



SIDE  
School of Isolated and Distance Education

# INSIDE VIEWS



## ■ SIDE Open day

### Friday November 16th

In 2018 SIDE celebrates 100 years of distance education in Western Australia. As part of our celebrations we will be having an open day at SIDE Leederville on Friday November 16th from 10am-1pm.

Activities include:

- Opening Ceremony and Hall of Fame Induction
- Tours
- Exhibitions
- Live lesson with Students
- Interactive Art & Displays
- Photo Booth
- Live Entertainment
- Sausage Sizzle
- Devonshire Tea
- Coffee Van
- Refreshments



### Current Projects

- The Student Hub is nearing completion with painted concrete, new furniture, a permanent ping pong table and our beautiful artworks by Kamsani Bin

Salleh installed outside the Resource Centre.

- The Centennial Garden is underway with grass trees and kangaroo paws planted. You can watch the progress via our Centenary Website.
  - The SIDE Time Capsule and its contents are being finalised.



### Keep up to Date

Check out the activities on our [Centenary website](#).

Follow us on [Facebook](#) and [Instagram](#).

### Contacts

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## This Term's Issue

pg.19 Yirra Yaakin Theatre Company

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## Primary

Another busy term is over and we are looking forward to a well-deserved rest at the end of Term 3.

### Resource Centre Activities

This term we have had many wonderful opportunities provided by our Resource Centre teachers and guest speakers. Our **Red Room Poetry competition** was



introduced by poet, Lilly Blue at the end of Term 2 and students have been loading their poems about their special object into Moodle all term. Navigate the Red Room Poetry Moodle

page to view more examples.



We enjoyed the visit from our author on line, *Kylie Howarth* and followed this up by celebrating **Children's Book Week 2018**. In August, schools and public libraries around Australia promote reading and celebrate Australian authors and illustrators and their wonderful books.



This year's Children's Book Week theme was Find your Treasure and students dressed up as a book character.

## 50 things to do before you are twelve

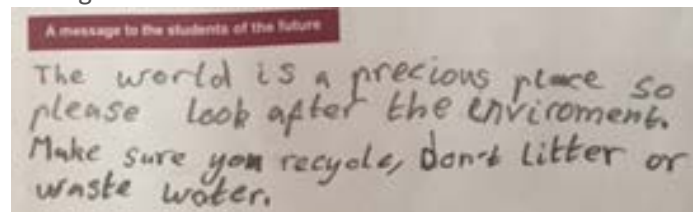
Thanks to all the students who have uploaded photos for this Moodle task which is a great way to share some super travel locations. We can see many of you have had some wonderful experiences. This photo was uploaded to show, 'camp out in the wild.' If you haven't contributed yet, go to Moodle and check this task out!



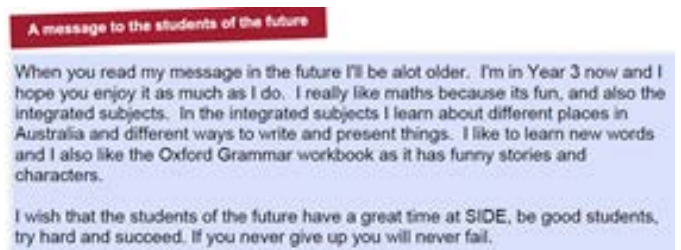
## Centenary Celebrations

Excitement is growing about our coming celebration on November 16th. This term the planting of grass trees and other native plants in our Centenary Garden began.

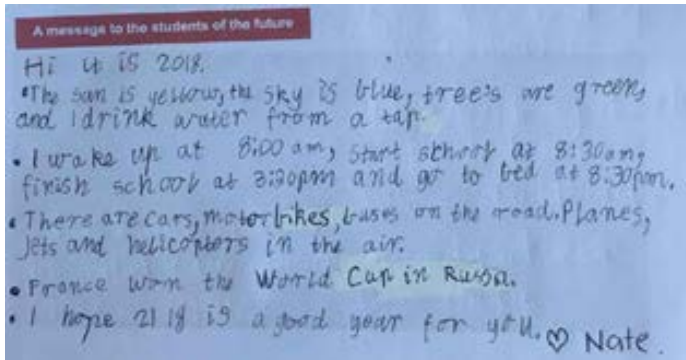
Our classes also contributed to the 100 Years Book. As part of this task, students were asked to leave a message for students of the future when the time capsule is opened fifty years from now. Here are some of the very special messages our students left.



Message from Jayden - Year 4



Message from Elian – Year 3



Message from Nate - Year 4



Message from Mahalia - Year 4

## News from ECE

In ECE Saba lessons, a highlight of this term has been participating in Book Week. Liz Allen from the resource centre organised a visiting author, Kylie Howarth, to talk to the students. During the session she shared how she writes and illustrates her books. Students had the opportunity to ask questions and do their own drawings.

It was wonderful to see our students showing their enthusiasm for Book Week by dressing up as their favourite book character.

We continue to prepare for our one hundred year celebration. Students have been busy making birthday cards and we can't wait to see the Centenary book on our open day on the 16th November.

ECE students are creative! Here is a small selection of the work we have received.



Clancy is showing us his diorama of planet 'Benus'



Ethan planned and constructed a fantastic Planet diorama.



Marsha sent us this brilliant Parrot picture to brighten up our room

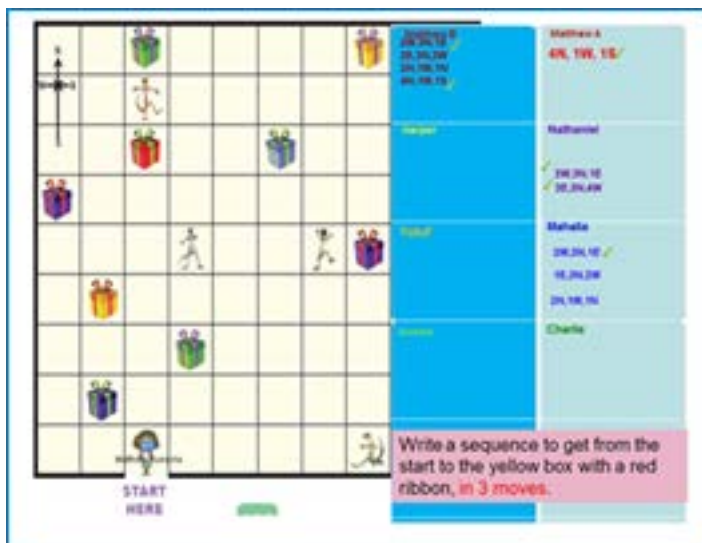


Aiden is very proud of his diorama!

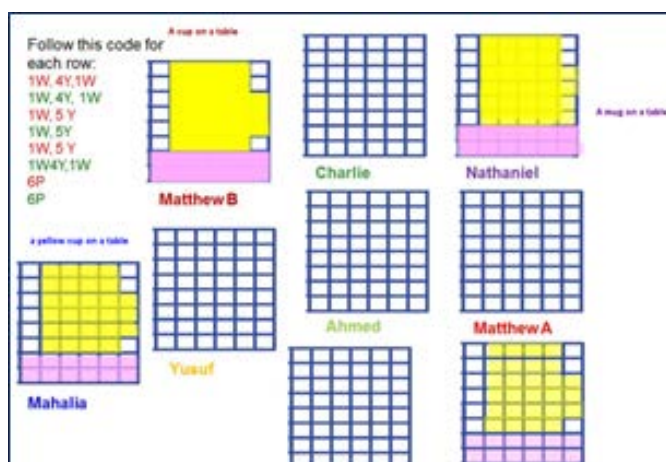


Thaaqib made a fantastic Frog pond model and explained how he did it.





The students also created their own codes for others to follow.



## Literacy and other work

Our Saba Literacy focus is based on speaking and listening, poetry writing, developing grammar skills such as using verbs to enhance writing and proofreading our work. Our weekly thinking skills provide our students the opportunity to think outside the square and work sharing sees our students share, promote and reflect on theirs and others' work.

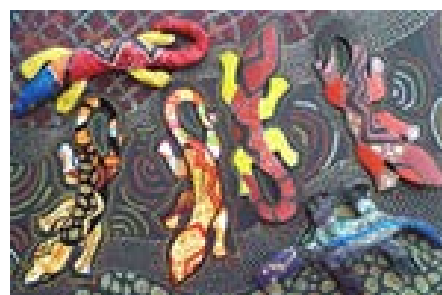
Our Saba students look forward to the weekly surprise of Did you know? Today is..... This is based on national holidays or celebrations around the world. It is no surprise that every day of the week is a special day. We have discussed special days from celebrating World Giraffe Day, National Handshake Day through to World Water Day.

Students share their ideas on National Smile Day and Book Lovers Day.



## Visual Art

Lizards everywhere! A number of Year Three students have completed the Leaping Lizards art module working towards producing their own clay lizard. Completing the tasks has seen students learn about Aboriginal art works, patterns and colours and a little bit about lizards.



