jurien, Kalbarri and Shark Bay students welcomed the SIDE staff and listened intently to the information being imparted.



Chantelle Year 12 Jurien Bay



Dongara Year 11 & 12 SIDE students



Year 7 Shark Bay students at work on their SIDE English



Chanae (Shark Bay) at workplace

Keeley & Ella Year 12 preparing for a Saba lesson

Stacey Mylonas – Student Coordinator



South West 1 – Mount Barker CC and North Albany Senior High School

In early August, Karen Loreck (Student Coordinator) and Ian Wallace (Science Teacher) visited two schools in the southwest. Ian spent a day working with his Physics students at Mount Barker and Karen met with students and staff at North Albany SHS.

North Albany Senior High School

North Albany SHS has a well set up and supported SIDE program. It was very interesting to meet with the students to get their feedback on the benefits and drawbacks in online learning through SIDE compared with face-to-face learning. The students have generally enjoyed their SIDE experience and had a lot of positive feedback regarding the assistance they had received from their teachers.

A special thank you to Barbara McNeill – the SIDE supervisor – who coordinated the visit, ensuring that Karen was able to speak with the maximum number of students and staff in the short time she had to visit NASHS.

Karen Loreck – Student Coordinator

Some of the students from North Albany that Karen was able to meet with:



Derek



Lauren



Aislinn



Douglas



Karen, Keesha & Jonathon



Maeve



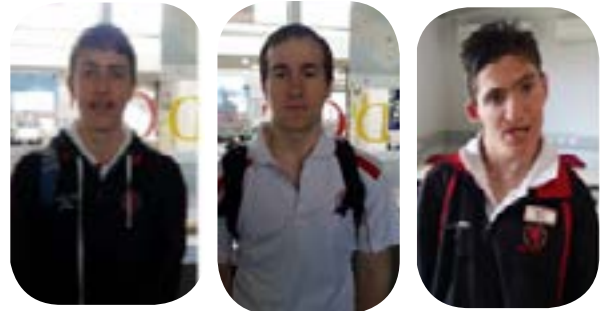
Taneesha & Jessica



Cassie & Reuben

Mount Barker Community College

Ian Wallace spent a day at Mt Barker CC working with his Physics students. The day was valuable with students benefitting greatly from working face-to-face with Ian for the day. There has been much better communication from the students since Ian's visit and their results have shown improvement. All up it was a very successful visit.



David, Joshua and Jos during their day with Ian on their SIDE English

Pilbara 1 Hedland Senior High School

On 27 August Dylan Reid (Student Coordinator) and Ros Keron (History Teacher) flew to Port Hedland for the day to meet with Year 11 and 12 students at Hedland SHS.

Ros worked with the Modern History students for the day and after a brief discussion on the positives and negatives of working through SIDE, they reviewed their Modern History curriculum and began preparing for the exam. After lunch there was great discussion about the novel *The Wrong Boy* based on the Holocaust that students had been reading.

Dylan spent the day with SIDE supervisor Jan Cartwright. Jan has been a supervisor working with SIDE for some time now and had gone to great lengths to make the most of our visit.

The allocated SIDE room at Hedland SHS is quite small but students have a large area outside the classroom that they can utilise at various times during the day. Students work from the Hedland timetable, so Dylan met with different groups of students throughout the day to discuss their progress with their SIDE subjects.

Towards the end of the day, Dylan and Ros met with both the Year 11 and 12 coordinators and also some parents that had been invited into the school. Jan took Dylan on a tour of the school as there is a very impressive new administration building on the school site.

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There was a very friendly feeling within the school and genuine appreciation for our visit.

Dylan Reid – Student Coordinator



Dre'Annah, Mayisha and Rebecca outside the SIDE room



Kayleigh working on her AIT in the SIDE room



Ahnaf working in the SIDE room



Ciara getting her progress report for Politics and Law



Jenna getting her progress report for Accounting and Finance



William working in the SIDE room



Zunayed working outside the SIDE room

Mathematics

Senior School

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

Year 12 students can find a large number of past exam papers, including solutions, within their Moodle courses. In addition to this, revision kits and copies of past papers have been posted to students. As this is the last year of running the old WACE courses, these kits and papers are consumable so we do not require their return.

Year 11 students are the first group working on new WACE courses so the range of revision papers is not so extensive. Whatever is available is housed within Moodle. ATAR students should also have purchased the relevant WACE Study Guide by Academic Associates to assist with revision.



History students in the library listening to Ros

Students are reminded that time must be allocated for exam revision. This means on top of ongoing completion of assessments and tests. Exams are not simply “big tests”. The structure and phrasing of questions plus the duration of an exam makes for a very stressful combination if students have not exposed themselves to exam style conditions since their mid-year exam.

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

The Mathematics department wishes all students the best for their upcoming exams. In the famous words of Aristotle “you get out what you put in.”

Lower Secondary

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

NAPLAN

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

SIDE Year 7 students had some impressive results. Our average of 563 was 3.7% higher than the national average of 543.

SIDE Year 9 students had an average of 589 which was only 0.5% lower than the national average of 592. It is worth remembering that students achieving Band 8 and above in the NAPLAN tests are not required to sit the OLNA test for WACE graduation.

What is OLNA?

OLNA is the acronym for Online Literacy and Numeracy Assessment. This is a WA assessment currently sat in Year 10 and Year 11, which can be used to counsel students into appropriate courses in Years 11 and 12.

If students are aiming for WACE (Western Australian Certificate of Education) graduation, then they must

pass the OLNA test unless they have pre-qualified with NAPLAN.

The Mathematics department provides a Moodle course called Mathematics numeracy skills, which provides:

- strategies in answering multiple choice questions
- the link to the SCSA (School Curriculum and Standards Authority) webpage providing practice OLNA questions
- links to other online assessments to practise answering multiple choice tests
- pdf versions of multiple choice questions with an equivalent standard to that expected in OLNA.

All students who are required to sit OLNA are enrolled into this course by their teacher.

Warm-ups for your brain. . .

Guess the Number

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

The Two Watches

My brother and I can't seem to get our watches working properly.

His consistently runs one minute per hour fast, and mine runs two minutes per hour slow. We nearly missed a party on Saturday because our watches were an hour apart and we looked at the slower one. How many hours had elapsed since we set both of them properly?



© Microsoft clip art

This is like an optical illusion... with numbers!

