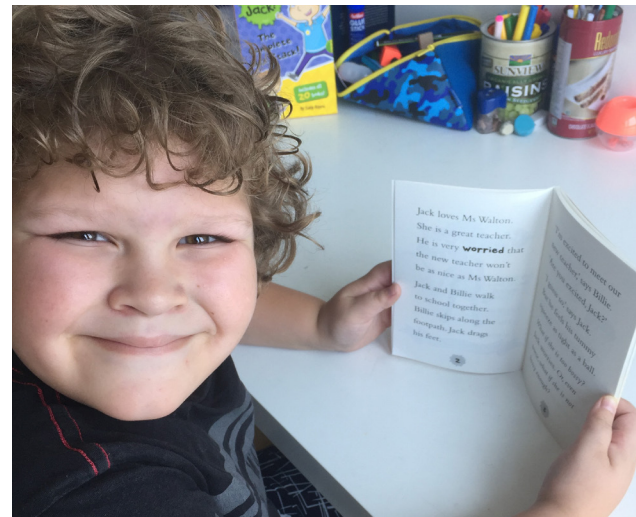


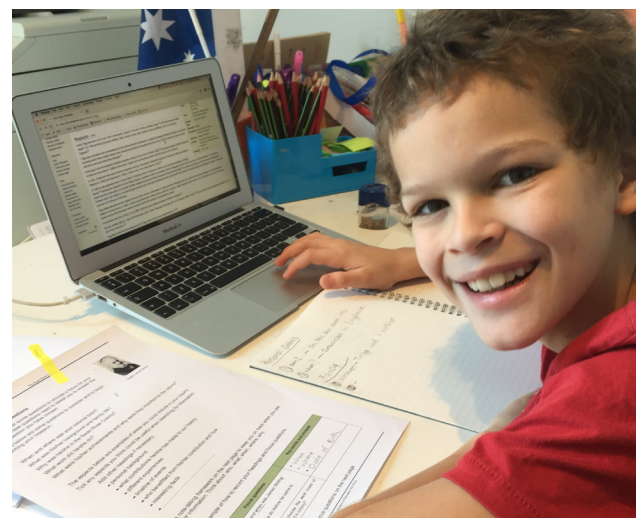


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Cover photo: Year 3 student Javan



Cover photo: Year 5 student Nate

“ Online learning  
Innovation  
Excellence ”



Michael Oliver  
Deputy Principal

As the newest member of the SIDE executive team, my first 15 months as Deputy Principal – Students has been a non-stop eye-opener to the amazing opportunities online education brings to Western Australian school students. SIDE has a connection with over 1850 students from K-12. We cater for home-based and school-based students in metropolitan, regional and remote areas, interstate and overseas travellers, full-time ballet/dance students and elite performers.

This year SIDE has invested heavily in a renewed focus on student contact visits; our teaching and support staff fly and/or drive to visit students in their homes, schools and workplaces. Student contact visits improve student-teacher relationships, allow teachers to extend student learning, and provide an opportunity for students to share their hometowns with teachers.

The end of Term 3 is fast approaching, which means our Year 12 students are finalising assessment tasks for General courses and preparing for exams in ATAR courses. Regardless of the journey you are on, remember to manage your time effectively, take care of your wellbeing and trust in the hard work you have already done this year.

Michael Oliver  
Deputy Principal

## HAVE YOU SEEN OUR COMMUNITY PAGE ON THE SIDE WEBSITE?

**Community** creates a one-stop location for information of interest to the SIDE community. Current and former parents and students, and former staff should check out this new part of the [SIDE website](#).

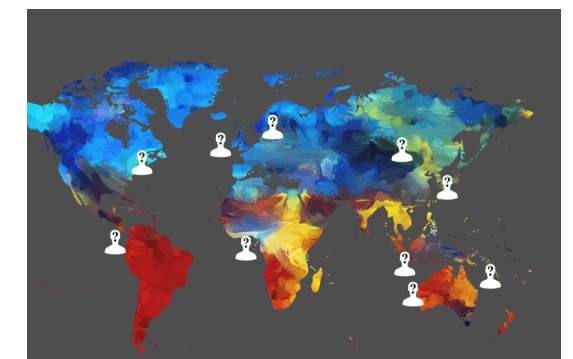
Community provides links to:

- Parent Connect for current parents
- School Calendar, News and Updates
- Online Galleries of student work
- Historical information about distance education.

It allows members of the wider community to stay in touch by subscribing to SIDE's News and Updates.

SIDE (and previous WA distance education school) former students can provide an update about what they are doing.

**Check out the page regularly for new resources and links.**





## KEEPING OUR KIDS SAFE ONLINE

Young people have wonderful opportunities to explore the world and make connections via the internet, social media and gaming platforms. However, as parents it's sometimes hard to know from what age the various platforms are appropriate and how to manage the risks associated with children and teens being online. Three key strategies to keep children and teens safe online include:

1. **Be engaged, open and supportive** – get involved, keep lines of communication open and always indicate that your child can come to you no matter what. If you notice a change in mood or behaviour, talk to your child about it and seek extra help if needed.
2. **Set some rules** – age appropriate rules for devices and online access are important. It's a great idea to negotiate these rules with your children.
3. **Use the available technology** – get to know the devices your children use and set them up for privacy and online safety.



 **eSafety Commissioner**

The Office of eSafety Commissioner has a range of resources designed to help parents navigate the online world with their children and keep them safe. The office provides information on big issues such as: cyberbullying, time online, gaming, unwanted contact and grooming along with good advice on taming the technology and privacy and your child. A comprehensive online safety guide and screen smart parent tour is also available on the site. To access the full range of parent resources available go to <https://www.esafety.gov.au/parents>.



## Cyberbullying

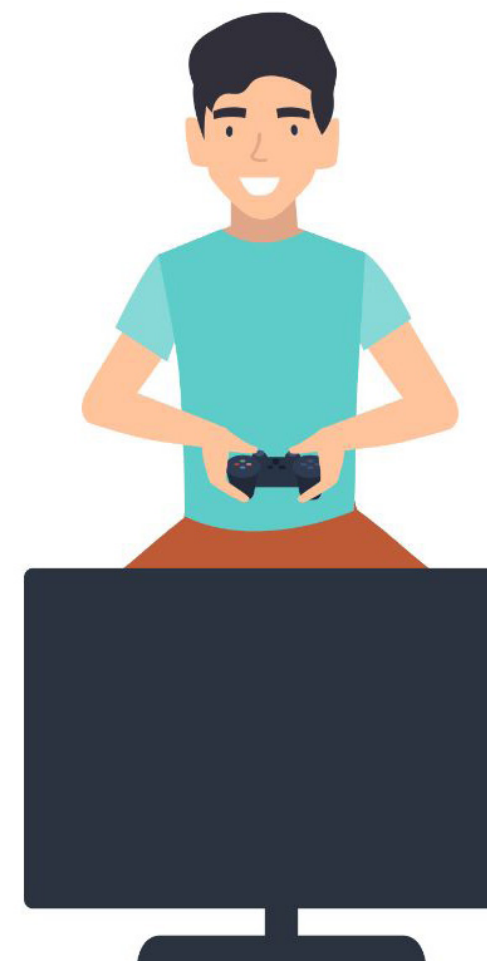
Cyberbullying is the use of technology to bully a person or group with the intent to hurt them socially, psychologically or even physically.

### What does cyberbullying look like?

Examples of cyberbullying include:

- abusive texts and emails
- hurtful messages, images or videos
- imitating, excluding or humiliating others online
- spreading nasty online gossip and chat
- creating fake accounts in someone's name to trick or humiliate them

Online bullying can have a devastating impact on young people, whose online life is a key part of their identity and how they interact socially.



SIDE takes online safety seriously. Students can find dedicated information on cyber safety and where to go for help in the **Student Wellbeing** section of either Moodle Launchpad (Years 7-9) or Moodle Essentials (Years 10-12).





## ► DESIGN AND TECHNOLOGY

As you would know from previous newsletters, SIDE has teamed up with Meekatharra DHS to re-open the workshop for students.

It was such a success that word has spread far and wide and now Mount Magnet DHS and Kellerberrin DHS have re-opened their workshops to allow students to develop their hand skills and design techniques.

SIDE D&T staff members Des Coles, Tim Reger and Deputy Principal Michael Oliver, visited each school recently and the enthusiasm from the students was electric. SIDE has received numerous requests from other schools to implement the new program due to it being such a success with student engagement, skills development and attendance. The hard work from the partner schools to make this happen is a credit to their commitment to the students.