Above: By Yusuf

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Above: By Matthew B



Above: By Bowen

## News from Upper Primary

### Upper Primary Saba

Upper Primary students were involved with a visit from author Kylie Howarth online this term. They were thrilled to learn her ways of writing and also to be the first students to preview her latest book. A big thank you to the Resource Centre, in particular Ms Elizabeth Allen, for her excellent lessons leading up to and following Book Week. There have also been a wider range of topics and teachers this term. There have been regular Maths, English and Reading lessons that have proved valuable to students. It is pleasing to see students using what they have learned in Saba in their Set work.

## Year 5 and 6

Term 3 has been a busy time for Year 5 Students They have been learning about Citizenship and what it means to be an Australian. This has been really relevant for our Australian travelling families who are experiencing our beautiful country first hand.

In our Maths unit “Play with Space and Place” students have learned about symmetry and have created some beautiful examples to share with us.



Term 3 has been a solid learning term for most students. A number of major Sets have been attempted and the standard of learning has been very good. Year 5's have studied; healthy eating, narrative writing, the culture of Australia and Earth science. Year 6 students have studied

topics such as globalization in Geography, being resilient in Health and electricity in Science.



You will have seen them in Saba, on visits to SIDE and in the many Metropolitan and Regional visits which HaSS staff have engaged in throughout the year.

## Guest Speaker - Year 11 Politics and Law

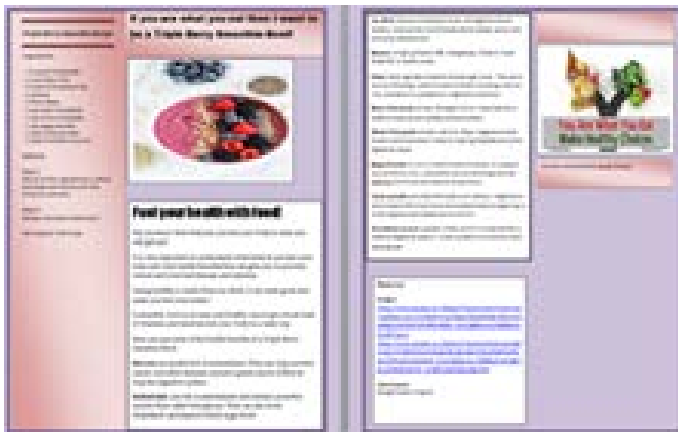


On Wednesday the 29th August, we welcomed, His Honour Chief Judge Kevin Sleight (left), Chief Judge of the District Court of WA, to SIDE as a guest speaker for the Year 11 Politics and Law course. This presented

a wonderful opportunity for students to engage personally with a member of the judiciary and collect up-to-date information which directly relates to the course.

His Honour spoke with students via Saba (and using a webcam) and covered topics such as the rule of law, appointment and removal of judges, the role of courts, the jury system, the process of an indictable trial and current reforms. A point of note included changes to the Evidence Act which has made allowances for offenders with a propensity for certain offences or multiple similar offences to be tried at one time. Interestingly, whilst many defence lawyers were concerned when this reform was introduced, in many cases where 'propensity evidence' has been included juries have still returned verdicts of 'not guilty'. This point gives students a very clear example to use when assessing the procedures of the WA Justice system as required by the syllabus.

His Honour also outlined the details of some current reforms and introduction of the 'Intermediary Scheme' which allows for vulnerable witnesses and children to be assessed for limitations in their ability to give evidence prior to a trial and then a report presented to the court. A 'ground rules' hearing then occurs where all parties agree to how best to proceed (eg what can and cannot be asked as a witness may have speech impediments or if a 'comfort dog' could be made available to help children when giving evidence). The effect of these reforms allow for more witnesses to be able to engage in the legal process. This change to the pre-trial process will be introduced in courts in Perth and the Pilbara in the coming year.



## Humanities and Social Sciences

HASS Staff 2018



Back Row L to R: Adele, Ros, Merredith, Lindy, Felicia and Peter (HOLA)

Front Row L to R: Tracy, Valda and Patti.

Can you identify your HaSS teacher?

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At the conclusion of Chief Judge Sleight's discussion, students had the opportunity to ask His Honour some questions, the standard of which was exceptional. His Honour even commented that the questions were better than those he was asked recently by practicing lawyers. Very few people outside of the legal profession would know of these changes and thus our students have accurate contemporary and accurate examples to use when completing assessments.



At the conclusion of the session, students were required to submit a list of (at least) five things they learnt in



a Moodle Forum. As the session was recorded, students will be able to review the material for their up-coming assessment and exam using the notes from Text Chat that were emailed to students.

Thanks must go to Narelle Carlon and Steve Dans from OTL as well as Shirley McLean for their assistance in organising this event. Tania Sturges from Chief Judge Sleight's chambers was also very helpful during the planning process.

Lindy Precious - Politics and Law Teacher

### Year 9 Humanities - Food Security

It has been a fantastic year for the Humanities Learning Area and the Year 9 Geography course is no exception. We have been investigating world biomes, food production and issues relating to sustainability, food security (access to enough safe and healthy food) and poverty. These topics have provided some interesting points of discussion

amongst the four classes. Many students were unaware of the level of uneven distribution of resources and the basic requirements for the production of food. It was also a surprise that in a wealthy country such as Australia, there is an issue with food security. Much of this is associated with homelessness and that on any given night there are over 100,000 homeless people. Students who regularly attend SIDE have seen the homeless people in and around Leederville and commented on their situation, with empathy and care well beyond their years.



For students to be aware of the issue and 'practice gratitude' we asked them to contribute to a food collection. It has since been donated to St Vincent De Paul ('Vinnie's'), a charity which works with homeless people. We had a fantastic response with 3 large boxes of groceries collected from students over 2 weeks. Well done to the SIDE community for contributing. A representative from Vinnie's made contact to thank SIDE for its contribution as the need for such donations is ever-increasing. We look forward to seeing further involvement by in community activities in the future.

As part of their coursework, students were also required to complete a poster for World Hunger Day on the 16th of October. The best of the posters will be entered into an international competition run by the Food and Agriculture Organisation of the United Nations. Students will be emailed if their poster has been chosen for submission.

Lindy Precious - Humanities and Social Science Teacher

### History Teachers' Association of WA (HTAWA) Student Revision Seminar

This revision seminar was presented at Notre Dame University in Fremantle on Saturday morning the 1st September. Two SIDE students attended in Fremantle and four students viewed the live streaming from locations around Australia.





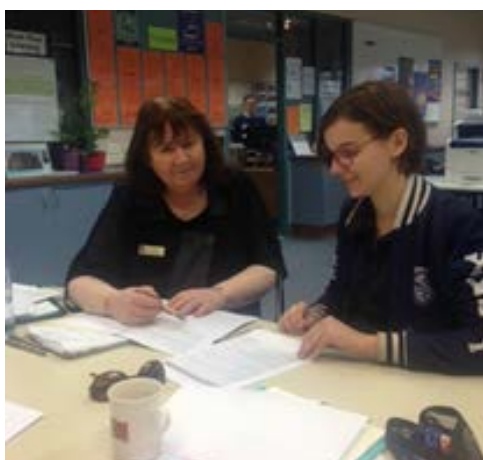
*Above: Brodie and Ava*

Streaming the seminar was the best thing I have done this whole year! I was able to hear and view the slides perfectly and have come out of it more confident about the upcoming exams. The way Jason went through everything was so fantastic because you could tell how enthusiastic he was about history. Overall it was a great recap before these daunting exams.

*Dante - Gold Coast, Queensland.*

### Regional Visits Terms 3: Modern History

This term was very busy as visits were made to Modern History students in Kununurra, Manjimup, Hedland, Bunbury, Eaton and Rowlands. The time was mainly spent on Source Analysis Skills which most students find challenging although revising the history content was also valuable, especially for the Year 12 students who will be sitting their Mock Exams in Week 10.



*Left: Kununurra: Ros Keron working with Rebecca (Year 12)*



*Above: Kearnan College Manjimup: Penny and Elizabeth (Year 12)*



*Above: Hedland Senior High School: (L to R) Tiffany (Yr 12), Anne (Yr 11), Bella (Yr 11), Nova (Yr 12) and Cassandra (Yr 12.)*



*Above: Jacob from Newton Moore (Year 11)*

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Above: Sarah from Hope Christian College (Year 11)



Above: Rangi from Eaton Community College (Year 12)  
Ros Keron - Modern History Teacher

## Science

### WACE Preparation

Year 12 students are preparing for their final exams. During this term, in addition to the weekly Saba sessions, our highly experienced staff have been providing online revision tutorial sessions in the different WACE courses. These sessions were specifically designed to focus on exam preparation. They concentrated on exam type questions, and how to structure answers to gain the highest possible marks. Hopefully study plans are in place and students are practising exam type questions that they can access from their Moodle course and WACE Study Guides. Year 12 students are reminded to check

the syllabus and course outlines to ensure they have a thorough understanding of the content being examined. The syllabus statements are a good starting point for developing study notes. Remember to read the exam cover page and instructions carefully to ensure all the required questions are answered correctly. We wish our year 12 students all the very best for the WACE exams.

### Science week

Science week (13 August – 17 August) was well received by SIDE students. There were many events that were covered in detail in the SIDE 'Science Lab' Moodle site.

Our daily quiz proved a bit of a hit with Ella from Shark Bay/Denham solving the first day's puzzle. The last day's challenge was to identify all your teachers. This had a very high level of participation– but some students found it a bit tricky identifying all the Science staff.