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

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

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

Carolyn Bone – HOLA Mathematics

Solutions:
Guess the Number: 1349

The Two Watches: 20 hours

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Health and Physical Education

City to Surf

Perth completed the 2015 Chevron City to Surf on 30 August and with over 45,000 participants raising \$530,339 for WA charities, the event has become WA's largest community sporting event.

The benefits for physical activity can be experienced at any age and include improvements in not only physical health but social, emotional and mental health as well. Here are the details for some upcoming fitness events.

Illumi Run Perth – 3 October 2015

Gloucester Park, WA

A 4km night-time fun run where music, colour and fun take priority.

Oxfam Trailwalker Perth – 9–11 October 2015

Darlington, WA

Those who are up for a challenge can get a team of four together and walk or run either 100km in 48 hours or 50km in 24 hours.

Act-Belong-Commit Augusta Adventure Fest 2015 – 7 November 2015

Augusta, WA

You can trail bike, mountain bike, ocean swim and paddle through this adventure race. There is also a Junior Survivor obstacle course for children aged 4–13 years.

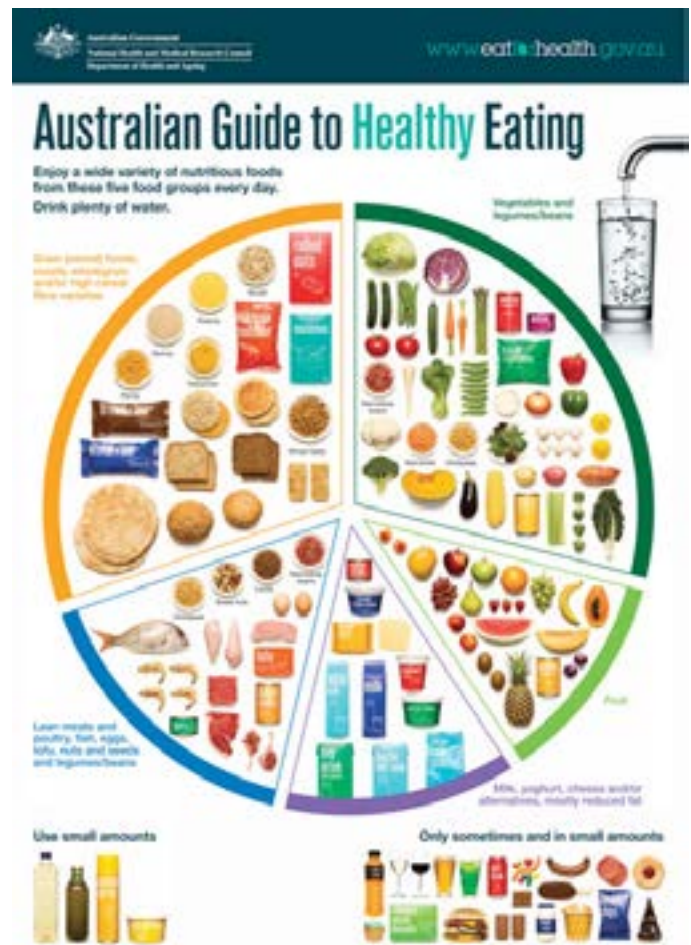
For more events, go to <http://www.eventlist.com.au/all-events/wa/>

Australian Guide to Healthy Eating

The Australian Guide to Healthy Eating (NHMRC, 2013) is an Australian Government resource that aims to give advice on eating to improve our quality of life and protect us against chronic diseases.

Within Health and Physical Education, our Year 8 students have been learning about the Australian Guide to Healthy Eating this term and here a few healthy eating tips that we have learnt:

- The five food groups are vegetables and legumes, grains, protein rich animal and plant-based foods, dairy or alternative products and fruit.
- Incorporate and enjoy a wide variety of foods from the five food groups every day.
- Enjoy mostly wholegrain or high fibre grain foods.
- Incorporate mostly reduced fat dairy products.
- Keep meats and poultry lean by removing visible fats.
- Use oils and fat-based spreads in small amounts.



The Australian Guide to Healthy Eating (NHMRC, 2013).

The Australian Guide to Healthy Eating can be viewed online at <https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating>

NHMRC (2013). The Australian guide to healthy eating, Retrieved 9/9/15 from <https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating>

Pursuing a career in Health and Physical Education

Our Senior School students are currently thinking about their futures as TISC have opened their doors for University admission applications.

For the year of 2015, Health related courses were reported as students' number one preference for their primary field of education in Western Australia (TISC, 2015). From a total of 3,508 applications for Health, 19 courses were listed under this category. Here are the top 10:

1. Medical Studies (22.7%)
2. Physiotherapy (15.3%)
3. General Nursing (13.7%)
4. Veterinary Science (9.1%)
5. Nursing (5.9%)
6. Occupational Therapy (5.1%)
7. Human Movement (4.2%)
8. Dental Studies (3.2%)
9. Radiology (3.2%)
10. Midwifery (2.7%)

The Department of Employment (Australian Government, 2015) has projected that Health Care and Social Assistance will make the largest contribution to employment growth over the next five years. Coming back to 2015, SEEK, a popular job search engine, has labelled Healthcare and Medical occupations as one of their 'hottest industries' and have attributed this to Australia's ageing population and rapid advancements in medical treatment technologies (SEEK Learning, 2015).

Pursuing study in the field of Health can lead you in many different career directions and allow you to make a difference in people's lives. SIDE offers Senior School students General and ATAR courses in this subject so chat to your Student Coordinator if you are interested in setting yourself up for a rewarding and long-term career within Health and Physical Education.

Tertiary Institutions Service Centre (2015). 2015 Applications and offers by field of education, Retrieved 4/9/15 from <https://www.tisc.edu.au/static/statistics/application-offer/statistics-2014-2015.tisc>

Labour Market Research and Analysis Branch August (2015). Employment outlook to November 2019, Retrieved 4/9/15 from

<http://lmip.gov.au/default.aspx?LMIP/EmploymentProjections>

Seek Learning. (2015). Industries that are hiring in 2015, Retrieved 4/9/15 from

<http://www.seeklearning.com.au/industries-hiring-in-2015>

English



Welcome back to Linley Taylor, English HOLA, who recently returned from Long Service Leave in South America. Linley is pictured hiking the Inca Trail in Peru. Thanks to Narelle who ably ran the department in Linley's absence.

General English update

The current Year 11 General English course is providing a stimulating learning environment for students and they are enjoying the variety of topics.

In Semester 2, students are reading '*Tomorrow When the War Began*' by John Marsden and will write two reading blogs based on this classic Australian novel.