D&T Staff



Asharne



Des Coles at Kellerberrin DHS



Hard work at Mt Magnet

## ► YEAR 9 PHOTOGRAPHY AND YEAR 11 DESIGN

The galleries below showcase a range of work from Year 9 Photography and Year 11 Design students. The focus of our classes this year has been 'to make photographs and not just take photographs' the students are learning to appreciate the importance of this message;

"You don't take a photograph, you make it." – Ansel Adams

The Year 11 Design project was on Colour Theory, the brief was to create a photograph demonstrating complementary colours, that resulting in the vivid images seen below.



Erin Yr 11



Nurul Yr 11



Jiselle Yr 11

Year 9 and 11 Design students were invited to explore shadows. An exceptional portrait was submitted by Jiselle, this image shows her perseverance in balancing the highlights and shadows.



Yeriel Yr 9

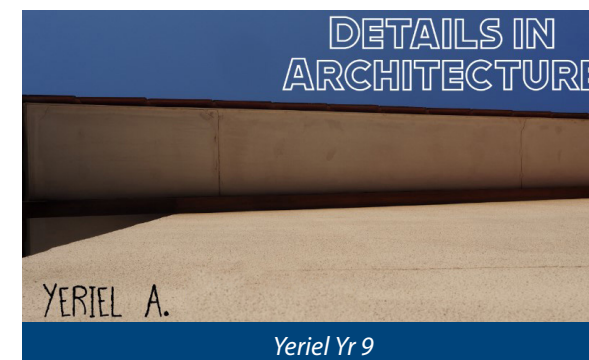


Rokia Yr 9

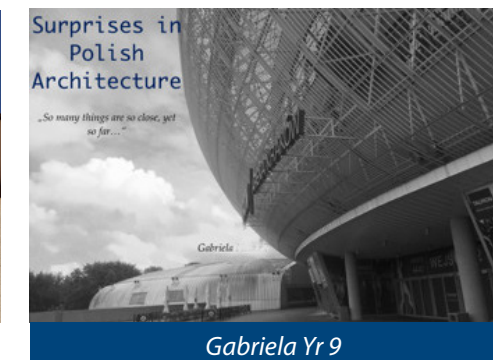


Jiselle Yr 11

The Year 9 work displayed shows 'Bookcovers', the unit on 'Architectual Photography'. The brief was to present the image they took as a book cover. These examples show not only a well-made photograph but also graphic design skills in the choice and placement of text on the book cover.



Yeriel Yr 9



Gabriela Yr 9



## ON-GOING PROFESSIONAL LEARNING: HATTIE VISIBLE LEARNING CONFERENCE



Lucy Brookes-Kenworthy, John Hattie and Esperanza Stein

Three English staff members attended the two-day Visible Learning Conference at Crown Perth. They were very pleased with John Hattie's presentation of his research on teacher impact and later engaged in discussion with him on how to maximise student learning. Key points of the presentation included:

- developing the skill, will and thrill of learning to maximize impact
- the DIIE model: Diagnosis, Intervention, Implementation and Evaluation
- reflecting on current practice and possible interventions
- reflecting on teacher efficacy.

## STUDENT VISITS

### ARTHUR RIVER

Year 11 ATAR student Alanah lives on the family farm between Darkan and Williams. In Week 5, English teacher Cathy Lamers visited Alanah to support her with her exam revision. Alanah and Cathy worked through the Composing questions from last year's WACE exam. At the end of the visit, Alanah said she felt far more confident about her writing and her approach to the Composing section of the exam.



Alanah and Cathy Lamers



Silvana Patorniti, Jenae, Jamal, Giarna, Lucy Brookes-Kenworthy

### LAVERTON

Silvana and Lucy visited their students at Laverton and had the opportunity to work with all ten students in the SIDE room. They had the added bonus of watching their students complete an 800m race for the Interschool Sports Carnival.

## WHITLAM INSTITUTE WHAT MATTERS? NATIONAL COMPETITION: YEAR 11 ATAR ENGLISH STUDENT BRIELLE SHORTLISTED

SIDE's Year 11 ATAR English teachers challenged their students to answer a simple question for the Whitlam Institute's national youth writing competition: What Matters?

Over 4500 students from around Australia entered the competition, so we were delighted that SIDE student, Brielle, was Shortlisted in the Senior Secondary category for her entry 'Bilingual & Bicultural.'

Brielle stated: "I love the idea behind the competition and that young people get a real shot at sending their message out there - it's just amazing."

Here is an extract from Brielle's Shortlisted entry:

"What matters to me?

What I feel passionate about is that people understand Deaf culture: what it's like to be Deaf and why it's not a bad thing.

So instead of complaining about how people don't understand me, I want to try to let others understand the challenges Deaf people, like me, face.

...

As I wake up in the morning, the birds are chirping, trees are swaying, kids are talking, mums are yelling, but I don't hear any of it.

...

You can read Brielle's full entry here:

[whitlam.org/what-matters-2019-shortlist-1/2019/7/1/bilingual-amp-bicultural](http://whitlam.org/what-matters-2019-shortlist-1/2019/7/1/bilingual-amp-bicultural)



Brielle



Silvana Patorniti, Donella Grieco, Verna, Noreen and Eva

SIDE students from the Bidyadanga Community travelled to SIDE this term. During their visit, Year 11 and 12 Bidyadanga students and their SIDE English teachers visited the Art Gallery of Western Australia. They were very lucky to see artwork on display by artists from the Bidyadanga community.



Luci, Linley Taylor and Noah

HOLA Linley Taylor, in the SIDE Resource Centre, with her Year 11 Literature ballet students. This was Noah's last day at SIDE as he has moved to Paris.



## ► HISTORY TEACHERS' ASSOCIATION OF WA (HTAWA) STUDENTS REVISION SEMINAR



Macee, Iesha, Crystal, Jason (Presenter), Rhys, Sophie, Samantha and Aya

Seven dedicated SIDE students braved the elements to attend a vital revision seminar held at Notre Dame University to prepare for their Mock Exam later this term, and were photographed with the presenter, Jason Milne. Seven students also attended the session online which allowed metro, regional and overseas students to have access to this wonderful opportunity.

Senay was one of the students who attended the seminar online from overseas and wrote the following:

"One of the challenges of being an overseas student at SIDE is the time difference from Perth. Waking up at four o'clock in the morning on a Saturday to listen to a nine o'clock seminar streamed from Fremantle for three hours, was one of those challenges. The HTAWA Revision Seminar for our upcoming Mock exams and WACE exams was based on our Unit 4 studies of the changing European world. Our revision for Unit 4 extends from the end of the Second World War from 1945 until 2001 and the re-integration of Europe. The revision seminar covered the time period in significant detail and provided us with key notes for the whole unit. It was extremely helpful for revision and was worth attending."

Several SIDE students also attended the HTAWA revision session conducted at Bunbury.



Joel, Jason (Presenter), Sarah and Jacob in Bunbury

## ► REGIONAL VISITS

This term many of the HaSS staff have undertaken regional visits to enhance engagement with our students and their SIDE Supervisors.

Some recent visits were to Hedland Senior High School, Shark Bay School, and Exmouth DHS.



Andrea Parker, (SIDE Supervisor and Hedland SHS Deputy), Adele (SIDE Geography), Linley Taylor (SIDE English HOLA) and Tony Bird (Regional Specialist).



Students at Shark Bay School with SIDE HaSS teacher Felicia

## ► HASS WEEK

WA HaSS Week 2019 was held from 2nd to 9th August. This year's theme was 'My Future, My Voice'. A two-day conference for primary and secondary teachers was held at the State Library in Perth featuring many eminent Western Australian authors such as Kristy Murray and Mark Greenwood who have used History to enchant students across Australia.

## INQUIRY INVESTIGATIONS

The WA HaSS Curriculum includes a range of skills which apply an inquiry approach to investigate historical and contemporary events, developments, uses and/or phenomena. Some inquiries conducted by SIDE Year 7-10 HaSS students included:

- Year 7 students investigated Water Scarcity focussing on a north African country.
- Year 8 students investigated a volcanic eruption- its causes, impacts and responses.
- Year 9 students investigated palm oil production and its impact on tropical rainforest biomes.
- Year 10 students investigated Environmental Change and Management with specific reference to the Great Barrier Reef and the Gulf of Mexico Oil Spill.

Please ask your child to outline the focus of their HaSS investigation, their findings and the skills that they have developed during their Inquiry.



## ► REGIONAL VISITS

Early in the term, Jane Bourke visited a number of students at three locations in the Great Southern region. All students are studying Yr ATAR 12 Health Studies through SIDE while completing the rest of their subjects at their school.

Jane met with three students at St Joseph's College, Albany, one student at Mount Barker Community College and another at Denmark Agricultural College.

The visits were an excellent opportunity to discuss course concepts, study schedules and how to manage the hour blocks of work between weekly Moodle content, exam preparation and assessment completion. They also talked about exam tips and practised short answer responses and upcoming tasks. For the solo students it was a chance to encourage communication with fellow solo students in the Health Studies course via the Moodle forums.