Part of the Science week celebrations was a visit from guest presenter Yamilee Toussaint (left). Hosted by SIDE, in

conjunction with Inspiring Australia and Scitech, Yamilee presented a live online event where she showcased her STEM from dance program.

Yamilée Toussaint is the Founder & CEO of STEM from Dance. After earning a B.S. in Mechanical Engineering at MIT and being an avid dancer for 25 years, she switched to get a M.S. in Teaching from Pace University and taught high school algebra in an under-served community through Teach For America. She started STEM from Dance with the hope that a strong dance and STEM supplemental education would help to increase the number of underrepresented minority girls across the world who pursue a STEM college education. This online event was well received by SIDE students.

## School Visits

The Science staff have been very busy with regional school visits this term.

As part of the Science STEM Outreach program, one visit took Natalie Cooper, Ai Kamiya-Murray, Diana Tomazos and Alex Berentzen to visit Leinster and Laverton schools.

The Science staff at SIDE have been incorporating more open-ended STEM activities into our Science curriculum. This visit was the perfect opportunity to work alongside our regional school colleagues.

New ATSE STELR equipment, purchased by SIDE was taken along and used to introduce students at Laverton and Leinster to new ideas about sustainability and renewable energy. ATSE STELR is all about hands-on, inquiry based investigation strategies that involve students in direct experience- based learning activities.

The Science department at SIDE have embarked on this program to better engage remote, regional and indigenous students. It helps us all deliver a richer and more meaningful learning experience to isolated students.



*Above: Natalie at Leinster with balloons*



*Above: What the ATSE STELR equipment looks like*



*Above: Diana and Ai doing magic at Leinster primary*



*Above: Alex working with the renewable energy kits*



*Above: Diana at Leinster with Lego*

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*Above: Diana, Natalie and Ai in Laverton exploring how you can make a paper cup float in a wind tunnel*

Distance education again provides challenges for both teachers and students. The importance of regional and school visits to students by their teachers cannot be stressed enough. The benefits of strengthening the teacher – student relationship is vitally important in supporting learning and ensuring success.

Other regional school visits by Science staff included: Pinjarra SHS, Central Midlands SHS, Collie SHS.

## Visits to SIDE

This term, we were also fortunate to have four students from Leinster school visit. Sherman, Lucas, Orlando and Trisha visited SIDE for three days and managed to explore hands on Science with Dianne Saunders. A lot of ground was covered for all students who ranged from year 7 to Year 12.

## Chevron Awards



SIDE has had a strong relationship with the mining group Chevron for some years now. We run a course for SIDE students that enhance and encourage opportunities for students in the Gas and Mining industry.

Every year, Chevron offers a LNG exploration day involving hands on activities for enrolled students.

This year, SIDE student Tara from Onslow was awarded the Chevron Way Award for excellent achievement in the course. Tara and her supervisor came to Perth during Week 8 to accept the award and to participate in the Chevron LNG exploration day. Well done Tara !



*Tara a Year 11 student from Onslow*

## New courses on offer in 2019

Ever wondered why at an Eagles and Dockers game everyone can be watching the same play, yet the Eagles fans scream “holding the ball” and the Dockers fan scream “high tackle”?



Ever wondered why when someone says think about your most embarrassing memory, you can instantly remember it and feel like you are back in that moment again? If our memory can be that good, why then when someone tells you to remember to put the rubbish bin out, do you always seem to forget?

These are just some of the everyday issues we address in

**Psychology.** The study of Psychology is all about why we are the way we are. We study issues relating to ourselves, like personality, intelligence and how the brain works. We also study issues relating to others and the group, like stereotypes, relationships with peers and family and how we communicate with one another.

In Psychology we also look at how investigations and research are conducted in the psychological field. We examine some famous investigations done in the past and the impact they have on the understanding of ourselves. Now you have the chance to discover all this for yourself. In 2019 the Science Learning area is introducing its new ATAR PSYCHOLOGY courses in Year 11 and 12. Enrolments open in Term Four, so speak with your student coordinator.

## Last of Year 12 for 2018

Year 12 courses are about to come to an end, and for many of you, this term will be your last year of secondary schooling. Many challenges and opportunities await.

We have all enjoyed working with you and wish you all the very best with your futures. Remember to make sure you do your very best in your final tasks and exams, stay happy and take care.

## Health and Physical Education



Term Three has been another busy term for the HPE team and students. There has also been some staff changes. In addition to Suri Naidoo's substantive role as Head of Learning Area (Science) she is also in an acting role as the Head of Learning Area (HPE) while Bronwyn Rakimov is on Long Service leave.

This has resulted in the Science and HPE Learning areas collaborating on teaching and learning strategies while also attending very interesting professional learning. Several staff members, including staff from HPE, Science and Learning support were able to attend a Scitech presentation on incorporating Indigenous knowledge into the curriculum. The session provided a wealth of information about traditional medicines and insights into

health and nutrition practices.

## Did you know?

- The Kakadu Plum is native to the top end of Northern Australia and is the richest known source of Vitamin C in the world.
- Panicum decompositum grows in the sand at Lake Mungo and requires only minimal rainfall to grow into a highly nutritious grain that was turned into flour and baked. The Gurandji Munjie group are currently revitalising this native crop and research is being undertaken by CSIRO focussing on the nutritional value of this grain.

## Year 7 Nature Play Passports

In Saba, the Year 7s have been exploring the opportunities for outdoor physical activity and have recently been encouraged to sign up for a Nature Play passport by their teachers Jane Bourke and Silke Hightet. Parents will need to monitor the missions as some are in the "extreme" category. Some students are well underway with their missions. The website below has further information and mission instructions for parents and SIDE Supervisors.

[www.passport.natureplay.org.au](http://www.passport.natureplay.org.au)





In Term 4 we hope to be able to share mission photos of SIDE Year 7 students from all over Australia and overseas, so get snapping and send the pictures to your teacher. Already Rikki has made a catapult.



Rikki's home-made catapult.



Above: Rikki in action



## Year 11 Consumer Health

The Year 11s have been working hard this term with a big focus on complimentary therapies. Each student has been busy researching an alternative health care and conducting an inquiry report to address their focus questions. The ballet students are fortunate to come into SIDE for a face-to-face session each week with their teacher. These sessions are a great opportunity to brainstorm task direction and check the progress of their drafts.



Above: Isabelle N, Eloise S and Samantha W with Health Studies teacher, Jane Bourke.

## Year 10 Party Planner Websites

Kirsty O'Halloran's Year 10 Health students were required to research how to conduct a responsible, safe, ethical party and present that information in the format of a webpage. Students needed to include strategies for before, during and after the party that would prevent or reduce unhealthy behaviours. This included the supply of food and drinks, invitations, security and how to deal with gate crashers and communicating with emergency services.



Above: Youth Party by Nica C



Above: Party Planner by Tristian M



Above: Parties by Chloe R

## Year 11 and 12 ATAR Exams

The Year 11 and 12 ATAR teachers are encouraging students to start preparing for the upcoming exams. Below we have made a list of general exam tips and also some specific to the Health Studies courses.

Some valuable tips:

- Live the... Love the... Learn the ... SYLLABUS
- Choose **one** specific population as your expert population
- Identify the differences between factors that create inequities and the determinants, also between Health promotion and Health advocacy
- Use examples, **always** use examples, especially for models and theories.
- Keep healthy. Your mind works best when you are healthy and eating regular meals, including breakfast.
- Get enough sleep. You work better if you have rested.
- Keep physically active. This will help you to feel more positive and work more effectively.

## English

### Professional Development for English Teachers - Creative Workshop

Susan Cullen led teachers in the English Learning Area through a number of practical exercises that gave teachers the opportunity to develop their own creativity. These exercises were great reminders to English teachers about strategies to promote creativity in our students and to use language in a purposeful, deliberate and fun way.



Above: Creative Workshop: SIDE English Department



### ABC Heywire Online Workshop



The English Learning Area invited ABC Heywire Presenters Alex Neill and Dan Hurst to present a storytelling workshop for regional, rural and remote students in Years 10, 11 and 12.

Students engaged in interactive activities designed

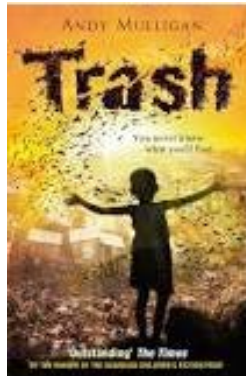
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to encourage students to share their experiences of life in regional and remote Western Australia through storytelling. The workshop elicited excitement amongst students, with a number of students entering a story into the national Heywire Storytelling Competition following the session. We wish everyone the best of luck!

### Attention Year 8 English students: a Trash story

Year 8 students have been studying *Trash*, a novel where three friends who live in a dumpsite on the outskirts of the city find a wallet that leads them on an adventure to find the owner of the wallet.

*Year 8 novel study.*



### Life Imitates Art: Peter's Trash Moment

Rafael finds a wallet in the trash; Peter finds a wallet in the Monkey Mia carpark

Week 5 of Term 3 saw SIDE teachers - Shane, Peter and Craig - visit Shark Bay.

On day one they drove to Monkey Mia for dinner and to show Craig the dolphins.