The semester started with a study of Australian film exploring themes of racism and domestic violence. Students wrote an analytical essay exploring how their personal response to the film is shaped by characters, themes and film techniques.

Students have embraced the opportunity to deconstruct celebrity culture and discuss how this promotes unrealistic ideals of beauty and a disconnection between what we see in the mainstream media and the mundane reality of everyday life. Understanding that magazines are targeting specific audiences has enabled students to decipher the subtexts and reflect on their own beliefs and opinions.

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Student work



Nickyrah, Yr 7 English student at Ngalapita Remote Community, created this striking poster on the History of Drama.

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

Year 7

Students are enjoying the varied facets of the new English course.

Year 8 Shark Bay English students



Jesse working on Moodle.



Ruz rehearsing his persuasive speech.

Year 9

Dance students' English lesson at SIDE Resource Centre:



(Left to right) Electra from APAN, Lilli from Dynamic Performing Arts and SMASH Dance Company and Charlotte from Perth School of Ballet.

Year 10

The Smiling Man' by Blue Tidal Student Short Story Critique

'The Smiling Man,' an eerie title for an incredibly executed short story, one deemed to be based on true events. The conventions used in this short narrative produce a harrowing feeling of dread within the reader, the point of view conveying a state of loneliness through the eyes of a protagonist who we do not even know the name of, yet relate to so much. Despite being a short post on the internet, this story has chilled thousands of readers to the very bone and is an excellent example of the use of point of view and effective use of adjectives with each sentence bringing the account to life.

"I've always been a night person, so I would often find myself bored after my roommate, who was decidedly not a night person, went to sleep. To pass the time, I used to go for long walks and spend the time thinking."

The story starts off fairly normally, the narrator telling us about where they lived and how they had enjoyed going for late walks in the city, without fear, for four years. This very short introduction gives us an idea about the 'who', 'what', 'where' and 'why'. The setting is put in place and the audience has been given a description of where the narrator is, what they're doing, why they do it, as well as when.

The use of first person lets us understand this person's thought pattern, inviting us in to hear their thoughts and in turn helping us to see and feel what they see and feel, which is successful in depicting the horror that the narrator feels as the narrative advances. Though the narrator is the one who experienced this event, the story, willingly or not, places us in the shoes of the protagonist, each reader imagining that it is themselves in the narrator's shoes, walking down a lonely dark street... making it much more terrifying to think about. The reader feels like they are walking down a dark street and they feel the absolute horror of what happened. They can feel what they read which leaves a very large mark on the reader.

Soon the narrator segues into the main story with a

foreboding sentence that every reader has heard before: “But all of that changed in just a few minutes of one evening.” Though clichéd, this expression prepares the reader for what is about to come... and yet doesn’t. Depending on the reader’s experience in literature the common use of the varied expression, “But that all changed one day...” the reader may view the story as being just another “Try too hard to be scary” story and lower their guards thus causing them to be more shocked by the narrative later on. Either way the economical presentation of the first few paragraphs of the story not only gave us a glimpse into the life of the narrator but also flowed together beautifully.

The writer’s use of sentences keeps the reader enthralled and waiting for more, even when nothing too interesting is happening in the account, the author still presents it in an interesting way. The use of simple sentences was impressive, the pace of the story entwined delicately with the thought of the narrator. Simple sentences such as: “I turned down a short side street in order to loop back to my apartment when I first noticed him,” immediately fill the reader with questions. The reader can feel the narrator’s unease and curiosity, drawing more interest in what is about to happen as the narrator continues to relate their experience. Sentences such as these keep the audience enraptured and teetering on the edge of their seats.

Well worded descriptions such as, “At the far end of the street, on my side, was the silhouette of a man, dancing. It was a strange dance, similar to a waltz, but he finished each “box” with an odd forward stride” play on the imagination of the reader’s mind, bringing strange, awful thoughts to mind as we each unintentionally imagine what this stranger’s appearance looks like. As each description is read, the dread in the reader progresses and so does the curiosity. “The closer he got, the more I realized how gracefully he was moving. He was very tall and lanky, and wearing an old suit. He danced closer still, until I could make out his face. His eyes were open wide and wild, head tilted back slightly, looking off at the sky. His mouth was formed in a painfully wide cartoon of a smile.” Through a quick and somewhat crude description the reader is already breathing the tension that the narrator was. The first person point of view displays the narrator’s terror in

thoughts such as these: “Regardless of whether or not humans can smell fear, they can certainly hear it. I heard it in my own voice, and that only made me more afraid. But he didn’t react to it at all. He just stood there, smiling.” and “I was completely and utterly unnerved by this... I was so shocked that I stood there for some time, staring at him.”

Each description builds tension as the reader waits eagerly on what will happen next.

At the near end of the story where the tension was most high, the reader encounters a paragraph that may be deemed a “jumpscare” paragraph or sentence: “And then, after what felt like forever, he turned around, very slowly, and started dance-walking away. Just like that. Not wanting to turn my back to him again, I just watched him go, until he was far enough away to almost be out of sight. And then I realized something. He wasn’t moving away anymore, nor was he dancing. I watched in horror as the distant shape of him grew larger and larger. He was coming back my way. And this time he was running.” This simple sentence structure produces a fast paced feeling causing the audience to read in horror as they realise what they had just read.

A common trope in “true story” narratives is that there is no resolution. It is similar with the story of “The Smiling Man”. Yes, the narrator gets away unharmed but the mystery of who that man was and why he had decided to terrorise a passer-by at three in the morning is still unsolved. What if this story is indeed true? Is he still out there? Was he actually dangerous or just messing with the narrator? Questions such as these plague the reader’s mind and will plague them for a good while after.

Overall the author effectively uses point of view, descriptions and pacing to produce a simple yet terrifying short narrative, one that will not only haunt the reader but one that will also most likely cause them to turn on their lights and grow even warier of walking alone on dark streets. This story is a perfect example of the idea that simple sentences can be one of the most effective ways of telling a story and as a short horror story, it shines.

By Sophia in Ecuador – Yr 10 English student

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Year 11

Blog Response 1 – diary entries based on ‘The Happiest Refugee’ by Anh Doh

Late 1977

It’s nearly midnight and I was lying awake in bed, so I thought I’d make a diary entry. Hien, my beautiful wife, is sleeping next to me peacefully. We’re planning on leaving for Australia and I’m afraid. I’m so very afraid. My young sons, Anh and Khoa, are still young and I don’t want to put them in harm’s way. What kind of problems could we run into? Buying a boat is a tricky and illegal business. If we’re found out, my family, my dear family, could be jailed or even killed. I can’t have that happen. I just can’t.