Alex, Regan, Jane, Ella at St Joseph's College, Albany



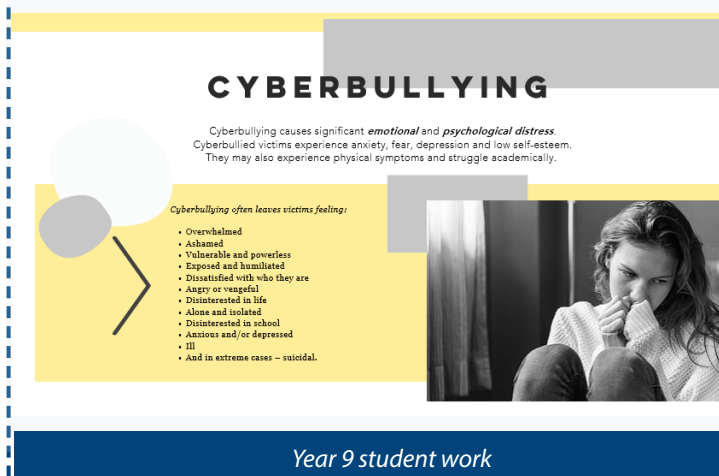
Jane and Kayla, Mount Barker Community College



Jane and Clare, WA College of Agriculture, Denmark

## ► LOWER SCHOOL HEALTH

Year 9 students have been studying the skills associated with resilience. They have explored the skills required for 'bouncing back', managing their emotional responses, and resolving conflict in an online environment. The students completed a task on aspects of cyberbullying and presented it as a website.

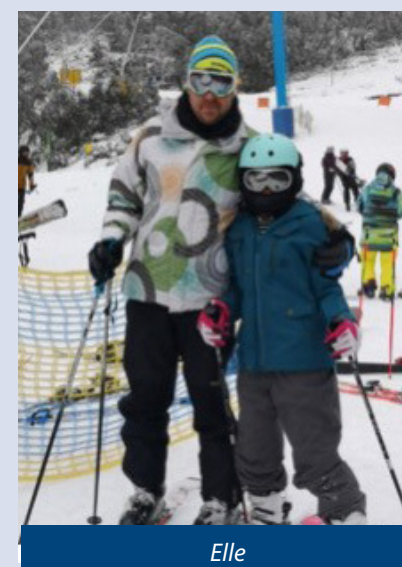


## ► YEAR 10

Year 10 students have been looking at health influences and what actions they can take to improve and manage their own health outcomes. Body image was used as the context and students were asked to create a pledge, slogan or hashtag they could adopt for themselves and share with their friends. Here is a selection of some of the great ideas they came up with:

#bodypositivity  
#beyourself  
#justbeingme  
#yourecoolasyouare  
'Act confident, and no one will question you.'  
'You are loved, no matter how you look.'  
'Don't fall for lies. Most in media are straight out lies. Don't fall for them.  
Take it easy'

## EXPERIENCES AND THOUGHTS OF YEAR 7 STUDENT ELLE



Elle

"This is my first year at SIDE and I am in year 7. At first I struggled in my new educational environment. I still do sometimes, but SIDE has very good teachers and they are always there to help me through hard times when I feel overwhelmed.

What I like about SIDE is that you can call your teacher anytime you have a problem with the subject you are struggling with, they help you understand.

I also like to be able to work to my own time schedule but you still have to be disciplined.

I get a real thrill getting boxes full of things for subjects such as: Design Technology, Science, Home Economics, etc.

In my opinion SIDE is the best home educational school for kids, whether they are in an isolated environment or travellers."



## ► PARTNERS IN SIDE PRIMARY LANGUAGES - HOPETOUN PRIMARY SCHOOL

Supervision of Primary Languages classes at the 'school end' is of paramount importance in any successful online Language lesson. Jodie Rankin is a supervisor at Hopetoun Primary School who truly works in partnership with her SIDE Indonesian language teacher. Here is Jodie's story of how she employed a couple of simple strategies which increased student participation and markedly improved their language learning.

### QUIET CRITTER TO THE RESCUE

"When I inherited a Year 3/4 distance Indonesian class I wondered what I could do to improve their participation.

It was clear to me that the teacher was providing fantastic lessons with an innovative delivery but my students just weren't tuned in. So in order to get my students to actually listen, I introduced a family of fluffy quiet critters that only came to desktops where students were working quietly and provided a small reward for the student that managed to collect the most by the conclusion of the lesson. This was an enormous hit with the students and instantly transformed the lessons with the students listening more astutely and interacting with the teacher more effectively. They were engaged and I could see they were making gains.

Students were engaging more verbally but in order to improve their written work, it occurred to me that if the Indonesian teacher was able to view what the students were doing, she could provide immediate feedback and monitor or redirect students to improve their understanding. So, with our Principal's support, I introduced webcams so the online teacher could visually monitor and interact with students in real time and provide immediate feedback on their written samples. I started by issuing them to the students who I believed to be the most motivated and engaged as both a reward and role model for other students. This was also very well-received by the students and our very patient and supportive Indonesian teacher, and now all our students have webcams and participate enthusiastically in their lessons.

It was just a couple of minor changes that encouraged the students to settle, participate and embrace their new language. I get regular comments now from parents who are thankful their children are learning such a practical second language and impressed with their broadening vocabulary and conversation fluency. Just last week our students engaged via webcam with selected members of the public in Bali during one of their regular lessons, which has been the highlight of our term!"



*Jy, Mrs Rankin, and Chloe*

## ► REGIONAL VISIT MILING, NUNGARIN AND TRAYNING

Three teachers of Indonesian, Chavaune, Denise and Sandra, headed out to the mid-West in the last week of August to visit three of the schools in our Indonesian language program.

Travelling from Perth on Wednesday morning, we spent the afternoon with students at Miling PS. The following day Ibu Denise spent the morning with her students at Trayning PS while Ibu Chavaune and Ibu Sandra headed to Nungarin PS to spend the morning with their students.

During the visits the students were involved in a range of activities. Students learnt about pakaian adat (traditional clothes) and seragam sekolah Indonesia (Indonesian school uniforms) and practised introducing themselves using the language phrases they have learnt in classes. Through a range of language games, students were able to further practise some of the key language learnt so this year.

The traditional Indonesian game congklak was the focus of another activity. The students learned about the history and cultural significance of congklak and the many different versions of the game that are played by Indonesian children across the archipelago. Students then created their own congklak game using egg cartons and pasta shells as a gift for Fathers' Day.

Students also learnt how to make mie goreng – fried noodles – a very popular and easy to make Indonesian dish. The students needed to use their organisational and measuring skills to work in groups to prepare one part of the recipe then collaborate to bring the mie goreng together. The recipe used was a simple version that could be prepared by students at home using many ingredients from the pantry.

Chavaune, Denise and Sandra would like to thank the schools' staff and students for making us feel so welcome. We thoroughly enjoyed the opportunity to meet and work with our students face to face and see their great schools.



*Trayning students having fun and making mie goreng*



The Learning Support team welcomed back Robin Williams for Term 3. Robin was on leave during Term 2 and although she thought it passed quickly, Term 3 has passed even more quickly!

The Learning Support team have continued to undertake professional learning related to improving student learning. During the term all teachers participated in professional development to develop and improve Moodle courses. Teachers are constantly seeking to improve student learning experiences to engage them and assist student understanding and responses.

During Term 3 teachers also visited schools. These regional visits are vital in establishing sound teacher-student relationships. It is always nice to meet our students in person and students enjoy it too!

## ► ASDAN MODERATION

It is ASDAN Moderation time for our Year 12 students. We had seven portfolios presented for External Moderation in Workright, Animal Care and Towards Independence. Our students have produced some fantastic work so far in 2019 and we are pleased to announce that they all achieved credits for their WASSA Certificate (The Western Australian Statement of Student Achievement).

As part of finalising student portfolios Sue Taylor and Amy Hamilton visited Morawa to visit SIDE student Seth. Seth was working on finalising his Workright Portfolio as well as his preliminary Maths and English.

As part of Seth's Preliminary Maths course he collected data on seed growth. Seth planted his seeds and during the term he measured and recorded the plant growth on a table.



Seth



Seth and Sue Taylor

## ► EXMOUTH REGIONAL VISIT

Susan Taylor and Mary Noonan from Learning Support worked with students and the SIDE supervisors at Exmouth District High School this term. This was a great opportunity for the teachers to build a stronger relationship with the students and SIDE supervisors. It also gave the SIDE teachers a better understanding of the wonderful teaching and learning space and resources that Exmouth DHS has set up for their students.