At the carpark entrance there was a traffic jam. Peter investigated and found the cause - a convoy of German tourists was trying to work out how to pay their admission fee to an absentee attendant.

With things sorted and the car parked, the trio headed for the restaurant. Shane and Craig led the way. Peter, following, looked down and noticed a descript black object. Curious, he investigated. It was a wallet chock-a-block full of credit cards, identity cards, receipts and \$255.00. The identity card revealed the wallet belonged to 23 year Alexander from Berlin. Unfortunately there were no Australian contact details.

The trio entered the restaurant to find it booked out by three busloads of tourists and the dolphins nowhere to be seen.

What became of the wallet and Alexander? The wallet was handed to the restaurant manager for safe keeping with the hope that Alexander would come looking for it.

That night Craig scoured the internet hoping to track Alexander down and Peter called the police - two dead ends. The following week, back in Perth, Peter called the Monkey Mia Resort manager and relayed the story of the wallet.

The manager immediately followed up and within minutes called Peter with good news – the wallet and Alexander had been reunited within an hour of it being handed in.



*A wallet resembling the wallet Peter found.*

### Shark Bay

Peter Barker and Craig Campbell visited Shark Bay School to meet and work with their students and SIDE supervisors Susan Crossley and Steve Copeland. It was Craig's first regional visit since starting with SIDE last term. It was a great experience!



*Yr 7 Shark Bay students: L-R Jasmine, teacher Craig Campbell, Lachlan, Perron, Jaxon, Deklan and Chloe*



*Left: Yr 11 ATAR students Hail and Jesse working on an essay.*



## Partner school relationships

SIDE continues supporting regional schools, with a particular focus on remote schools. This partnership is central to the success of students studying through SIDE.

### Christmas Island District High School

SIDE English HOLA, Linley Taylor and SIDE EAL/D teacher, Silvana Patorniti met with CIDHS English teachers. The collaborative partnership was strengthened, with discussion focused on student work samples, Senior Secondary pathways, appropriate course choices for CIDHS students and SIDE course offerings, including Literature and EALD.



Above: Silvana Patorniti with her EAL/D students Hannah and Jayden.



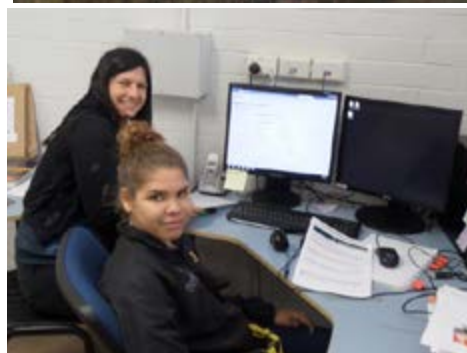
Linley Taylor and Silvana Patorniti presenting SIDEways about the partner school relationship.



Collaborative discussion with CIDHS Literacy Coordinator, Nicole Simons.

### Meekatharra

Michael Oliver (SIDE Deputy) and Donella Grieco visited Meekatharra DHS to work with Year 10, 11 and 12 students. Students worked enthusiastically to complete the oral components of their English studies.



Yr 12 student Tamika working on a travel itinerary with English teacher Donella Grieco

### Dongara

Narelle Carlon and Kathy Shortland-Jones visited a home-based student in Port Dennison to meet the family and to help the student to access the English course and Resource Centre catalogue. Kathy and Narelle then spent half a day at Dongara District High School, where they spent time with ATAR English students in Year 11 and 12.

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### Kununurra

SIDE English HOLA, Linley Taylor and Kununurra English HOLA, Lisa Clark have previously established an effective collaborative professional relationship. It was time well spent discussing English courses, small group moderation practices and SIDE course offerings, including Literature and EALD.



*Left: Linley Taylor and Monty worked throughout the morning on the Year 11 ATAR Literature course.*

### La Grange

Donella Grieco visited La Grange Remote Community School to work with Foundation English students on a micro-teaching project, where students teach their teacher about a topic they are knowledgeable about. Students presented work on finding bush food, collecting oysters at Roebuck Bay and taught Donella how to throw a hand-held fishing line.



*Students from La Grange working on the Micro-teaching project*

### Leonora

“The Week 6 regional trip to Leonora was an interesting day. It was fantastic getting to meet the Year 7, 8 and 9 students who attend SIDE and then be able to help them with their Moodle work. These young people were an inviting, friendly and charismatic group. It was a delight spending time with them and having a chance to see these students engage in other activities that were being conducted at the school.”

Karen Wauhopp



*The beautiful Leonora sunset*

### Student visit to SIDE

Tara flew to Perth from Onslow to attend the Chevron Camp at Perth Arena as part of her Chevron Scholarship. Before returning to Onslow, Tara visited her teachers at SIDE, recorded a video interview about her Chevron course and made a very positive impression as an emerging leader. Next stop sees Tara flying to Alice Springs as she was selected by Swans to play football alongside team members from Swan Districts in the October term break. Fly high, Tara!



*Left: Jenny Crowe with Year 11 English student Tara from Onslow*

## Extending learning beyond school

After learning about blogging in the Year 11 English course, Year 12 student Molly from Shark Bay has set up an exciting blog about diving, the ocean, marine life and living in Shark Bay. Check it out at:

[www.emusatthebeach.com](http://www.emusatthebeach.com)



Molly's blog 'Emus at the Beach'



Left: Yr 12 student Molly showing English teacher, Peter Barker, her online blog.

## Western Australian representative on ABC Q&A Panel

Former SIDE student, Dylan Storer from Fitzroy Crossing, was selected to "tackle the big issues" and represent the voice of regional youth in Western Australia on the ABC national current affairs program Q&A. He was one of four students chosen to be part of the Q&A panel.

Dylan is passionate about the future of Australia, and he hosts a syndicated news and current affairs program on community radio in Fitzroy Crossing and Melbourne.



Left: Dylan from Fitzroy Crossing



## SIDE partnership with Yirra Yaakin Theatre Company

Catherine Lamers joined colleagues from SIDE who were invited to attend the opening of the new Yirra Yaakin Theatre Production 'SkyLab'. The play is a sci-fi comedy which explores the possibilities of what really occurred when NASA's Skylab crashed near Esperance in July 1979. The production was enjoyed by all staff who attended and resulted in much discussion about the real impact of the Skylab event.



SIDE staff with Sky Lab director Kyle.J.Morrison

## Year 7 Creative Writing

Students in Year 7 have been reading, writing and learning about different poetic forms this term. Here are a couple of wonderful examples of haiku students have written.

### "Seasons of a Pointe Shoe", by Alexis

In the dressing room  
Fresh ribbons happily tied  
Shoes new, excited

In class I point slowly  
Satin shiny, smooth as ice  
Shoes stiff, restrained

In rehearsal I  
Move with grace, pliable, free  
Shoes read, alive

In performance I  
Dance, glorious perfection  
Shoes soft, exhausted

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In the theatre  
Bows taken, curtains closed  
Shoes dead, contented

**“Changes”**, by Jasmine  
A change of identity  
She has moved away,  
She goes to her first lesson,  
Identity changed

**A change of mind**  
Once was a bully,  
Now they are the one bullied,  
Change your perception

**A change of heart**  
A small change of heart,  
Shattered someone else's hopes,  
Suffering in love

**A change of tide**  
A change of the tide,  
A small rift within my heart,  
A small broken soul

**A clock**  
A small, simple clock,  
Holds the key to death and life,  
There's still time to change

**Wilted petal**  
A wilted petal,  
Strong and luscious for a while,  
But now it's fallen

**Loss of loved one: Grief changes perspective**  
The one I once loved,  
Is no longer by my side,  
She has lost the fight

## Languages



*One language sets you in a corridor for life. Two languages open every door along the way.*  
(Franck Smith)

Term 3 has been another busy one for the SIDE Languages Department with lots of staff involved in curriculum development as well as school visits

### French and Italian news: A Day in Cadoux



After much anticipation, students at Cadoux Primary School met both their French and Italian teachers, Signora Elisa Higgins and Madame Arielle Fernandes. The students were also fortunate to meet two young SIDE Language Assistants, Manon and Elisa, direct from France and Italy! The Cadoux students thoroughly enjoyed looking at the photos that Manon and Elisa showed them of their towns, families and friends. The students also had the opportunity to ask lots of questions and to notice the similarities and differences between life in France, Italy and Australia.



Everyone had fun outside learning to play the Italian game ‘bocce’ and the French game ‘petanque’. Then the SIDE teachers provided a shared lunch of traditional French and Italian foods which was very much enjoyed with students and Cadoux staff.



After lunch, the French students read a story and made some masks. The Italian students read a play called ‘The Little Red Hen’ and then performed it for their fellow students. The day was concluded with the presentation of certificates. SIDE staff commented that the drive back was as beautiful as it was in the morning, with views of golden canola fields and lovely green pastures.



The value of a visit to students and schools cannot be underestimated. In the words of Cadoux principal Helen Hill: ‘...it was so great to meet in person...students loved the activities... it was great wellness time and just what we needed.’

## Curriculum Development: Primary

Many of our SIDE Languages staff are also writers in the Language Resource Development (LRD) team. They are currently producing a variety of visual resources for Year 5 students which will be used across Western Australia. The photo below was taken while filming the ‘Welcome to Leederville’ video which will be part of each language’s resource packages.