Late 1977 still

It’s been a week and three days, but we’ve managed to find a boat. I feel terrible for asking my family for their money and even worse for convincing Hien to sell all her belongings. It was hard, diary, so very hard. It took a while, but I eventually found a nine by two and a half metre boat. For forty people. Could everyone, immediate family, uncles, aunts, friends, my children and several teenagers all fit? It’s a worrying business, but I need to be brave. I need to get my family and friends to Australia, to a safer life. I pray we will all survive.

Still late 1977

We’ve devised a plan: we’d set off in groups of three or four to the main boat using food boats for the morning markets. We’d named our small boat the ‘Motherfish’. We think we’re funny and I wish the joke was just that: a joke. I wish this was a heroic story, where there was a slight chance of death, but we would all survive and be happy in the end in a new world. But I know this isn’t a heroic story. It’s true, it’s frightening and many people could die. I just hope my wife and sons survive for a new life, one they deserved and have earned.

The Day We Left

Hien decided to take Khoa with her on the first canoe for the ‘Motherfish’. She’s hidden inside the tiny little steerage hatch and my brother has placed heavy bags of corn over the top to hide the hatch. I’m leaving on the last boat to make sure everyone makes it first. If anything went wrong,

I would know and I could tell my family to leave without us. I was nervous if I left before everyone else that I wouldn’t be able to save them and I know they depend on me to get them to Australia for a new start. Diary, what am I doing? I may have just led my wife and children to their early graves.

A Little Later

A communist boat just stopped me and two teenage boys, Kiet and Toan, as we paddled up a canal. They asked what we were doing. “Fishing,” I replied, pretending to mend a net. “Maybe they’re going out to a boat?” another voice murmured as I had a stare down with the first man under my straw hat. “Ha! They’d have an engine. Only an idiot would try to paddle that far.” Am I an idiot? I thought as they roared away. Probably.

At The Boat

When we made it to the ‘Motherfish,’ several hands reached out to help us into the boat. Kiet and Toan went in first and I followed. All these people, silently congratulating us with their scared and nervous faces. My arms felt like lead, as did my legs and I possibly stank of body odour. Next came the real challenge: getting to the open water and hopefully making it peacefully to Malaysia. Fear is making my heart stutter. What if we don’t make it? We’ll all be dead.

So Close to the Open Water

“Patrol boat!” one of my brothers screamed. I spun around, fear stopping my heart. I needed to do something. The boat was coming at full speed, so I cranked both of the engines to maximum thrust. Bouncing dangerously and violently across the waves, I struggled to keep my food in my stomach and not in my throat. Two gun shots sounded and several women on the boat screamed. Three more shots. I can’t let the patrol boat catch us. I couldn’t. My paratrooper brothers and I would be executed and the rest of jailed. I couldn’t have that happen. Snap!

At The Perfect Moment!

The back-up engine stopped instantly and someone on the boat swore. I didn’t look behind me to see who or how far away the patrol boat was. I needed to get as far as I could with just the one engine. I couldn’t let them take my family and lock them in a prison. I promised these

people freedom and a new life. I meant in Australia, not a concentration camp. Then my brother called out, “They’ve turned back!” I looked over my shoulder and, sure enough, the patrol boat had backed off, obviously not deciding to pursue us further outside of their surveillance zone. There is still a long way to go. I only prayed no pirates would find us.

****There are no further posts because the diary was stolen by pirates****

By Anya from Chidlow
Yr 11 General English student

Year 11 ATAR

Anecdote

I found my passion at the age of six. It was winter and the rain was relentless, as if angry at having being denied to cry all summer. To contain my and my sister’s juvenile energy my mother would take us to the local skating rink (The Rink so it was called) where we could play undercover. The Rink was only a renovated old warehouse, but it was an impressive facility with a skate hire counter, a canteen, a small grandstand, a party room and an iconic smooth blue concrete floor for skating on. Rough wooden boards plastered with advertisements for Coca-Cola and Macdonald’s special-deals circled the floor. There was often masses of dust, cobwebs, rubbish and gum clumped in the three-inches between the wood boards and the walls. Sometimes I would climb up and look over to try and spot something of value amongst the filth, but there never was.

It was only a few weeks before I caught the eye of the man who would change my life, and continue to do so for years to come. The inline speed skating coach, Andrew Roberts, had noticed my frequent visits to The Rink and my enthusiasm for speed, and hence invited me to come and try one of his training sessions where I could “skate without a speed limit”. It’s weird looking back now, but I didn’t enjoy the training at first. There were too many drills for a six-year-old boy who just wanted to skate fast. We worked through an endless string of positioning drills, ankle exercises, circles laps and cornering repetitions for what seemed like ages, and only spent a few minutes each session actually performing the art the name

suggests – speed-skating. After a few weeks I even felt like quitting. Probably the two things that kept pulling me back to the sessions were my mother’s encouragement and my admiration for the older skaters. I was amazed with how they flew around the rink, skating with such ease and fluidity.

But my attitude towards skating totally flipped after my first race. It was here where my intense competitive nature shone through, where my hunger for victory began, where my dreams were dreamt. I don’t remember much from that evening, but I do remember I loved every second of it. The thrill of competing, the satisfaction of winning! It was like nothing I’d ever tasted before.



Mark at age 12, speed-skating in Bunbury. He recently wrote the following anecdote about his passion for the sport.

A day or so after the competition I remember talking to one of the older skaters. He asked me if I enjoyed the competition and so I enthusiastically recounted my delightful experience. “I was about to quit,” I confessed, “but I had so much fun!” The older skater looked shocked. Then he shook his head and made a very deliberate expression of disapproval. “Don’t ever quit man,” he said, “don’t ever quit.”

Mark, based in Italy – Yr 11 ATAR

Year 12 English Literature

Year 12 Literature students have been studying Charles Dickens’ *Great Expectations*. In order to develop their understandings of representation in nineteenth century London, they were asked to write an homage or parody of either the articles of the social reformer Henry Mayhew, or the journalistic writings of “Boz” (Charles Dickens).

We thought Rebekah’s response to Boz’s writing was terrific, and so have included an extract here.