Blake and Mary Noonan

## YEAR 7 POETRY - THE FOX - By Bridgett

The fox is beautiful  
Ever so playful  
Walking calmly and silently  
But hunts so violently  
The fox looks at a rat  
Before she ponders her attack  
She sneaks in silence  
Ready to pounce at any moment  
The wind wiles in a lovely voice  
The tree's leaves rustle  
The water flows downstream wildly  
Touching the banks of the river  
The water rat is eating cautiously

The fox has crouched in position  
That shows she is going to attack  
Hiding in a bush where it is black  
She is creeping as if she is a cat  
The rat has no idea it's under attack  
The rat freezes but it's too late  
The fox pounces  
Back to the deep dark den it goes  
It eats its meal then goes to sleep  
The moon is shining when the night is deep  
The stars twinkle like a little fire traps  
The fox will come back in your dream perhaps  
Contented the fox sleeps.





## ► REGIONAL VISIT TO BIDYADANGA

On Sunday we flew to Broome, so that we could start early on Monday morning to drive a few hours to Bidyadanga. Day One of our teaching and learning visit to La Grange RCS was working one-on-one with students, using the classroom and SIDE resources for instructional support. Student grade rubrics were viewed, and students posed questions about their record of developing understandings. In our sessions every student was able to demonstrate understandings, which were recorded in their rubrics.

Day Two had many more students attend. We gave a lesson to a Year 9/10 class on timelines used for seasons (see page 19). Afterwards we did a practical activity measuring stride length by painting student's feet and have them walk on butcher paper. Lots of laughs and engagement, with students posing their own questions about who has the biggest leap length, and who could leap the highest, and if there was a link. Many could reach past the basketball hoop. The conversations we had were worth so much. This session was repeated with Year 11 and 12 students, who explored similar links, but reached even higher heights! Other staff, including Dane and the Principal Brad, tried out the jump reach activity.

The SIDE Supervisor, Maths teacher Dane Robertson, has a challenging role teaching, building relationships, supporting students with direct instruction, and many other layers of duty. We spent time planning the upcoming camp to Perth with some excitement about seeing the West Coast Eagles train. Students have cultural commitments and participate in many incursions and excursions. On both days we saw Government Ministers and representatives, and lots of visitors.



## ► REWARD CAMP 19 - 21 AUGUST

On the camp students, Dane and a parent stayed at the SIDE Accommodation Village. SIDE arranged a tour of our facilities including a workshop tour and a video experience with the green screen, and three excursions to the Art Gallery, the Zoo and to West Coast Eagles training. Bidyadanga arranged shopping, movies and other activities around Perth. Some quotes from people involved in the camp include:

*"Thank you for your support in making the Bidyadanga RCS excursion to the Eagles training such a success. Brad Dalziell was a great Ambassador and host for the students, and they were so happy to get photos, Eagles caps and signatures from team members present."* Ron Evans – SIDE Teacher

*"We had our social media producer post a couple of shots on our Twitter account yesterday. Great to hear the visit was so worthwhile and hope the rest of the trip was too. The boys connected via videoconference last week!"* James Grabski – Eagles Schools & Community Coordinator

*"The Maths excursion...was a wonderful way to develop our relationships with students, family members and teachers from the community."* Donella Grieco – SIDE Teacher

*"They all looked to have a great time and the level of engagement with activities and stay was really impressive."* Jim O'Neill – SIDE HOLA Mathematics

*"I think from all the smiles and happy faces that the 'Maths' part of the trip was the highlight. The students left with great memories and stronger relationships."* Shane Murray – SIDE Student Services

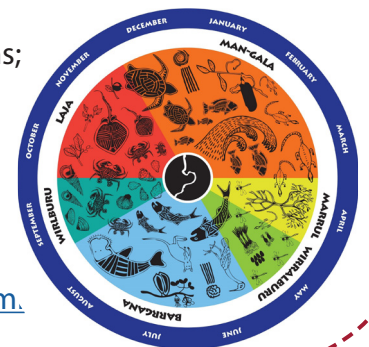
## ► ABORIGINAL ON COUNTRY LEARNING

While talking about seasons as a timeline THE students discussed their own language group seasons.

There are six language groups for people who live in Bidyadanga community; all have different names for the seasons, meaning different things for their country, which for some of the groups is far from the community. Yawuru, has six seasons and the season during the visit was Barrgana - cold season with fog and dry winds. Jawoyn, has six seasons and the season then was Malaparr - burning time. Walabumba, has two seasons; the season then was Yurluurp - dry and cool.

Emwhy, the Aboriginal Education Worker took us 'on country learning' where students pointed out some fishing places that only be seen at very low tides, the shells that appear during the year, and we went to the bush berry orchard.

Bureau of Meteorology [bom.gov.au/iwk/index.shtm](http://bom.gov.au/iwk/index.shtm).





## ► WACE PREPARATION

Year 12 students are preparing for their final SIDE exams. In addition to the weekly Webex sessions this term, Science teachers have been providing online revision tutorial sessions in the various WACE courses.

These sessions were focused on exam preparation. They concentrated on exam questions, and how to structure answers to gain the highest possible marks. Hopefully Year 12s will have study plans in place and are practising exam sample questions that can be accessed from their Moodle course and WACE Study Guides. Remember to check the syllabus and course outlines to ensure you have a thorough understanding of the content being examined.

The syllabus statements are a good starting point for developing study notes. 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 STEM OUTREACH PROGRAM

On Friday, 23 August, we were lucky enough to have Doctor Helen Maynard-Casely present an online event all about women in Physics. Helen's presentation was truly inspiring and impressive. You can access the recording in 'Science Lab'.



Dr Helen Maynard-Casely presents her ideas

## ► LAST OF YEAR 12 FOR 2019

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.

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.

## ► SCIENCE WEEK

SIDE students joined others from across Australia in celebrating Science Week 2019 from 12 August to 16 August. This year's focus was the 50th anniversary of man's first steps on the moon. SIDE's 'Science Lab' in Moodle showcased many events over the week.

Our daily quiz proved a bit of a hit with Deklan from Shark Bay and Tom from Moora taking out great book prizes.

In Day 3 of the quiz students were asked to:

*"Think of a movie about the Moon and space travel that you really liked. Your job is to write a short paragraph convincing me why I should go and see it."*



Deklan with his book prize



Tom with his book prize

Deklan's response was:

**Despicable me** is a funny movie about a man who is a criminal and he does a bunch of despicable schemes and his goal is to shrink and own the moon. His plans become interrupted when a new supervillain comes along so he came up with a plan to deal with this new supervillain. I highly recommend this movie to watch in your free time, I rate it 10/10.

The first day's challenge was a mix and match quiz 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 correctly. This tells us that it's probably a very good idea to get to know your teachers – call us and have a chat!



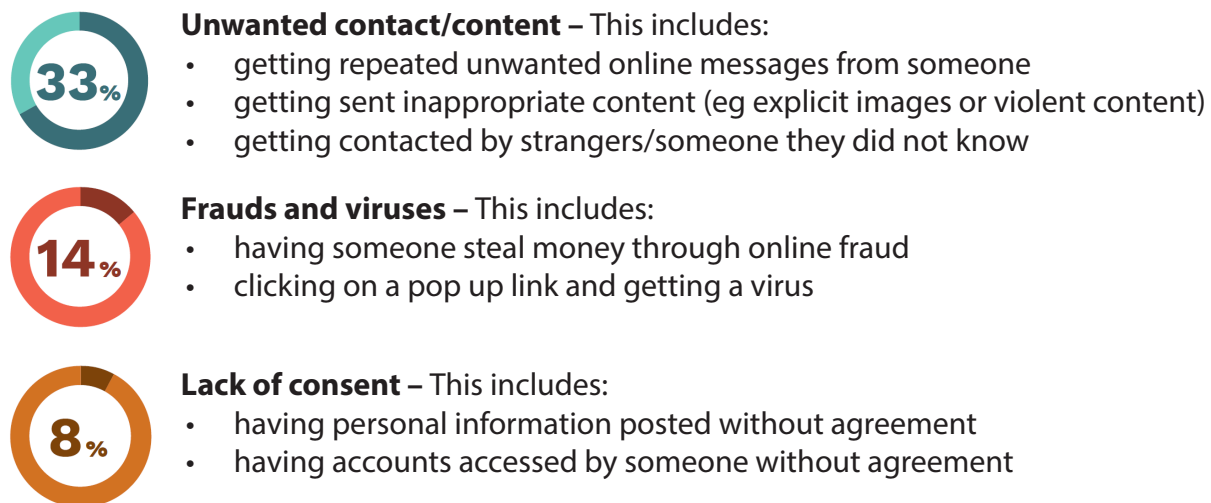
## MOODLE LAUNCHPAD UPDATE

**Launchpad** (Years 7 to 9) and **Essentials** (Years 10 to 12) are where secondary students start with Moodle at SIDE. Students are automatically enrolled in either Launchpad or Essentials. The courses are a reference and information source for students throughout the school year. **Launchpad** has been updated this term to include new materials about Student Wellbeing, including more detailed information and activities about staying safe online. Included in a new section on digital intelligence is recent research, activities and games. Look out for changes to Student *Wellbeing* in **Essentials** later in the year.