The videos currently being produced by the LRD at SIDE focus on the names and locations of places in a city as well as the activities that take place there.

## Languages TDS: Sandra Jackson

This term, in its role as a Teacher Development School (TDS), SIDE has provided six professional learning events for teachers of all languages focusing on ATAR, Year 4 Curriculum and sharing experiences in teaching the new Year 3 Western Australian Curriculum. One of the strategies shared with participants has been ‘beehive planning’ which uses hexagon thinking to support teachers in planning for split Year 3 and 4 classes. The following is an illustration of hexagon thinking in action.



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### Indonesian news

Indonesian Language Assistant Diah (Galuh) Sarimbit



"Ing ngarso sung tulodo, ing madyo mangun karso, tut wuri handayani" Ki Hajar Dewantara

As the Indonesian Language Assistant for 2018, I have been assisting SIDE teacher Pak Andrew Teo with his secondary students' learning. In Term 3, two Year 12 students Casey (Bunbury Senior High School) and Nicholas (Guildford Grammar School) visited SIDE. It was very exciting to see both students in person and to realise how much progress they have made in their Indonesian. We had a quick pelajaran bahasa (language lesson) to brush up on the content we had discussed in our Saba lessons.

Bahasa Indonesia is only one of the foreign languages students can choose to learn in schools in Western Australia. I believe it is a little challenging but also a lot of fun. Why? It is interesting not only for students but also teachers of Indonesian and Indonesian language assistants as the language is always evolving. In fact, in Indonesia we have more than 700 indigenous [local languages](#). Bahasa Indonesia is our national language and one of the key things that brings us all together. There are constantly new words added to bahasa Indonesia which are adapted from those indigenous local languages.

The quote next to the photo above is from an honoured [National Hero of Indonesia](#), Ki Hajar Dewantara. He describes an ideal teacher as one who, after transmitting knowledge to their students, would stand behind the students and give them encouragement in their quest for knowledge. I believe this is all educators' aims throughout the world. I always carry this powerful message in my heart.

Year 12 students Casey and Nicholas have tackled pelajaran bahasa Indonesia very well. We do wish them the very best of luck for their upcoming exams this year and new adventures for the years to come. Selamat berjuang.

### Japanese news

#### Ongerup Primary School visit

Ongerup Primary School is situated in the town of Ongerup, approximately 150 kilometres north of Albany and close to the scenic Stirling Ranges. The school currently has 18 students enrolled - from Kindy to Year 6. Two classrooms operate, Kindergarten - Year 2 and Years 3 - 6. There are two school buses that transport 8 students to school from outlying farms. The remainder of the students live in the town.



Ongerup entrance

The school Principal is Mark Bruce and he is very supportive of the SIDE Japanese online program. The school runs and supervises two Japanese classes using an interactive white board from the library: The Joeys (Years 1 – 2) and the Boomers (Years 3 – 6). Separate to the SIDE online program, the Kindergarten and Pre-primary students participate (via Ipads) in the Early Learning Languages Australia (ELLA) program which is a digital, play-based language learning program aimed at students in pre-school. Michael Boyle is the current Japanese SIDE teacher for the school.

Kathy Lamberto and Michael Boyle visited the school on the 22nd August this term. Both classes were combined for the whole day and participated in a variety of language activities.



*Students leading the class during the 'Hiragana Macarena'*

To commence the day, students were given an opportunity to introduce themselves before participating in activities which recalled their basic knowledge in counting and hiragana. In the second session of the day, the story of 'Urashima Tarou' was told with stimulus pictures and used to introduce the basic terminology for the four seasons. Students then completed some hiragana and kanji writing activities and also created a Styrofoam block print related to the story. The Boomers took part in preparing three different types of 'Okonomiyaki' (Japanese omelettes with mushroom, prawns and bacon) for the whole school to eat at lunch time. During cooking preparation time, the kindergarten and pre-primary students joined the Joeys and made origami, sang songs and listened to a story. The day concluded with more songs and a recap of the day's activities.



*Three types of 'Okonomiyaki'*

It was another successful visit and a big 'Arigatou' goes to the Ongerup staff for making us feel welcome.

From all of the language teachers at SIDE, we wish you all a good spring break and see you next term

## The Arts and Technologies

### Year 11 Applied Information Technology

This term, students planned and created their own animation, stop-motion videos and videos.

Below are some screenshots of the students' work.

Serena Chew – AIT teacher



*Above: Ethan's stop-motion video*

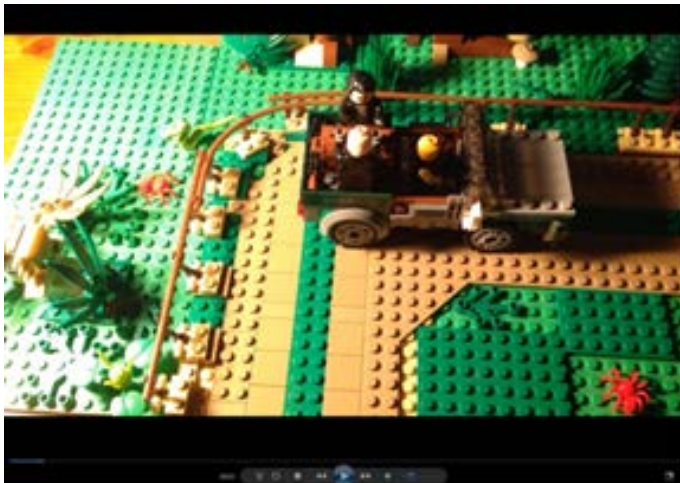


*Above: Jarrad's stop-motion video*



*Above: Angel's stop-motion video*

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Above: Michael's stop-motion video

Animation Task 9\_cheri vr

Task 9 animation BY Cheri vR



Above: Cheri's animation



Above: Jessica's animation



Above: Jordan's animation

## Code Comes to Life

Year 10 Digital Technologies students are extending their programming skills to bring coding to life. A new course was offered this semester to Year 10 students that utilizes Arduino microcontrollers to create real world devices such as Traffic Lights, Motion Detectors and Weather Stations. The final challenge for the students is to build and program a robot arm that performs tasks based on their code.



Above: York DHS students configuring their Arduino microcontrollers.



## Regional Visit - Moora Central Midlands Senior High School

Monday 29 August – Regional visit to Moora (CMSHS). Pauline Abordi and Alison Grabowski from Arts & Technologies Department joined Alex Berentzen from Science for a day trip to Moora.

Alison visited with two Year 12 Accounting and Finance Students, Sena and Kurt, and discussed the upcoming Semester 2 exam. We shared ideas on how to prepare for exams and what content will be covered in the exam. Pauline visited Year 11 Children, Family and Community student Amy and Year 11 Business Management and Enterprise student Jack. It was lovely to meet CMSHS Side Supervisor Renee Even and have the opportunity to tour the school and of course spend time with the students.

## Regional Visit - Collie

Monday 10 September – regional visit to Collie Senior High School. Alison joined Science teacher Dianne Saunders for this day trip.

Alison visited with three Year 12 Accounting and Finance Students, Ashliegh, Chloe and Cameron. We completed a two hour revision seminar in preparation for the upcoming Semester 2 Examination. The revision seminar went very well with students making valuable contributions and asking great questions.

Alison also visited with Year 11 Accounting and Finance Students, Cain and Teegan. We workshoped some Moodle activities on the white board and the students had the opportunity to ask questions and seek clarification.

SIDE Supervisor Rebekah Duff was very helpful and it was lovely to meet the students and spend time working together.

## Regional Visit - Leinster

Year 8 Art students from Leinster came to SIDE and worked in the Art studio. They are studying the art of still life painting and practiced rendering 3D drawings with the reverse tonal drawing technique of using a kneadable eraser to remove highlight.



*Above: Lucas*



*Above: Sherman*

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## 'PLACE' is the SIDE theme for the Curtin Artist in Residence project 2018

SIDE students, teachers and community live and work in many different places, but we all connect through our learning process at SIDE.

The 'PLACE' project is about the spirit of belonging, and it encourages personal creativity and connection.

Artists throughout history have recorded and reflected on their 'sense of place', their physical and felt place in the world. Where do you learn, teach or connect with SIDE? Year 10 and year 12 Art students have been working with our Artist in Residence, Stephen Peacock, to visually represent a 'Sense of Place' using printmaking techniques. You can find out more about the artist in residence, and the project, by following the link to the PLACE project on your Moodle Dashboard.

To celebrate our first ever Artist in Residence project and 100 years of Distance Education, you are invited



to contribute to a SIDE community exhibition which reflects this connection and embraces and celebrates mutual respect for personal uniqueness, creativity and difference. Submitted work can

be in any two dimensional medium but must be 200 mm x 200mm to be able to be displayed in the exhibition. Each piece contributed to the exhibition will be very different, but because of their format they will connect in the exhibition to reflect the many different locations, modes and viewpoints SIDE students and teachers work with collectively. You can submit paintings, drawings, photos, prints, rubbings, collage, mixed media etc.