In our time it is true to say that everything around us

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is illustrative of everyday life and everyday people. In modern day we often find no man, woman, or couple that cannot be defined in terms of the remarkable aspects of ordinary composition. We often observe those around us, and in good humour try to attach some story to their appearance; similar to prose in that fiction and reality share only differences in the author's perception and the individual's imagination. We observe all kinds of people, both acquaintances and strangers, as abstracts embodied in the human form; for nothing extols human nature more than the peculiarities and extraordinariness of ordinary.

We find the time while waiting for a bus or a train, some brief respite provided to us by a busy life, to note the characteristics of those around us. To be sure it is not usually deliberately done, far more a precaution than any interest could ever warrant and always entered into with predetermined thoughts. Of whether the man with the phone to his ear will be quite aware of you, enough to avoid you, or indeed even the traffic. Whether the group of youths will snatch your bag, or inadvertently mistake your foot for the pavement when they spit. Even, to the anxious mind, whether the man that does not look away when you meet his eye is indeed a murderer: with a bundle of rope stashed under the seat of his car. But perhaps one of the virtues of this busy life that so many people lead is that they are the witnesses to so many acts of fellow creatures.

By Rebekah from Broome SHS



*Promoting Daffodil Day fundraising for The Cancer Council WA.
(Left to right) Pippa, Richelle, Sue.*

Angela Quinn, Esperanza Stein and Peter Barker

Languages

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



It has been yet another busy term for staff and students of Languages across primary and secondary levels. Again this term, students have had access to additional conversation classes provided by native speaking language assistants and the Department of Education Indonesian Language Assistant Program. These conversation classes are designed to provide the students with the opportunity to practise one-on-one with a native speaker with a focus on improving their ability to participate in the oral component of the course. Senior Secondary Languages students and teachers are well into preparation for the upcoming end of year examination period. Teachers would like to thank all students for their hard work in preparation for the oral and written Languages exams.

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

We wish all our Stage 2 and 3 students success with their Language exams over the coming months.

Indonesian

This term our Early Childhood students are learning about creatures in the kebun (garden) with lots of fun activities to help them learn how to describe what they can find in their gardens. Beginning students are learning about their badan and will meet



some interesting creatures in their lessons including Balinese ogoh-ogoh. Our older students are finding out about how to get around in Indonesia using many different types of transport. Naik bajaj anyone?

Also this term, we have welcomed our new Language Assistant, Yahya Zakaria (Zacky) to the Indonesian team. Mas Zacky is one of the four Indonesian Language Assistants supporting the Indonesian language programs in WA schools in 2015. Mas Zacky will be with us until the end of the year. He has been working with students in classes as well as supporting the Indonesian teachers by sharing his knowledge of Indonesian language and culture and by developing resources to use with our students. Next week Pak Andrew and Mas Zacky will be visiting students in Bencubbin.

This month, Balai Bahasa Indonesia Perth ran their annual Indonesian film festival. This showcases leading Indonesian films accompanied by many of the actual stars and film makers. Mas Zacky, Denise Scott and Andrew Teo enjoyed watching the four films shown over 3 days. For Ibu Denise and Pak Andrew it was a great way of extending their Indonesian! The films have Indonesian and English subtitles and they show the diverse lifestyles and culture of Indonesian people. The messages about families, love, relationships and wealth in the films appeal to both Perth Indonesian and Australian audiences.

Japanese

Michael Boyle visited the Japanese Students at Ongerup PS in an unexpected detour during his regional visit to SIDE secondary students in the area.

The students, teachers and principal gathered in the Junior classroom. Michael first introduced himself to the class, prompting the students to introduce themselves individually in Japanese. Afterwards the students played a counting game '1–20' followed by the 'Hiragana Macarena', which they may use in their upcoming



assembly. Finally, they sang a quirky version of 'Atama, Kata, Hiza, Ashi' or 'Heads, Shoulders, Knees and Toes'. To finish off the session, a short Q & A session was held. Students were asked about the technology in the lesson and strategies that they use to support their learning and/or when they experience poor connectivity (related to the download quota for primary schools). Students also asked a variety of questions about Japan.

All in all a most successful and fun visit to a group of delightful students with Michael promising to return in Term 4 for a school day visit to do a variety of activities including cooking and sumo wrestling.

On Saturday 5 September the Japanese Language Teachers Association of WA provided an opportunity for all Year 12 Japanese language students to meet up and engage in an intensive speaking practice day. The activities were structured in order to prepare students for the final WACE exam to be held in October.

A number of SIDE Japanese Year 12 students attended the day and were placed into groups according to their level. They were then drilled by native speakers on typical questions asked in the exam. The day was very beneficial and lots of fun. A big thank you to the Japanese assistant, Sakura Kawakami for assisting with the day.



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French

This semester the French students have participated in two competitions. The first was a TOFA competition where students had to design a sticker about 'jobs'. The winner was Chloe with her entry "Bravo". Congratulations to all Year 4/5 participants from Salmon Gums.



The second was a poetry competition for students in Years 5–10, organised by The Alliance Française. Students had to choose a poem and record a video of their poem recitation. They were judged on their ability to remember the poem, their pronunciation, and intonation and performance (body language, props...).

Congratulations go to: Natasha and Angelique Year 8 (SIDE), and Maeve Year 8 (North Albany SHS) for participation.

The winners were:

- Madison Year 5 (Meekatharra SOTA)
- Tabitha Year 8 (SIDE)
- Jordan Year 9 (Broome SHS).



Chloe and Tabitha

This was a great effort as for most of these students it is their first year of French.

Italian

Students studying Italian have been continuing to increase their language skills and vocabulary by attending scheduled Saba lessons and accessing their Moodle course component weekly. Next term, our students in Lower Primary will be studying themes to do with the body and learning expressions to describe ailments when visiting the doctor. Middle Primary years will be learning about nature, including the seasons and will study and compare various geographical features and landscapes of

Italy and Australia. The Senior Primary students will cover clothing and descriptions for different events. This course extends vocabulary and revises various grammar points including pronouns and adjectives.

Lower Secondary students have studied several themes this year including expressions for greetings, nationalities, date and time. In the second semester students will study topics about school life and friendships. Middle Secondary students have focused on creating multimedia presentations about themselves and the Year 12 students have enjoyed their conversational practice with native speaker, Enza Sangiorgio.

We wish our Year 12s all the very best for their upcoming WACE oral exams.