### The Nasty Stuff

The most common negative online experiences reported by young people aged 8-17 years are:



Source: State of Play, Youth, Kids and Digital Dangers, May 2018, research by the Office of the eSafety Commissioner

## SCANNING STUDENT WORK

It's time to revisit the subject of scanning. Whilst much of the student work submitted at SIDE is electronic, such as documents, videos and digital images, there is still a need in many subjects to capture handwritten or drawn work. Sending this material through the post is cumbersome and slow. Most students now use Moodle to submit work so having a grasp of the basics of scanning is essential.

Most cheap printers come with a scanner, which means access to such a device is not usually a problem. Unfortunately, the resultant files are often too big to be handled comfortably. Anything bigger than 2 megabytes can be problematic. By following a few guidelines, files can be made smaller:

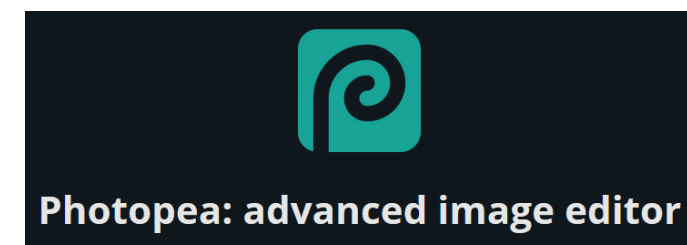
- Lower the resolution. This is usually measured in DPI (dots per inch). A lower number is better – about 150 dpi is all that is necessary for good quality.
- Don't use colour. Greyscale or black and white scans will be smaller, and sufficient for most purposes.
- Crop the edges of the scan. Most scanning applications include a "bounding" box that sets the area of the scan. Don't include areas outside the information actually needed.
- Compress the file. The PDF format is preferred, and there are usually options to set "quality". Choose a setting for smaller file size rather than high quality.

If the scanner software doesn't create PDF files, there are many ways to use free tools for this purpose. See the [Quick Guide](#) on our website.

## THE SCANNER IN YOUR POCKET

An alternative to scanning is the use of a digital camera - including the one in a mobile phone. With care, a perfectly good digital version of handwritten work can be achieved this way, and most of the rules for scanning apply. Cropping, resizing and compressing the image can be challenging, but there are many free online tools which make it easy.

For manipulating a digital image, we recommend Photopea ([photopea.com](http://photopea.com)). It's as easy as it gets.



For converting any file (including images) to PDF, Online2PDF ([online2pdf.com](http://online2pdf.com)) is unsurpassed. It may not be the prettiest website you'll ever visit, but it works a treat.

SIDE students learn these skills in their Digital Technologies courses, and we've noticed a steady improvement in the skills of our students over the last few years.



Term 3 has been very busy with many special events as part of celebrations for NAIDOC Week, Science Week, Children's Book Week, and the Red Room Poetry Competition presentation by guest author, Scott-Patrick Mitchell. Our middle and upper primary students have been discussing poetry and writing poems sparked by their special object.



**RED ROOM GUEST POET WORKSHOP**  
with  
**Scott-Patrick Mitchell**

**YEAR 3-6**  
Date: Wed 28th August 2019  
Time: 11.30am - 12.30pm  
Place: Webex

For more information, head to the Red Room Poetry course on your Moodle dashboard.



## What is poetry?

rhyme      lots of languages  
different ways of describing sentences  
rhythm      different types of poetry

Why do you think people write poetry?

feels good  
entertainment      fun to write  
satisfaction  
make people laugh

Why do you think people read poetry?

to relax (calm poem)  
makes you feel things      to laugh  
appreciate other people's skill with writing

## EARLY CHILDHOOD

In Early Childhood, our students have been busy in Webex. Lessons have included sharing news and school work, participating in weekly oral reading sessions and learning about Aboriginal culture and Dreamtime stories. Students were able to reflect on their learning and make some comparisons with their own and other cultures. There have been many opportunities for practising speaking and listening skills and our students have all shown improvement in confidence and their ability to organise content to present to an audience.

Children's Book Week was celebrated during August. In their Webex lesson, the children listened to a selection of fantastic books and dressed up as their favourite book characters.

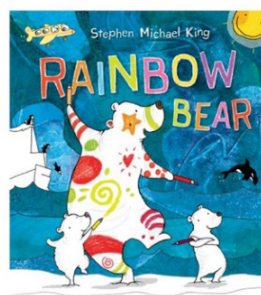


## Story review . . .

Rainbow Bear has a lot of colours and patterns.

Two little bear cubs cover rainbow bear in all the colours.

sharing fun experiences  
having fun with rainbowbear family time



## Book of the Year: Early Childhood



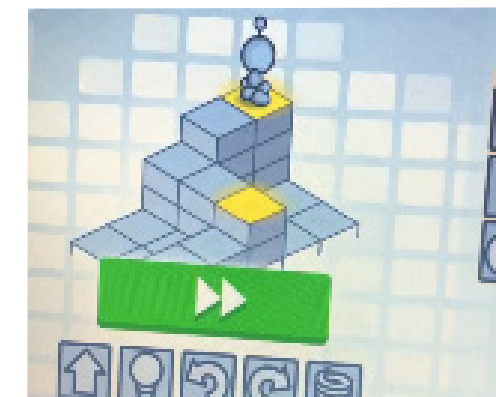
Book Week story review

Book Week on Webex

## MIDDLE PRIMARY

### DIGITAL TECHNOLOGIES

Our Year 3 and 4 students have been working on their Digital Technologies modules. They have been learning about digital systems and problem solving using coding for programs such as *Scratch Jr* and *Lightbot*. They are enjoying this subject very much as they struggle and juggle their way through puzzles, mazes, sequences, branching and creating codes.



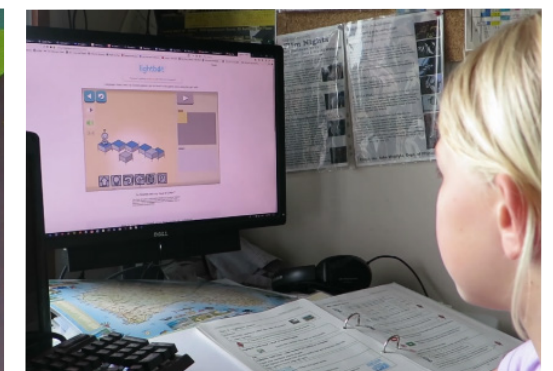
Pippa's Lightbot is lighting up the background as it reaches the top level.



Pippa had fun using Scratch Jr to practise her coding skills.



Mira used Scratch Jr to make her fairies fly and speak. Her coding instructions worked perfectly.



Mira hit the 'start' button to check that her Lightbot followed the instructions she had coded for it.

### MATHEMATICS

In our Webex Mathematics classes the students have been applying problem solving skills to solve multi-step problems. They are each improving the skills, identified at the end of Term 2, that they thought would help them become more confident and proficient at problem solving.

The students are also learning the technical terms associated with the devices they are using, such as peripheral devices, hardware, software, input and output. The results are fabulous as you can see!

## Problem solving skills

limited    some    good    excellent

I can	find key words to understand the problem.	choose a strategy and use it.	record my thinking steps.	look back and check my working is accurate.	use units from the question in my answer.	explain my thinking to others.
Name						
Chloe						
Oliver						
Yash						
Madison						
Ben						
Sam						

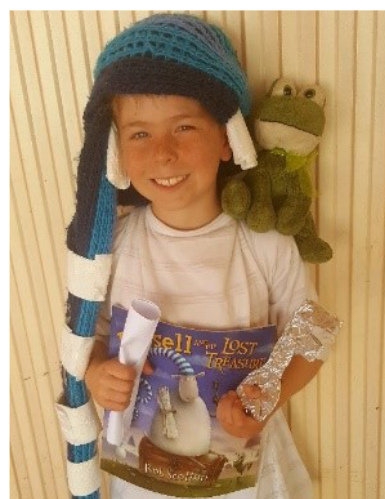


## BOOK WEEK

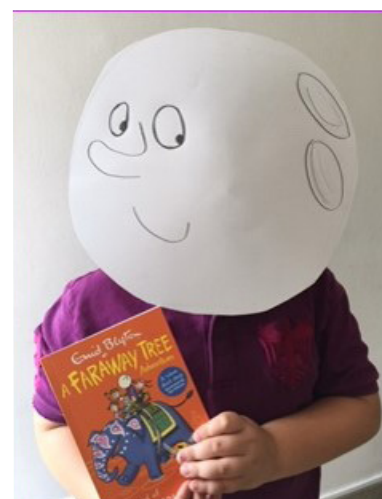
Students looked closely at the use of adjectives to describe their favourite book character. They needed to think of the characters' physical characteristics as well as their personal characteristics. Using the theme 'Reading is My Secret Power' the students participated in the Webex lesson, discussed their favourite book and dressed up for the lesson, or sent in photographs representing a character from this book.