Above: Stephen Peacock giving drawing demonstrations in Saba lessons



Above: Stephen Peacock preparing to demonstrate printmaking techniques in the studio

## The Arts

### Year 12 ATAR

The year 12 students have completed their final artworks. They were all sent here safely and are currently at a School Curriculum and Standards Authority (SCSA) location being marked by external markers. With eight students in total, five chose to do sculpture and here are some of the wonderful and varied artwork that they made.

As a part of being marked, they are urged to create artwork that is personal, innovative and communicates meaning to the audience which they have all achieved. Well done Year 12's



*'Exactly what she was born to be.'* Mia (North Albany SHS)



*'Culture'* Jada (Ballet)



*'Untitled'* Hayley B (Nagle Catholic College)



*'Rally Day'* Sarah R (Kununurra DHS)

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*'Repression' Bella (Home Based)*

*'Planet Earth: Wildunlife' Keely F (Esperance SHS)*



*'Repercussions' Alyssa (Mount Barker Community College)*

*'Solo' Stacey (North Albany DHS)*

## Mathematics

### Staffing

Michael Wheeler took leave in Term 3 and was replaced as HOLA by Greg Piggott. Sandra Wagner joined the team to teach the classes affected by these events.

Anne Paull also took a well-earned long-service-leave and Diya Mehra Soni will continue to teach her classes into Term 4.

### Senior School

As we move into Term 4 all Year 11 and Year 12 ATAR students should endeavour to increase their focus on the final examination.

Students studying General mathematics courses should ensure all work is completed and submitted.

### ATAR and Examinations

Moodle courses for all ATAR subjects include past examination papers as well as other exam-style revision documents. These are the best form of revision that students can undertake in preparation for their end of year examinations. The exams cover objectives from the whole year and comprise 25% of the year total.

It is essential that students demonstrate their understanding of concepts in the limited time-frame of an examination. Thus, students should practice maximising their score by working under the same conditions of an examination. Exemplar papers should be attempted in the time allocated: 5 minutes reading and 50 minutes working for the non-calculator section, 10 minutes reading and 100 minutes working for calculator-assumed.

A mathematics syllabus lists objectives under particular areas of study, for example Networks or Calculus. Students should refer to the syllabus regularly and realistically monitor their strengths and weaknesses. (A student should know they are 'good' at Finance but 'weak' at Matrices.)

#### **Improve the weak but practice the good.**

Study for examinations should be directed at improving a student's understanding of concepts they find challenging. However, it is important to maximise the marks gained for concepts students find easier. This requires constant practice of exam-style questions on those concepts.

#### **Know the vocabulary.**

Examiners are required to use the language of the syllabus in constructing examination questions. Students cannot have words or expressions clarified in an assessment if they are contained in the syllabus.

Students are encouraged to develop a glossary with definitions they understand.

#### **Develop personal and useful examination notes.**

Students are permitted notes on both sides of two A4 pages in the calculator-assumed section of the examination. These notes are not permitted in the calculator-free section.

The pages must not be folded nor have pieces stuck to the notes (gluing, tape). They may be handwritten or typed, downloaded from any source, coloured and of any font size. Above all, they must be useful!! The development of effective notes takes place over time, not hastily written just prior to the examination.

#### **Have an examination strategy.**

Despite the best efforts of examiners some papers are too complex and others take too long to complete. It is extremely rare that a student will score 100% on an examination. Rather, the intent should be to gain as many marks as possible in the time allowed.

Teachers will have slightly different views on strategies students should employ to maximise their score in an examination. Students should take note of whatever advice they receive and develop their personalised plan. The important thing is to work the paper to a plan.

#### **Some do's and don'ts to consider:**

- Use reading time to identify the syllabus concept in questions. The context may be confusing but the processes used to address the concept will be the same.
- Do not do the questions in numerical order. Rather, do the 'easy' concepts first, regardless of where they are in the paper.
- Do not dawdle over a question, even if you are sure you could get the answer. Valuable time will be eroded in attempting to obtain small marks, often resulting in students running out of time to finish the exam.
- Plan to generate some time (15 minutes perhaps) at the end of the exam that allows you to address those questions you think you could answer with a bit more time. It is recommended a student plan to attempt

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5 marks every 4 minutes, it is not a waste of time to monitor this during the assessment. This should be achievable in at least the first half of the allocated time.

- Never finish working. Always use time to check solutions, ensure answers are highlighted and that arguments are clearly stated.

### Years 7 to 10

It is important that students further develop or maintain their focus throughout Term 4.

Learning mathematics is predominantly a skills-based continuum. Missing one concept often makes it very difficult to learn subsequent concepts.

Year 10 students will transition to Year 11 courses where penalties apply for late or non-submission of assessments.

‘Study’ has one essential component: **doing questions**.

### School and Student Visits

A number of schools and students were visited during Term 3. Developing relationships with students and experiencing their individual learning circumstances is often a key element in improving understanding of curriculum concepts.

Ron Evans has been carefully considering how students demonstrate understanding in the Foundation Mathematics senior school course. He has developed strategies for engaging students that pays more attention to the individual circumstances of students. These strategies focus on both curriculum delivery and assessment. One particular school has been a major focus of this work. His latest visit report included:

On my third visit to the school this year the focus was on assessment using functional maths topics such as Hairdressing Maths/Catering Maths/Garage Maths, individual learning pathway planning sessions designed to meet each students’ specific needs. An important part of the learning experience is getting students to reflect on their environment and circumstances and thus the student teaches the teacher, encouraging learning as a co-operative activity involving both student and teacher. SIDE’s commitment to this school is reaping rewards because every student has shown growth in mathematics understandings (shown on Grade Rubrics), our ongoing

relationship with the students makes them more comfortable to ask for help and receive it. The importance of wait time was evident when asking questions – one student eventually answered a complicated question where Ron would likely prompt earlier in other circumstances. Ron's learning on this visit included he cannot walk on sharp rocks barefooted, that oysters taste very nice fresh (but the taste stays in your mouth for hours) and, importantly, that the United Kingdom recently returned ancestors remains to the community. This last is very significant to the community and is recognised by white poles in a graveyard.



## To Ponder

For mathematics, success at school requires considerable work. Many adults say they are “no good” at mathematics. If you are one of those people:

1. Do you decide not to buy something because you cannot afford it?
2. Do you estimate the length or area of something rather than measure it?
3. Do you present a constructed argument to someone?

If you said ‘yes’ to any of these three questions then why do you think you are no good at mathematics? You are good at mathematics.

Mathematics teachers wish all Year 12 ATAR students the very best in their final examinations and all Year 12 students every success in the future. We hope that students will focus in Term 4 so that they know they have improved their understanding of mathematics at the end of the year.



## Learning Support

The second half of the year seems to be going faster than the first half with third term flying by. It was a busy term and we have had a small increase in enrolments. Due to these we have welcomed two new staff members, teacher Kim Ganfield, who is with us for two days per week and Education Assistant (EA), Shekiah Adams, giving Learning Support a fulltime EA. Shekiah will be working three days and Jo Duczynski two. Both EA's will offer additional support and teaching time to the students.

Richelle Troode  
Program Coordinator

## HASS

Three Levels of Government  
We have been looking at the democratic system of government in HASS this term and Kentwahn was asked to create a triarama that shows the three levels of government we have in Australia. He had instructions and a couple of templates to get started and then he had to research information to add to the triarama. Here are a couple of photos of his finished work.

## English

As part of his English course, Liam was asked to find out about a person who helps in the community. He chose to do a PowerPoint about a Police Officer. This is some of the information he found and presented.



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## Biography of Rachael

By Paige Year 10 student

*Rachael was born on the 23rd of February 1975. She was born in Tauranga, New Zealand. Rachael was the youngest of three with two older siblings, David who is 52 and Kerry who is 50. Rachael started to become very talkative at nine months, started walking at nine months and was toilet trained at the age of nine months. When Rachael was born she only weighed 5 pounds 6 ounces (2.4 kg). Rachael's first school that she went to was called Otumoetai Primary school in Tauranga, New Zealand.*

## Year 7 English

This term students in Year 7 have been studying the structure of poems with a focus on Haiku and Haiga. In this task, students had to write a collection of Haiku to tell a story or present a journey. Jesse is currently travelling around Australia with his family. Below, he has written a collection of Haiku to show his Journey around Australia.

### Around Australia

Packing for journey  
Planning the trip around Aus  
I'm feeling nervous



### Esperance Visit

Sea water was near  
Celebrating my birthday  
Warm weather appeared



### Rubyvale

Rubyvale Queensland  
Where the weather's hot and dry  
Finding rocks and gems



### Nullarbor

Driving down the road  
Long, straight road never ending  
Stopping on the road



Jesse, Year 7

## Kandiwal Regional Trip

Mary Noonan (Learning Support teacher) along with Michael Oliver (Deputy Principal), Gay Tierney (Student Coordinator) and Shane Murray (Student Coordinator) travelled to the Kimberley this term to visit the SIDE students in Broome and Kandiwal. Kandiwal is a rural Aboriginal community located near the Mitchell Plateau with an estimated population of 20. There are currently 4 students enrolled in Learning Support completing ASDAN and core subjects of Maths, English, Science and Humanities (MESH).