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

Humanities & Social Sciences

History Teachers Association of WA History Revision Seminars



Grace, Chantelle and Scott

On Saturday 5 September I attended the Modern History Revision Seminar in Fremantle at Notre Dame University along with about 400 other students. This was my first seminar and it was a big success and extremely helpful. I also met my Modern History teacher, Ros Keron, for the

first time in two years as well as meeting two of my fellow classmates, Grace and Scott. Being a SIDE student, living in Jurien Bay, means we are very isolated and it was great to finally meet my teacher and students in the same class.

The first lecture was 'Australia 1920 to 1959' which was delivered by Mike Turner from St Mary's Anglican Girls' School. His understanding and knowledge was encouraging for all students. In between lectures we had about half an hour to get food or a drink and then go to our next lecture. Grace, Scott and I went to the closest coffee shop. The second lecture was 'Communist China' with my own teacher. Ros was also a great lecturer, her helpful tips and positive attitude engaged the room.

It was unusual but wonderful for a SIDE student to sit in a class with other people our age, interested in the same subject you are, as an experienced teacher goes over the topic, instead of doing the usual studying alone. It was great to share this learning and revision with others. Both lecturers motivated us to keep going and keep striving as our studies come to an end.

On behalf of all the students who attended I would like to thank all the organisers and lecturers who attended this seminar and all other seminars that are there to help the students as they go into their exams. Well done, and I hope that these seminars continue for years to come.

Chantelle, Year 12, Jurien Bay DHS

History Teachers Association of WA South West Student Revision Seminars



Ros Keron, Taylor, Holly, Charlotte and Emma

Fifty very dedicated Year 12 Modern History students ventured out in horrendous weather

conditions on Saturday 29 August to attend this revision seminar at Manea College in Bunbury. Four SIDE students joined students from the South West to revise their historical content and skills in preparation for their final exams. Emma from Collie and Charlotte from Australind were joined by Holly and Taylor from Bunbury. Students were able to meet their classmates here for the first time.

Ros Keron – History Teacher

Completion of Certificate II Financial Services

Congratulations to Christia from Gingin for completing the Certificate II Financial Services. Christia has been studying with SIDE for the last two years and completed the Certificate I Business Services last year. She can now add a second qualification to her CV. Well done Christia!

Sharon Cutten – Business Teacher

Port Hedland regional visit



Jamison, Pidavara, Katrina, Jordan, Joy and Rakshanda

The six Year 11 ATAR Modern History students at Hedland Senior High School and their supervisor Jan Cartwright are to be congratulated for their efforts on Thursday 27 August. After a very early flight, Student Coordinator Dylan Reid and I arrived at the school at 8.45am. Although it was a long day focused on their Modern History, the students were enthusiastic, engaged and hard working at all times. Their topic, Nazi Germany, provided rich discussion and thus the time appeared to fly. The students also attended for one hour after school but this study session was assisted by snacks provided by the students. I then had the opportunity to meet with the parents of two of the students. The day was a great success and I would like to thank Jan and the students for their wonderful hospitality.

Ros Keron – History Teacher

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Learning Support



The Learning Support team:

*Front row: Kim Ganfield, Kylie Bradford, Danielle Phillips, Mary Chong, Jane Bourke, Donella Grieco and Kadie Wright.
Back row: Andrew Grieve, Susan Taylor, Joanne Duczynski, Robin Williams, Miranda Free, Fabienne Byrne and Judith Williams.
Absent: Gareth Richardson and Angela Melia.*

The Learning Support team continues to grow as more passionate teachers join and fully support the vast needs of our students.

The Learning Support teachers continue to create learning programs that link closely to our students' real life experiences. They provide students with the necessary skills to succeed in life after school, from communication skills to creating resumes.

Guest speakers

This term, as part of the "Authors Online" program, Liz Allen invited guest speaker Dianne Wolfer to share her passion for writing with students at SIDE. Dianne Wolfer is an acclaimed author who has written 15 young readers' 2014 WA Premier's award-winning and teenagers' books including, *Light Horse Boy* and *Granny Grommet and Me*. In the webcast, Dianne Wolfer shared with students the processes of writing her novels, writing in different perspectives and the places she visited for inspiration.

Another two guest speakers, Ben Britton and Dr Siouxsie Wiles, were also invited by Suri Naidoo to share their knowledge of animals and micro-organisms.

Ben Britton works in animal husbandry and wildlife conservation. He has appeared in many documentaries and television programs and is the director of Wild Animal Encounters. In the webcast, he shared his experiences working as a wildlife conservationist and his knowledge of animals.

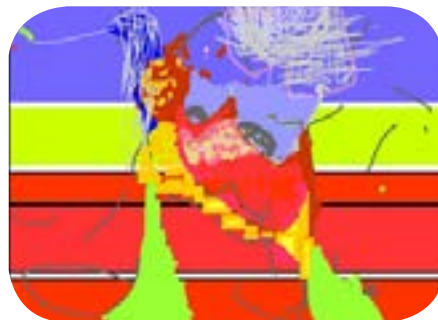
Dr Siouxsie Wiles is a microbiologist and the head of the Bioluminescent Superbugs Lab at the University of Auckland. In the webcast, she shared with the students the relevance of understanding the natural world through science and her experiences working as a microbiologist. Students who were interested in these topics were invited to join the webcasts and were provided with the opportunity to directly ask the specialists questions.

Imaginary animals

In Art, students have been discussing the imaginary world of Surrealism. By listening to some descriptions of strange creatures, students had to create drawings of imaginary animals using the tools in Saba.



By Emily, Year 12



By Aidan, Year 7

Out of Africa Rap

The students in Year 7 Humanities and Social Sciences have been exploring Ancient Civilizations this term. Students had to present what they had learnt through a presentation of their choice.

By Veejay Year 7:

About 2 million year ago,
we moved out of Africa.
We needed to be stronger,
so we could go further.
We needed to be clever,
so we could survive the weather.
Homo ergaster, left Africa.
Homo erectus came after.
Their legs were longer,
so they could go further.
Ergaster got smarter so he could think clearer.
He ate a lot of meat to walk on his feet.
They walked on their feet for thousands of years.

The Wedge Tailed Eagle

By Tiniel, Year 7:



The Year 7 students have been planning, drafting and creating informative texts this term. They have been exploring how visual features can also convey information.

We All Stand on Sacred Ground

As part of NAIDOC week, students created a poster to visually represent this year's theme: "We All Stand on Sacred Ground". The students then explained the significance of the symbols and visual imagery they used in their posters.