Giverny enjoys cooking. She chose to dress up as Margaret Fulton who wrote the book Encyclopedia of food & cookery.



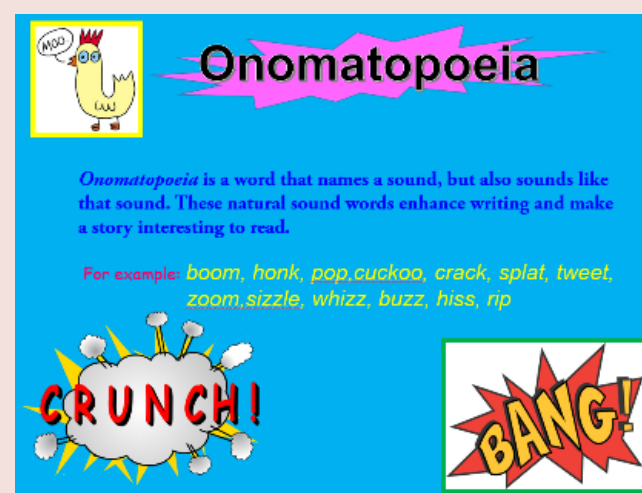
Xavier dressed up as Russell the sheep from Russell and the Lost Treasure.



Javan's favourite character in the Faraway Tree series is Moonface

## LANGUAGE

Our Year 3 and 4 students have been looking at 'Onomatopoeias'. The word onomatopoeia comes from the combination of two Greek words, 'onoma' meaning 'name' and 'poiein' meaning 'to make'. We also learned how they can be useful to make words and scenes more visual to the reader in poetry, writing, songs and nursery rhymes.



**Onomatopoeia**

Onomatopoeia is a word that names a sound, but also sounds like that sound. These natural sound words enhance writing and make a story interesting to read.

For example: boom, honk, pop, cuckoo, crack, splat, tweet, zoom, sizzle, whizz, buzz, hiss, rip

**CRUNCH!** **BANG!**

## ► UPPER PRIMARY


### WEBEX

Webex is now a combined session for students in Year 5 and Year 6. Students have responded well to their combined sessions and have shown improved communication and collaboration skills. The sessions continue to cover English, Mathematics, Hass and Science. During Science Week students joined in the 50 Year Celebration of Man Walking on the Moon. The Resource Centre teacher librarians presented a series of lessons related to Children's Book Week and Red Room Poetry Object Competiton. A notable Webex session was the presentation by Children's Laureate Morris Gleitzman where he discussed fabulous writing strategies with the group.

### STUDENT WORK

Year 6 students have been gaining a greater understanding of Australia's Global Connections, in particular, countries that are major trading partners with Australia.

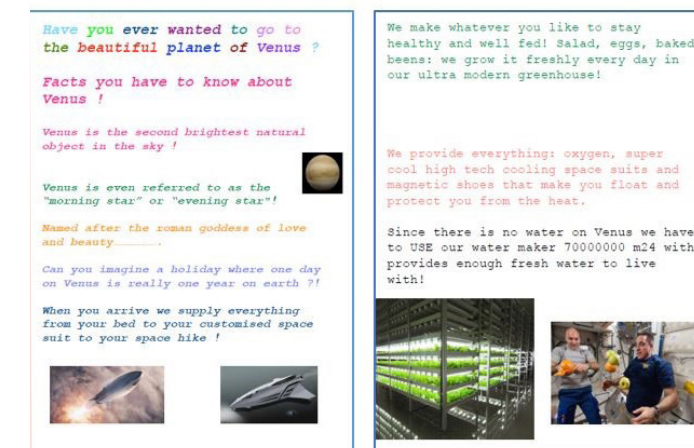
Another major integrated set of work students are covering this term is about the health and wellbeing of people in relation to the use of medication and other drugs.



**China**

- Most of the land is mountainous, high and hilly.
- There are also plateaus, deserts and grasslands.
- The Himalayas are on the southwestern border with India and Nepal.
- The Yangtze is the largest River at 4000 miles long. It flows from Tibet to the East China Sea.
- The Yellow River flows through northern China to the Bohai Sea.
- The Black Dragon River marks the border between Russia and China.

In Earth Science students learned about our Solar System. They had fun advertising enticing holidays to other planets in our Solar System.



**Have you ever wanted to go to the beautiful planet of Venus?**

**Facts you have to know about Venus!**

Venus is the second brightest natural object in the sky!

Venus is even referred to as the "morning star" or "evening star"!

Named after the roman goddess of love and beauty.

Can you imagine a holiday where one day on Venus is really one year on earth?!

When you arrive we supply everything from your bed to your customised space suit to your space hike!

**We make whatever you like to stay healthy and well fed! Salad, eggs, baked beans: we grow it freshly every day in our ultra modern greenhouse!**

**We provide everything: oxygen, super cool high tech cooling space suits and magnetic shoes that make you float and protect you from the heat.**

Since there is no water on Venus we have to USE our water maker 70000000 m24 with provides enough fresh water to live with!

Llewellyn

Year 5 students have worked on the Chemical Science Unit *Matter and Why it Matters!* They conducted a number of investigations about matter and the states matter: solid, liquid and gas.



Llewellyn



## AUTHOR ONLINE - MORRIS GLEITZMAN

What a way for the Library Resource Centre to begin Term 3! In Week 1, we welcomed Australian Children's Laureate Morris Gleitzman as part of our Online Author Program. The visit was planned in consultation with the English Department in the secondary school and the Year 5/6 teachers in the primary school. Morris spoke passionately about his writing and shared some of the inspiration for his 41 published books. In the secondary presentation Morris discussed the research elements required and close personal ties that he discovered when he was writing the 'Once' series. He shared the importance of friendship even in the most threatening of circumstances. The secondary presentation was opened up to students who were onsite that morning.

The primary session was very interactive and Morris read the first sentences of a range of his books and followed up with student initiated questions. His main message was about how the opening of the novel is like a hook in order to gain the reader's interest.

Over 70 students and staff attended the Webex sessions online and about 30 students and staff were able to view the presentations in the SIDE Theatre.



L Hieneru, Hemi, Kayla, Morris Gleitzman, Owen

## ► FOLLOW US ON INSTAGRAM

Did you know the SIDE Library Resource Centre has its own Instagram account? Come on over and give us a follow. See book recommendations from students and staff, special events, displays, special story readings and more! (@side\_libraryrc)



## CHILDREN'S BOOK COUNCIL OF AUSTRALIA BOOK WEEK

In Week 5 we celebrated this special literary week along with thousands of schools and libraries across Australia. It aims to engage children and young adults with high quality Australian Children's literature and expose them to authors and illustrators. This year's theme was 'Reading is my SECRET POWER'. At SIDE we celebrated with:

- lots of library displays with merchandise based around the theme and super power/super hero images
- displays of the [short listed books](#) in the Book of the Year Awards on display
- Webex lessons for primary school students based on the Early Readers and Younger Readers short lists
- Book Week book character dress up on Webex for Pre-Primary to Year 2 students
- promotion of the Younger Readers and Older Readers short lists within the secondary English Webex sessions
- sharing our CBCA Book Week activities via the blog, Instagram and our Moodle online forums, the Reading Corner (primary) and the Reading Room (secondary)

## ► RED ROOM POETRY OBJECT

In Week 6, SIDE welcomed Perth performance poet Scott-Patrick Mitchell, who hosted two poetry writing workshops as part of this year's Red Room Poetry Object – Australasia's largest free poetry writing competition for young people.



Scott-Patrick Mitchell

The Red Room Poetry Object program at SIDE is a collaboration between SIDE Secondary English, the SIDE Library Resource Centre and SIDE Primary, coordinated by English teacher Susan Cullen and teacher librarian Amy Rosato and supported by the OTL team.

Students and teachers from Year 7-10 English classes and Year 3-6 primary classes attended the sessions. Participants were asked to bring along their own 'poetry object' - a special, curious or talismanic object on which to base their writing. Via Webex, Scott-Patrick took the students through activities involving drawing, writing original imagery, and using poetic devices such as alliteration and onomatopoeia.

A Moodle course provides opportunities for students to access writing activities and support to create and craft their poems ready for publication.