Top: Mary with her students



School Building in Kandiwal



## Student Services

In Term 3, the Student Services (SS) team has been busy supporting teachers and students in each of the various regions. Part of this support is provided through visits by teachers and student coordinators (SCs) to home-based and school-based students in order to develop and improve ties with schools and students. These trips are vital to developing good professional relationships and are appreciated by all stakeholders.

Various members of the SIDE SS team have also visited a number of the University Information Days for SCs and Career Advisors. These PL days are invaluable for updating and informing SCs on new course pathways and current trends in the various universities which will support SIDE students and help inform their future career choices.



The SS team also visited the new **Jobs and Skills Centre** located at the Central TAFE in Northbridge, Perth to attend an information session. The Jobs and Skills Centres are a new State Government service to transform TAFE colleges into Industry Skills Centres.

The Jobs and Skills Centres are an amalgamation of the Department of Training and Workforce Development's Career Centre and Aboriginal Workforce Development Centre.

Located on North Metropolitan TAFE (and South Metropolitan TAFE) Campuses, the Jobs and Skills Centres offers a range of information and services around training and career development.

### Student Contact Visits

In Term 3, SIDE Student Coordinators and teachers have visited many parts of WA including a variety of metropolitan schools:

<b>Goldfields</b>	Esperance, Laverton, Leinster, Leonora
<b>Indian Ocean Territory</b>	Christmas Is
<b>Kimberely 1</b>	Kununnurra

<b>Kimberely 2</b>	Broome, Kandiwal Community – Mitchell Plateau, La Grange
<b>Midwest 1</b>	Kalbarri
<b>Midwest 2</b>	Central Midlands, Dongara, Jurien Bay
<b>Midwest 3</b>	Exmouth
<b>Midwest 4</b>	Meekatharra, Mt Magnet
<b>Midwest 5</b>	Shark Bay
<b>Pilbara 1</b>	Hedland SHS
<b>Pilbara 2</b>	Onslow, Pannawonica
<b>Southwest 1</b>	Albany
<b>Southwest 2</b>	Australind, Bunbury, Dalyellup
<b>Wheatbelt 1</b>	Ravensthorpe, Quairading, Southern Cross, Wellstead
<b>Wheatbelt 2</b>	Dalwallinu, Mukinbudin, Wongan Hills, York
<b>Wheatbelt 3</b>	Lake Grace

### School Snapshots

#### Hedland Senior High School

Hedland SHS located in South Hedland in the Pilbara, is an Independent Public School catering for students from Years 7 to 12. Hedland provides a number of programs such as LEAP, Follow the Dream including specialist netball and AFL programs and also co-curricular programs e.g. a STEM club, Robotics club, a specialist Arts program to name a few. Local industry also plays a significant role in supporting some the schools programs, facilities and VET opportunities. Hedland SHS currently have 27 Year 11 and 12 students studying various courses via SIDE. A variety of teachers have visited the school in 2018.



L to R: Ros Keron working with Year 11 and 12 students

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### Kandiwal

Kandiwal is SIDE's most remote community and is located on the Mitchell Plateau in a designated national park. The community consists of an extended family group. The main family groups are the Goonacks, Phillips and Pindans. Pat Goonack is the family matriarch and was instrumental in the establishment of the community in 2004/5. Initially the community used some infrastructure left by a mining company that explored the area for bauxite. From a single dwelling the community has increased to include a number of houses, two school buildings, a greenhouse and numerous satellite dishes. There are plans for more houses to be built for family members keen to live at Kandiwal. The generator has been replaced by solar power.

There have been enrolments with SIDE for the last 12 years. The younger children are educated through the Kimberley School of the Air (KSOTA).



Pat with students and SIDE teachers

### Focus on Students

Gay Tierney and Shane Murray met with Pat and Year 12 Kandiwal Workplace Learning student, Taniayah. Taniayah's workplace is **Ngauwudu Safari Camp-Outback Spirit** where her trainers are Melina and Brett. Both of them have Certificate IVs in Training and Assessment.

Taniayah works from 5.00 to 8.00pm each evening. Her tasks include setting tables, preparing food and communicating with the tourists. She showed us around the tourist camp area and on our return to the community we walked through the APT camp and saw the community greenhouses. Taniayah was assisted with her workplace learning skills focus questions and completion of her Leaver's profile. She is on track to achieve one-unit credit but the aim is to try and award her two unit credits for ADWPL. She is conscientious about Saba attendance.



L to R: Taniayah in her Leavers jacket working on questions

Rihari and Rhys are Judo athletes who will be competing in the Youth Olympic Games in Buenos Aires in October 2018.



Left to Right: Rihari, Rhys



Taylah was selected by Tennis Australia as a high performance development player to train and compete in several countries in Europe in August 2018.



Above: Joshua

Joshua was selected out of 10,000 applicants to perform at a classical piano competition in China. He was awarded the top pianist beating 42 finalists.



Above: Dominique

Dominique and two classmates will participate in the World Scholar's Cup Tournament of Champions in Yale University in the US in November 2018. This competition highlights debating and writing skills in group and individual events through pre-qualification rounds.



A priority for the SS team has been to provide a variety of support to Year 12 students as they conclude this phase of their education. Specifically, supporting students to achieve their WACE or maximise their grades for their WASSA has been a major focus.

## Managing Exam Stress

Reachout.com offers a variety of resources to support ATAR Year 12 students manage stress at this time of the year including the following tips and action pack:

<https://schools.au.reachout.com/articles/exam-stress-action-pack>

Here are 5 apps for beating exam stress:

<https://au.reachout.com/articles/5-apps-for-beating-exam-stress>

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## ATAR Year 12 Saba Session

As promoted in Moodle Essentials, Student Services has been presenting Saba sessions to SIDE Year 12 students studying an ATAR pathway. The final session will held on Fri 19 Oct at 11.15 am , Week 2 Term 4, and will cover:

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

## 2019 Courses and Programs

Now available on the SIDE website: <https://www.side.wa.edu.au/index.php#>



## Murdoch Horizons Year 12 Summer School

**WHAT?** The Murdoch Horizons Summer School prepares students who are transitioning from year 11 to year 12 for their year 12 studies in 2019. Over three weeks, you'll participate in lectures, workshops and labs to experience university life and study.

**WHEN and WHERE?** Three weeks on Murdoch University campus, 4 Jan – 25 Jan 2019. Murdoch Uni doesn't have to be the intended tertiary destination.

**WHY?** Aims to help you maximise your year 12 results and kick-start your university degree. You can earn credit towards a degree.

**HOW MUCH?** Cost of \$450 can be funded for RISE schools, so potentially free for our students.

Accommodation is available at student village (may be a cost for this).

**Link:** <https://www.murdoch.edu.au/study/undergraduate-students/events-and-resources/future-students/murdoch-horizons-year-12-summer-school>

*"Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development."*

Kofi Anan

## Library Resource Centre

The Library Resource Centre has had an exciting term with two guest presenters on Saba and the continuation of the Wide Reading Program which encourages students to enjoy and discuss their reading. All three were attended by both primary and secondary students.

## CBCA Book Week at SIDE



The SIDE Library Resource Centre celebrated another wonderful Children's Book Council of Australia (CBCA) Book Week with our primary and secondary students the week of 20th to 24th August. This year's theme was 'Find your Treasure' and we enjoyed sharing great Australian book treasures with our students.



Teacher librarian/pirate Liz Allen ran Book Week sessions with Early Childhood, Middle Primary and Upper Primary Saba classes. Students came dressed up as their favourite characters and learned about some of the shortlisted books in the CBCA Book of the Year Early Childhood, Picture Book and Younger Readers categories.



For secondary students, teacher librarian Harry Potter, alias Amy Rosato ran a Book Week session for the Year 7-10 students. Students judged the six shortlisted books in the Older Readers category according to students' criteria for what makes a good book for older readers. The group managed to pick the two honour books, *In the Dark Spaces* and *Mallee Boys*. But the spooky suspense of *Ballad for a Mad Girl* ticked more of the boxes for our students than the actual winner *Take Three Girls*!

Thank you to all our students for dressing up and participating in these sessions - we thoroughly enjoyed 'Finding your Treasure' with our students and promoting and celebrating the best of Australian children's literature.

### Term 3 Wide Reading in English

This term's session for Wide Reading in English was called 'SIDE Insider' and the purpose was to 'Find out what your friends are reading!'

Each Year 7-10 English class was given a short questionnaire the week before their session with Amy, to fill out anonymously in Saba (or in person for our visiting students), to determine every student's current reading habits. Questions included:

- What is the last book you read?
- Where do you get your stories from? (e.g. books, movies, YouTube, blogs, newspapers etc.)
- If you could read any book right now, what would it be?

Answers were honest and varied, and students (and teachers!) had an interesting time looking at and discussing their results in the session the following week. Students even got to see what their teacher was reading! Lots of great books were recommended from student to student, and many books have been borrowed during and since the sessions. Feedback from students and teachers has been very positive, with students enjoying the variety of books they got to see.

Each class also looked at the top three loaned books (for pleasure) by students their age at SIDE in 2017. Year 8 top three in 2017 were the Harry Potter (series), the Geek Girl (series), and *The Boy in the Striped Pyjamas*, which is again proving to be popular this year. Students voted to hear an excerpt read aloud from one of the top three titles, then used the cover and what they'd learned from the excerpt to try and win the 'Judge a book by its cover' quiz.