By Amaru, Year 10:

The foot prints stand for the people because we all stand on sacred ground. The animal prints are there because they all walk on sacred ground too. The yellow circles stand for the sacred camps and the dots stand for the land. The parts that are coloured brown stand for the path and the tracks to each camp.



Learning Support SIDE Awards 2015 – Term 3

Bronze	Prem Emily Dixie Darien Belinda Lyneen Keera Aaron Seb Issabelle Chloe Yazmin Steven Jaryd	Veejay John Izak Patrick Tabitha Lucy Isaac Paihuarere Leah Kayla Rylan Crystal Shannon	Amelia Sahara Darcie Alexandra Emily Bianca Connor Tristan Katherine Lara Lia Mason Jade Alecia
Silver	Gary Tiniel Karm Abby	Darien Veejay Aaron Ethan	Kane Holly Jessica
Gold	Jasmine Tiniel Seb	Gary Sam	

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Rottnest Island channel swim

This term in Preliminary English, the students have been exploring communities. As part of this topic, students completed reports on a chosen aspect of their community.

By Joe, Year 11

ROTTNEST ISLAND CHANNEL SWIM

The Rottnest Island channel swim is a charitable event that happens every year. It starts at Cottesloe beach and finishes at Rottnest Island off the coast of Western Australia. The race is 19.7 km long.

Swimmers can take part in a number of categories. They can swim on their own or as part of a duo or a team. Other participants travel by boat and provide support for the swimmers. Members of duo and teams take turns swimming and rest on the boats when they are not in the water.

This year's event took place on the 21 of February the fastest finisher was Kane Radford in 4 hours 25 minutes 50 seconds. The fastest duo finished in 4 hours 39 minutes 56 seconds. The fastest team finished in 4 hours 8 minutes 14 seconds. The final competitor reached Rottnest Island in a time of 10 hours 35 minutes 44 seconds.

The competitors take part to raise money for charity. In 2015 the participants raised 155 thousand 977 dollars 29 cents.



reference

<http://rotnestchannelswim.com.au>

We have already been teaching National Curriculum for Year 11 courses in Human Biology (ATAR) and Human Biology General (non ATAR) Chemistry, Physics and Biology. It has been taught successfully to some 70 students already this year. So far, it has been very well received by the students, and has shown itself to be a successful teaching tool. Using the feedback we have been able to gain from this early introduction, it has been possible to further refine our planning and implementation for 2016.

Science staff have been involved in a number of after-school planning sessions where the main agenda items and focus was the Year 12 courses for 2016. The writing project has yielded some very interesting and creative approaches on the part of the Science team, who have collectively worked to produce a set of modules online in Moodle that are interesting and attempt to engage students at all levels. The content of each of the modules will cover some familiar territory – but we are attempting to deal with it in a new and innovative way, which includes the very latest scientific understandings and technology. The benefit of this approach is designed to bring the world of Science to life for our students, and engage them using a language they understand.

Each module is made up of a series of Topic books that are currently being uploaded into Moodle, ready to go online in 2016. This ensures that students will have online access to not only the new course materials, but also a range of electronic and interactive resources, twenty four hours a day.

Parallel to this planning is also the building of resources that can be employed in Saba lessons. These online interactive lessons will supplement and support the materials and content of the new curriculum, making it possible to provide excellence in Science teaching to students, wherever they may be.

The project is nearly complete, and it must be said that the results thus far are very impressive. Teachers are to be congratulated for their professional approach and are looking forward to using these resources with their students to enhance teaching and learning in 2016.

Science

Australian National Curriculum Writing Project

The Science staff have been busy writing the new Year 12 Science curriculum materials for implementation in 2016. The progress made thus far is excellent with most courses nearing completion. At SIDE, each Science teacher has taken on the responsibility of writing and producing one upper school course. Over the past three years, your Science teachers at SIDE have completely rewritten and implemented new courses for all Science subjects to meet the Australian curriculum requirement. They have also added Year 7 students to the High School teaching groups. Which has required significant additional organisation in 2015.

WACE Examination preparation

Year 12 students are preparing for their final exams. Hopefully study plans are in place and students are practising exam type questions. WACE Study Guides containing practice exam questions have been produced by several different publishers and are available through book suppliers. Year 12 students are reminded to ensure they check the syllabus to ensure they have an understanding of the content being examined. The syllabus statements are a good starting point for developing study notes. Remember to read the exam cover page and instructions carefully to ensure all the required questions are answered correctly.

Students are encouraged to contact their teachers if they have any questions in the lead up to their exams. We wish our Year 12 students all the very best for the WACE exams and into the future.

Staff changes in Term 4

The Science learning area will undergo some changes for the last term. Most of the familiar faces will still be there, but some duties and teaching loads will be changing as some return from Long Service Leave and others simply make changes

Ian Wallace

Ian taught Years 11 and 12 Physics in Term 3, but will only teach Year 11 Physics students until Week 5, when he will leave us.



Diana Tomaszos

Diana has been on Long Service Leave for Terms 2 and 3. She will be returning to SIDE in Term 4.

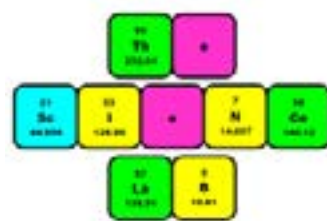
Julie Clark

Julie will be taking leave for the first week of Term 4. She will be replaced by Rob Hartland. Many of you will know Rob, who has been assisting us as a relief teacher at SIDE for the last two terms.



Science Lab

The online “Science Lab” now running in Moodle has proven to be a successful way of keeping Science students at SIDE in touch with what what’s happening in the world of Science. Keep an eye out for updates and future developments.



Science Week

Science Week (15–23 August) was well received by SIDE students. There were many events that were covered in detail in the SIDE “Science Lab” Moodle site.

We were fortunate enough to be visited by two highly esteemed scientists who presented a webcast using our Saba classrooms. Many SIDE students attended this event.



Ben Britton works in animal husbandry and wildlife conservation and is currently the face of Nat Geo Wild in Australia and New Zealand. Ben has appeared in many documentaries and

television programs, sharing his professional, world-wide experience and knowledge. He spreads the message of wildlife conservation as the Director of Wild Animal Encounters, an outreach program offering educational talks.

Dr Siouxsie Wiles is a microbiologist and passionate about bioluminescence. She is the Head of the Bioluminescent Superbugs Lab at the University of Auckland. Throughout her career, she has been the recipient of several awards for her research in infectious diseases. Siouxsie fervently advocates the relevance of understanding the natural world through the use of Science via various mediums including blogs, podcasts and radio.