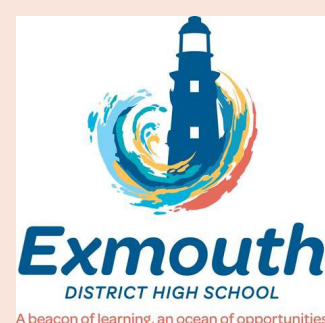
Read more about the Term 3 program and the workshops [on the LRC Blog](#). There are also links to catalogue reading lists for both primary and secondary students where inspiring poetry books can be accessed.



In Term 3, the Student Services team has continued to coordinate a high number of regional school visits as well as SIDE onsite student visits. A major focus is on supporting Year 12 students to complete their schooling successfully and with a positive mindset. We have also been targeting those students making the transition from school to the workplace post-Year 12. Meaningful course counselling at the end of Year 10 and transitioning into Year 11 is a key goal in Term 4.

## ► SECONDARY SCHOOL OF THE YEAR NOMINATION

Congratulations to SIDE's partner school Exmouth DHS, and the Principal Ray Denholm and his staff on being nominated for the WA Secondary School of the Year Award. This award recognises secondary schools that inspire students in their academic, social and creative development. Steve Watson the acting Regional EO stated that "Strong leadership, quality teaching and learning, good governance and relentless attention to academic and non-academic success" as being key factors in the nomination.



Michael Boyle, SIDE's Student Coordinator for Exmouth DHS commented, "I believe that the combination of face-to-face and online teaching and learning is working very well for Exmouth DHS and SIDE. The benefits are a wider choice of courses and the opportunity to learn a variety of skills in both learning environments that will serve the students well in future studies and/or workplaces in the 21st century. I also think that Exmouth DHS gets better every year in supporting this blended learning environment. A big part of this is due to their operational set up in the SIDE Room – the resources invested have provided a very supportive and conducive learning environment, certainly one of the best I've seen in the state for a school-based/SIDE partnership."



## ► MANAGING EXAM STRESS

Reachout.com offers a variety of resources to support Year 12 students to manage stress at this time of the year including the following tips and action pack: <https://schools.au.reachout.com/study-stress/how-to-manage-exam-stress>

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

## ► COURSES & PROGRAMS 2020

Access SIDE's 2020 Curriculum here: [side.wa.edu.au/courses/course-info/curriculum-overview.html](https://side.wa.edu.au/courses/course-info/curriculum-overview.html)



## ► IMPORTANT DATES TERM 3/4

- Week 10, Term 3 – SIDE Year 12 Exams
- Week 1, 2020 enrolments for home-based commence Mon 8<sup>th</sup> Oct
- Week 1, 2020 non-government school enrolments commence Mon 14<sup>th</sup> Oct
- Week 3, Wed Oct 30 – Year 12 ATAR exams commence
- Week 4, 2020 enrolments for government school-based students commence Mon 4<sup>th</sup> Nov
- Week 5, Nov 11-15 – Year 11 SIDE ATAR Exam Week
- Week 7- 9 – Reporting period Years 7-12
- Week 10, Dec 19<sup>th</sup> – End of Year SIDE students

## ► SIDE SCHOOL PSYCHOLOGISTS



Penny



Jane



Paula

SIDE School Psychologists Penny Speirs, Jane Hardy-Atkins and Paula Carroll assist students with special circumstances who are under the regular care of their health professional and/or clinician to engage in learning programs through SIDE. The aim of the Referrals Program is for students to transition back to mainstream education. The School Psychologists often liaise with multiple agencies, care givers and other stakeholders to support educational opportunities for students enrolled in the program.

Students with diverse health conditions and special circumstances have been able to successfully engage in learning programs whilst undergoing treatment for conditions such as anxiety, depression, eating disorders, cancer, heart disease and major surgery.

Eligibility for enrolment in the Referral Program is evaluated by the School Psychologists based on a range of information and criteria outlined on the SIDE website.

Further information can be obtained from:

[side.wa.edu.au/7-12-enrolment/secondary-7-12/referral-program.html](https://side.wa.edu.au/7-12-enrolment/secondary-7-12/referral-program.html)



## ► SIDE DANCE STUDENTS PERFORM WIZARD OF OZ

Students from Australian Performing Arts Network (APAN) recently presented an impressive and polished production of The Wizard of Oz at the Regal Theatre in Subiaco. All of the APAN students who attend SIDE danced, sang and acted like seasoned professionals.

Two of our current Year 12 students played major roles; Amy as Dorothy and Bella as Scarecrow. The students rigorously rehearsed for many months prior to the fortnight of shows while keeping up with their SIDE studies.

Congratulations to Amy, Bella, Eliza, Isabella, Monique, Atiya, Isobel, Jessyca and Shakira for their hard work and their performances.



## ► ELITE PERFORMANCE STUDENTS EXCEL

The Elite Performance students have been travelling and training interstate and overseas during Term 3 in their specialist areas. A summary of their achievements are as follows:

Rhys Allan (Year 12) won a silver medal in the Under 21 <73kg class for Judo in the European Cup and will compete in the World Championships in Morocco.

Crystal Mildwaters was a semi-finalist and Lexie Weir, a quarter-finalist, at the recent Brisbane International Tennis Tournament.

Year 12 Classical Pianist, Joshua Noronha was a semi-finalist in the Kaufmann International Piano Competition in the USA and has an upcoming audition with the Queensland Auditorium.

Trent Ostler (Year 11) was selected for the Under 17s soccer tour of England and will take part in U/17s the World Cup in Brazil in October.

Jack Choate (Year 11) was a semi-finalist at the Junior World Canoeing Championships and has been selected in the Australian Junior Canoe and Slalom team.

Maddie Cawood has been selected for the World Surfing Competition via Board Masters England.

Taylah Preston (Year 8) competed at the World Junior Tennis Competition where the Australian team finished seventh.



*Rhys, Crystal, Jack and Joshua*

## CHANGE-MAKER PROGRAM

The Change-Maker program, sponsored by the Australian Olympic Committee, recognises young leaders in sport who are making a difference in their school or local community. Congratulations to the following SIDE recipients who actively demonstrate that they are using sport as a vehicle to improve health and well-being:

Tyler B (Yr 12), Crystal M (Yr 12), Sophie R (Yr 11)  
Jesse B (Yr 11), Meg L (Yr 11)

These students have been invited to attend a State Forum hosted by Olympians which will include several insightful sessions on leadership.



*Crystal, Tyler and Sophie*



“The regional visit program allows teachers to have face to face contact with students. Student engagement in their courses improves when students meet teachers and teachers understand the context in which students work.”

## SCHOOLS & LOCATIONS VISITED THIS TERM

### GOLDFIELDS

Laverton School,  
Leinster CS, Scadden PS

### KIMBERLEY

East Kimberley College, La  
Grange RCS

### METRO

Bold Park CS, Lynwood SHS,  
Swan View SHS, Shenton College

### MIDWEST

Kalbarri DHS, Shark Bay School,  
Eneabba OS, Morowa DHS,  
Exmouth DHS

### PILBARA

Hedland SHS, Tom Price SHS,  
Karratha SHS, Pannawonica PS,  
Onslow PS

### SOUTHWEST

St Joseph's College- Albany,  
Mt Barker CC, Collie SHS,  
Newton Moore SHS, Bunbury  
SHS, Hope Christian College

### WHEATBELT

Arthur River, Central Midlands  
SHS, Mukinbudin DHS, Beverley  
DHS, Kellerberrin DHS, Narrogin  
WACOA, Narrogin SHS, Cadoux  
PS

### INDIAN OCEAN TERRITORY SCHOOLS

Cocos Island DHS



Science teacher Natalie Cooper conducting lesson at Hedland SHS



Des Coles with students at Kellerberrin DHS



Sue Taylor visited students at Morawa DHS



Linley Taylor (English HOLA) and Arts and Technologies teacher Rachael MacFarlane at Kalbarri DHS



Italian teacher Stacey Mylonas working with student Saxon at Leinster CS



From left: English teacher Cathy Lamers, Beverley DHS Year 12 Literature and Visual Arts student Abby, English (HOLA) Linley Taylor, Home Based Year 11 Literature student Zoe, Year 12 English student Michael and Visual Arts teacher Richard Wu



## FROM SCHOOL TO WORK: TARGETED TRANSITION PLANNING

A planned program of school to work opportunities assists students to master a range of transferable skills preparing them for life beyond school. Two SIDE students illustrate the different ways they are gaining real life workplace experience and the tools to manage multiple careers over their working life. Are you future ready?

### WHITNEY YEAR 12

Whitney from Lake Grace has demonstrated outstanding achievement in the Business Services industry area. She is well on the way to completing the 12 units in Certificate III in Business, with SIDE support, and SIDE Workplace Learning visits.