Amy with Susan Cullen's Year 10 English class and a few of the books talked about in the session.

### The Reading Room

The Reading Room is a Moodle course for secondary students in Years 7-10, where teacher librarians communicate with students about special events, competitions, new books and more. There is also a Book Reviews forum where this year we have been awarding prizes to students for their reviews.

A student 'Review of the Week' from The Reading Room Book Reviews forum:

To All The Boys I've Loved Before – Jenny Han

*"This book was amazing, the context was something I haven't read before. It is about a girl, Lara Jean, she lives in America and is half Korean. Lara Jean writes letters every time she has a crush so bad she doesn't know what else to do. She writes the letters in full detail because she doesn't expect anybody to see them. Eventually, somehow the letters get out and inevitably the boys go to find her. The idea of being that confronted in front of anyone you liked was really interesting to read about. Lara Jean's character was shy and family orientated so it was fun and exciting!*

*Since the author. Jenny Han is Korean, this book was quite authentic about the foods and certain traditions. This book is right down your alley if you like romance and drama like*

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*I do. This book is part of a set, the 2nd book 'P.S. I still love you' and the 3rd being 'Always and forever, Lara Jean'. I just read the first in about two days and I loved it, I know it is cliché but, I couldn't put it down!*

Chelsea Year 9

### Term 3 Authors Online - Kylie Howarth

The Resource Centre hosted author/illustrator Kylie Howarth, who is a graphic artist, has published three picture books, is working on a fourth and has almost finished her first short novel. She studied through SIDE when it was the Distance Education Centre (DEC) whilst completing Year 4 as her family travelled around Australia. Her visit linked with our 2018 Children's Book Council of Australia (CBCA) Book Week celebrations. Kylie presented two online sessions for our Primary School students, one with Pre Primary to Year 4 students and one with Year 5 and 6 students. She shared writing and drawing ideas with a particular focus on her picture books 1,2 Pirate Stew and Fish Jam and Chip. Kylie uses a range of textures in her paintings including corrugated cardboard, bubble wrap, sticks, stones, rocks and vegetables such as potatoes. She showed the students how she built up the textures and



finally how they looked when the book was published. The webcam was set up and Kylie drew with the students, her characters Toot and Chip. The students were able

to use the video cam to share their drawings. They responded enthusiastically to Kylie's presentation and made some insightful comments both verbally and via text chat in Saba.



It was lovely to receive a thank you email from Kylie:

*Thanks again for inviting me to visit your school today.*

*It was wonderful to see how distance education works these days!*

*Such a fabulous system and delightful teachers and students*

### Mike Lefroy

On 12th September historian, educator and author Mike Lefroy presented two sessions, one for Year 7/8 students and one for Year 9/10 students. Mike has a passion for history particularly that of his hometown Fremantle. In consultation with HaSS teachers it was decided to focus on one of Mike's books relevant to courses being studied. The Year 7/8 focus was on examining *The Catalpa Escape*, the amazing story from Western Australian history in which



Irish prisoners from Fremantle Jail, who were half a world away from home, made a daring escape. They were rescued by those on board the Yankee whaler The Georgette. Year

9/10 students looked at Mike's version of *HMAS SYDNEY: The Mystery of Australia's Greatest Naval Disaster*. On that fateful day in 1941 six hundred and forty five



Australian soldiers died when HMAS Sydney sunk off the coast of Western Australia. The watery grave was not discovered until 2008. Mike has the ability and experience to bring history to life and provide a deeper level of understanding of events of major local

and historical significance.

You can contact the Library Resource Centre staff at [library@side.wa.edu.au](mailto:library@side.wa.edu.au) or 08 9242 6303

Frances Herd, Liz Allen, Felicia Harris, Amy Rosato and Michael Bate.

## Online Teaching and Learning (OTL)

### What's Webex?

SIDE has used Saba web conferencing to teach live lessons to our students for more than a decade. Technology has moved on, and we'll be replacing Saba with a new virtual classroom environment in 2019: WebEx Training. Teachers are currently trialling the new platform with selected students and classes. All staff will undertake extensive training in readiness for the 2019 school year.

During Term 4, students may find that more of their teachers will make the move to WebEx. A suite of resources to support students in WebEx is also being produced by OTL staff and will be made available through SIDE Launchpad and Essentials Moodle courses.

### Cybersafety

Cybersafety is a SIDE priority. With students accessing a variety of online resources for learning and entertainment, it is essential that they are equipped with skills to ensure that they are safe online. This term, students in Years 5-7 attended a session called 'Cyberbullying and blackmail – how to speak up and stay safe', presented by the Office of the eSafety Commissioner. Further cybersafety resources for students and parents can be accessed on the Office of the eSafety Commissioner's website – <https://www.esafety.gov.au/>



Narelle Carlon

Online Teaching and Learning

## VacSwim 2018

With swimming pools and beaches a big part of the Western Australian lifestyle, ensuring your children can swim competently and safely is essential.

You can now enrol your children in VacSwim swimming lessons during the October and December/January school holidays.

VacSwim is for all children - from beginners to more advanced swimmers and young people doing their Bronze Medallion. Your children can start as young as five years old.

Your children can join in the fun of learning to swim at pools and open water venues across the State.

Enrol your children in VacSwim now at [education.wa.edu.au/swimming](http://education.wa.edu.au/swimming)

Find a location near you at [education.wa.edu.au/swimming](http://education.wa.edu.au/swimming)



## SIDE Connect for Parents

The Department of Education provides a secure online platform called Connect as a tool that schools may use in order to communicate with parents and carers. SIDE will shortly be introducing the use of Connect as a means of communicating with parents of our secondary students and providing you with access to certain information regarding your child/ren's education at SIDE.

The following features will be phased in over the course of Semester 2, 2018.

- The School Space where you can be notified about school information and events.
- The classes in which your child is enrolled.
- Notices or messages from teachers.
- Semester reports for your child.

In 2019, you will also have access to the following information.

- Assessment and course outlines for each secondary subject in which your child is enrolled.
- Assessment results.

If you were not already registered with a parent number (P number) in Connect, you should recently have received an email with your login details.

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If you already had a login (a P number), you will be able to see information about your SIDE student using that login. If you have not received, or have misplaced your P number, please email us at [administration@side.wa.edu.au](mailto:administration@side.wa.edu.au) so we can resend your login details.

It is important that we have your correct email address in order to be able to send out information through Connect. Please call us on 9242 6300 or email us on [administration@side.wa.edu.au](mailto:administration@side.wa.edu.au) if you would like to update your contact details.

If you have any questions about the introduction of Connect at SIDE, please contact Justine Daly, Deputy Principal, on 9242 6156.

## National Consistent Collection of Data on School Students with Disability (NCCD)

Our school participated in the Nationally Consistent Collection of Data on School Students with Disability (Data Collection) again this year. This Data Collection takes place in government, Catholic and Independent schools across Australia, and provides valuable information about supports required for a broad group of students. This enables Australian and State governments to better target support and resources in schools. This in turn helps schools give students with disability the support they need.

The Data Collection is not limited to students with diagnosed disabilities. It uses a very broad definition of disability, taken from the Disability Discrimination Act 1992 and the Disability Standards for Education 2005, which describe a broad range of health and learning conditions for which schools are required to provide 'reasonable adjustments' to support students to participate on the same basis as other students.

The Data Collection took place during Terms 2 and 3. No personal or identifying information about any student is included in the data collection. More information about the Data Collection is available on the Department of Education and Early Childhood Development website at: <http://www.education.vic.gov.au/school/parents/needs/Pages/nccd.aspx>

or you could contact the Principal if you have any further questions.

## SIDE Awards Term 3

### BRONZE

Lilly	Ethan
Tahlia	John
Jack	Vincent
Tahlia	Blake
Daniel	Sky
Gillian	Breanna
Daniel	Mia
Chloe	Regan
Laura	Lili-Mae
Tara	Justine
Fleur	Crystal
Olena	Mia
William	Bronwyn
Jamal	Zara
Daniel	Chloe
Ella	Olivia
Aaron	Gemma

### SILVER

Leesharnie	Isabella
Erik	Seaton
Indie	Lachlan
Ethan	Loki
Nicholas	Chloe
Laura	Layla
Alexander	Chloe
Daniel	Sam

### GOLD

Deklan	Perron
Jimmy	Jaxon
Liam	Daniel-Ryan
Jasmine	Kyle
Laura	Ethan



## SIDE: Important Dates Term 4

### Week 1

- Week 1, Term 4 Oct 8 – Year 11 Exam Dispatch
- Week 1, 2019 enrolments for home based open on Monday 8th October
- Week 1, 2019 non-government school enrolments can be taken from Monday 8th October

### Week 2

- Week 2, Term 4 – last week for final tasks and assessments

### Week 4

- Week 4, 2019 enrolments for SOEP school based open on Monday 29th October.
- Week 4, Oct 30 – Year 12 WACE exams commence

### Week 5

- Week 5, Nov 5 – 9 – Year 11 SIDE Exam Week

### Week 7

- Week 7 Nov 16 - SIDE Open Day (no classes)
- Week 7 Nov 19 – Reporting period commences for Years 7 – 12

### Week 10

- Week 10, Dec 13 – Last day SIDE students