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Regional visits

Julie Clark went on a regional trip to Exmouth from 13–15 August. She met with Year 11 and 12 students studying Human Biology, Biology and Chemistry, and worked with Human Biology and Biology students on their current work and revision. The students all participated in a positive manner and it was great to meet them face-to-face.

Ian Wallace visited Mount Barker and North Albany on 6 August. He caught up with his Physics students at the school. Both Ian and the students felt there was great benefit in meeting face-to-face. Questions could be asked and issues resolved in a much more relaxed and personal way. The students now seem happier to make contact more regularly as a result.

Powering careers in Energy-Chevron Camp 2015

As part of the Chevron Endorsed Program-Authority off-campus Enrichment Program (ADOEP), 10 students and 3 staff will participate in the 2015 Chevron Camp. The camp will be held from Monday 14 September to Friday 18 September. The students will be exposed to a range of exciting and educational activities. Both staff and students are looking forward to the camp. More information on student experiences while on the Chevron Camp will follow in the Term 4 newsletter.



Resource Centre



SIDE now on social media

SIDE's [Facebook](#) and [Twitter](#) pages have been rejuvenated by our newly appointed social media guru, Michael.

Keep an eye on both for updates on everything that's happening at the school, including the latest happenings in the Resource Centre.

The Great Book Swap at SIDE



Staff at SIDE marked Indigenous Literacy Day by participating in the [Great Book Swap](#) in the Resource Centre last week.

The teacher librarians, in conjunction with the SIDE Numeracy and Literacy Committee, organised morning tea and invited staff to bring a gold coin donation and a beloved book to trade.

They also created a display of books by Indigenous authors available to borrow from the library.

The event raised over \$140 for the Indigenous Literacy Foundation, enough to buy an early literacy set of up to ten books for a baby or toddler in a remote community.



Children's Book Week 2015

Children's Book Week was celebrated in schools and libraries across Australia from 22–28 August.

This Children's Book Council of Australia-curated event is held every year to honour high quality literature for young readers.



The SIDE Resource Centre is currently exhibiting displays that highlight this year's theme Books Light Up Our World and feature a number of CBCA Book of the Year shortlisted books.

Click [here](#) to browse the list of 2015 CBCA Book Award titles you can borrow from us.

Please contact us if you need any help or have any questions.

You can email us at library@side.wa.edu.au – notice the new email address – or call us on 08 9242 6303 or use the [easy contact form](#) on the SIDE website.

Liz Allen, Denise Robins and Helen Willison

Online Teaching and Learning

Waiting for Sky Muster

Education for many of our most remote students is soon to take a leap forward. The first of two National Broadband Network satellites is scheduled to launch from South America on 1 October 2015.

Named Sky Muster, the 6,400 kilogram satellite is set to progressively deliver fast broadband to more than 200,000 homes and businesses in rural and remote Australia from next year. After a period of testing, it is expected customers will have access to the satellite sometime in 2016. NBN representatives told a recent Queensland conference, "What we are aiming for is to have every single person who wishes to be connected to the long term satellite connected within 12 months, by the first half of 2017."



Image: © NBN CO (media release)



Out with the old, in with the new

It's not news to many of SIDE's students that the NBN interim satellite has suffered from progressively poorer connection speeds as the service has been massively oversubscribed. SIDE prides itself on always finding a way to educate our students, but the frustration of teachers, students and families has increased as connectivity has slowed. This has been compounded by a reduction in download limits applied to all users of the interim service. Connection speeds and capacity of the new satellites are touted as being comparable to city domestic broadband speeds. There are many factors affecting such numbers, but we're confident that our capacity to deliver interactive, engaging live lessons for all students will be greatly enhanced when the service commences. We can't wait!

Sources:

- <http://www.nbnco.com.au/corporate-information/media-centre/media-releases.html>
- <http://www.abc.net.au/news/2015-09-10/icpa-conference-nbn-rollout/6764956>
- <http://www.abc.net.au/news/2015-06-08/nbn-interim-satellite-plan-disadvantaging-kids-in/6529750>

More good news

We work very hard to ensure our online teaching and learning content is bandwidth friendly. Large downloads eat into students' internet quotas, and for some of our users that has the potential to be expensive. There is good news, however, for some of our users. From 1 September 2015 Telstra has provided un-metered access to a number of key Department of Education websites for all BigPond and Telstra Mobile Broadband users in addition to those already unmetered.

Users do not need to do anything to qualify for un-metering: anyone using Telstra mobile broadband and BigPond broadband on ADSL, Cable or Mobile Broadband plans (excluding hourly plans) will automatically be able to access downloads, video streams and editorial content without affecting their monthly usage limit. The "unmetering" does not apply to Telstra Satellite users.

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The unmetered websites will include all content originating from SIDE, the Department of Education's Portal, and Saba Classroom. It does not apply to embedded external content, such as Enhance TV.

More information can be obtained from E-Schooling@education.wa.edu.au.

Ross Manson – Head of Online Teaching and Learning

Technologies Design and Technology

Semester 2 has been a productive time for most Design and Technology students with some very creative design and project work coming in.



© Microsoft clip art

As part of our technology integration process, we are expanding the use of computer controlled machines in our Design & Technology courses. Students download free CAD-based software from the internet to do their designs. They then load their design files to Moodle 2 for their teachers to feed into the SIDE machines and

their completed work is laser cut or 3D printed, then mailed back for assembly.



O's & X's game from the Wood Design 2 course with laser cut cover & 3D printed pieces.



Pencil box from the Wood Design 2 course with laser cut cover & 3D printed handle.



3D printed wheels for the Wood Design 1 Co2 dragster project and paddle wheel for the new year 8 Design & Technology 2 Jaffa Machine project



This year we have introduced a new design course for Year 7/8 students. In the Design & Technology 1 course, students make a money box within which they have to design a mechanical or electrical coin deposit system.

The project requires them to use CAD software to design an acrylic front cover that is cut out for them on the SIDE Co2 laser cutter. They also have the option of 3D printing a part for their project.

This course will be followed up next year with the introduction of the new Design & Technology 2 course, in which students will design and make a Jaffa Machine. They will be required to use both the laser cutter and 3D printer as part of this new course.



I have been receiving some very creative well composed photos from many of our Photography students this term.

Have a great holiday and keep up the good work!

Phil Garnett
Design & Technology



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 to [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:

■ 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.

- 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.

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- 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, for 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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