Gay Tierney, Workplace Learning Coordinator commented that Whitney has been a model Workplace Learning student and has always been focussed on a career in the optical industry.

Whitney reflected on SIDE's support to assist her to identify her career path.

*Next year after I leave school, I will be moving to Perth. In January, I will begin a traineeship at Eyes On Oxford, while studying a Certificate IV in Optical Dispensing.*

*I was always interested in the optical industry, but I was never aware of the different types of career options available in this industry. After doing some research I found that Optical Dispensing is the career that interested me, so I decided to get some experience through the Workplace Learning program at SIDE with the help and support of Gay Tierney.*

*In Year 11, I completed work experience at Eyes On Oxford, which resulted in a job offer. Then in Year 12, I completed another work placement at another optometrist, Specialeyes Optical which also led to another job offer.*

*Doing Workplace Learning is definitely worth it, as it has helped me to know that this is the career for me.*



Whitney Yr 12

### BILLY YEAR 12

Investing in and implementing a transition/exit plan into further training or employment is a wise move for all Year 12 students.

Billy T, based in Albany, made the most of his opportunity to stay at SIDE's accommodation village to research his post school options.

During his visit to SIDE Billy worked intensively with his teachers to set goals for the high grades necessary to be competitive in the work force. He also participated in key mentor meetings and site visits linked to his interest in heavy vehicle mechanics.

A mock interview and resume preparation were important elements of his transition planning as was a visit to Thornlie TAFE. Billy hopes to move straight into employment or will apply for a six-month pre-apprenticeship at TAFE to increase his chances of securing his Heavy Vehicle apprenticeship dream.

During his transition planning Billy has also learnt that you need to use your networks to advantage; ask friends, family, Workplace Learning employers and teachers for advice about training and work opportunities.

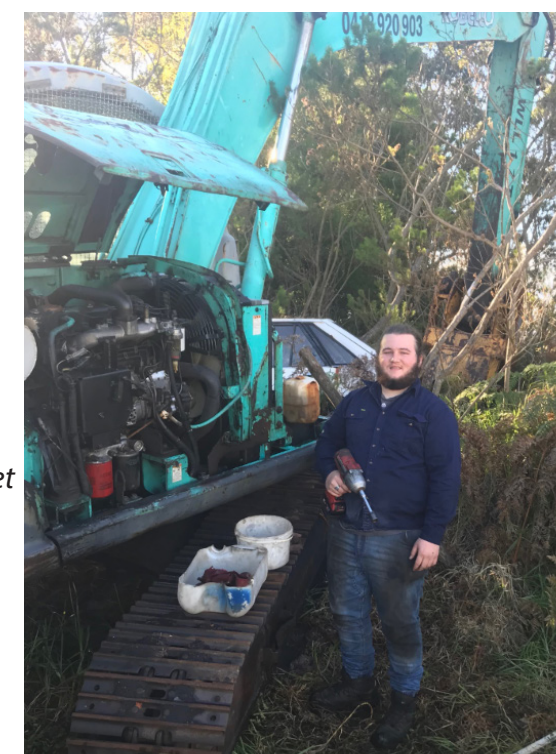
*The four-day visit to SIDE was great as I was able to meet with key people and they helped me with developing my ideas and exploring new opportunities. I'm very appreciative of all the help I received. Billy*

*Billy certainly made the most of his visit to Perth. I was impressed with his willingness to step out of his comfort zone and challenge his own thinking about his future pathway. Vicki Masters, SIDE Student Services Program Coordinator*

All students are encouraged to discuss a transition plan with their Student Coordinator.



Billy Yr 12 with SIDE Teacher Denise



Billy Yr 12



“ **Workplace Learning (WPL)** provides students with the opportunity to gain skills in a workplace situation within their community. The SIDE WPL coordinators conduct a comprehensive visit program across WA where they build strong community and industry partnerships. ”

## WORK LOCATIONS VISITED THIS TERM

### KIMBERLEY

Springvale Station, East Kimberley College

### METRO

Waddington PS

### MIDWEST

Shark Bay School, Mt Magnet DHS, Jurien Bay, Kalbarri, Meekatharra DHS

### PILBARA

Onslow, Pannawonica

### WHEATBELT

Brookton DHS, Mukinbudin DHS, Bencubbin PS.



Jesse at Mukinbudin



Kolby at TAFE



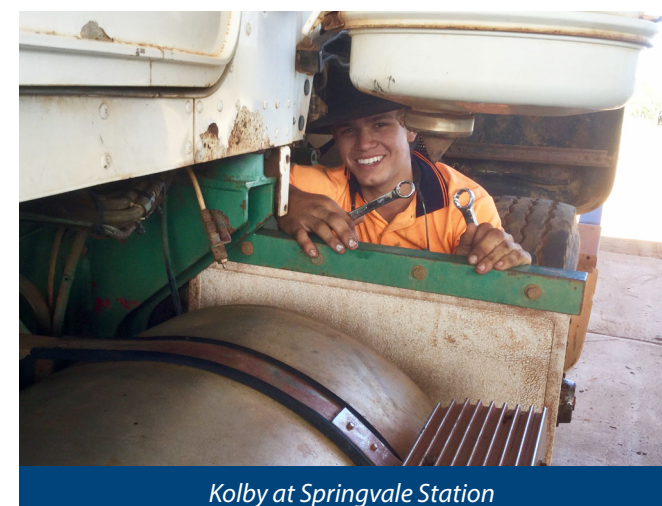
John, Nat at Mukinbudin



Chloe at Waddington PS



Rebekah at Dowerin Field Day



Kolby at Springvale Station



Jem at Mukinbudin DHS



WHERE ARE THEY NOW?

**MONICA VIVIANI** attended SIDE Primary for Years 1-3 from 2002 to 2004. Her father was a metallurgist working in a gold mine called Chatree, which was located in a small rural town called Taphan Hin in Phichit, four hours by train from Bangkok, the capital city of Thailand.

**What did you do after you left SIDE?**

After we returned to Australia I went back to my old school, Deanmore Primary. I later attended Churchlands Senior High School where I made lots of great, funny and close friends and developed a lot of passions including politics, writing, photography, drama and media analysis. I was lucky to have a terrific Year 12 English teacher, Miss Boyett who challenged and listened to my ideas.

**What are you doing now?**

After completing my undergraduate degree in Media and Communications, I successfully applied to do the Masters in International Relations at the University of Western Australia. I am now in my last semester of study. I have a particular focus on the role of Australia and the United States within the Indo-Pacific region.

**How did SIDE prepare you for life after school?**

Attending SIDE Primary provided me with a different learning format. There was a lot of practical learning which made subjects more fun and interesting. There was rarely a day where we spent the whole school day inside. This type of practical learning helped me learn different ways to tackle problems. I would argue that this is one of the reasons I am such a good problem solver today and it is something I use all the time in my university work.

Read [Monica's full story on our website](#).



Completing a Masters in International Relations at UWA.

FORMULA 1 DREAM



[Bart Horsten pursues his Formula 1 dream.](#)  
(Photo courtesy of Jakob Ebrey)

VISUAL ARTS STUDENT NIKKI SINGH



[Nikki won the Youth Award in Painting for her work 'Into the Abyss' in the Canning Art Awards.](#)

OLYMPIC FLAG PRESENTED TO RHYS



[Rhys was recently presented with an Olympic Flag](#) in recognition of his outstanding achievement in the 2018 Summer Youth Olympics.

SIDE AWARD POINTS

★★ BRONZE ★★

- |            |             |
|------------|-------------|
| Tahlia W   | Sienna S    |
| Dean B     | Sabrina P   |
| Jordan C-M | Jorja R     |
| Tamara F   | Emily G     |
| Zachary T  | Ella M      |
| Rane M     | Lewis D     |
| Kyla G     | James P     |
| Larissa U  | Charlotte M |
| Rashard T  | Keenan T    |

★★ SILVER ★★

- |             |          |
|-------------|----------|
| Karl B-S    | Usayd L  |
| Arkenatta I | Olivia D |
| Jorja R     | Brent C  |
| Tiah D      | Kade F   |

★★ GOLD ★★

- |         |             |
|---------|-------------|
| Paige G | Christian A |
|---------|-------------|

★★ PLATINUM ★★

- |         |  |
|---------|--|
| Paige G |  |
|---------|--|



# SIDE

## TERM 4 CALENDAR

**14 OCTOBER**

**TERM 3 BEGINS - STUDENTS**

**11-15 NOVEMBER**

**YEAR 11 ATAR EXAMS**

**19 DECEMBER**

**TERM 4 ENDS - STUDENTS**

**20 DECEMBER**

**TERM 4 ENDS - TEACHERS - SCHOOL  
DEVELOPMENT DAY**



**SCHOOL OF ISOLATED & DISTANCE EDUCATION**

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