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Cover photo: Alysha

## VISION STATEMENT

“**SIDE** is...  
a vibrant  
online  
learning  
community,  
committed to  
innovation  
and excellence.”



Tundie Jones  
Deputy Principal Primary

What a year so far! A year that began with so much promise has turned into a rollercoaster ride for many. SIDE has been at the forefront of supporting schools, students and families through the challenges presented by COVID-19.

In March the Primary team began updating our learning materials to be placed into a curriculum portal for WA schools to access. We haven't finished yet! Updating eight year levels, seven learning areas over four terms has been an enormous task but also the ideal time to reflect on our learning modules and update them. The teacher writing team and the K-6 teachers have done an amazing job. I know that the Secondary team has also contributed to a diverse range of learning materials which are now available in the portal.

It has also been a time of upheaval for many of our families, especially those overseas and interstate. Along with our own students, we have been supporting students who are unable to attend their own schools due to their ill health or ill health in their families. Other students have been stranded overseas because of lockdowns and cancelled flights.

The WA community has a wonderful resource in SIDE, demonstrated by how quickly our SIDE school community can respond in a crisis, showing compassion and care. Our teachers and office staff have worked hard and gone the extra kilometre to support the WA school community. We value the additional resourcing provided by the Education Department.

Enjoy your holiday break and we look forward to Term 4.



## ► SINGLE SIGN ON (SSO) IS COMING TO MOODLE

### What does this mean?

All students will have to log in to Moodle using their Department of Education (DoE) username and password.

### What about email?

Once in Moodle, students can access their student email eg bob.marley@student.education.wa.edu.au at the link on the Dashboard.

All students will be required to use their DOE email address for school-related matters.

### Why is this happening?

DOE policy states that students use their DOE account for educational purposes.

A DoE login also allows students access to Office 365 applications such as Outlook (email) Microsoft Forms, OneNote, Word, PowerPoint and more!

### Act now

To prepare for this change students can:

- ensure they know their DoE user name and password
- start using their DoE email address for school related matters
- check their email address in Moodle is set to their DoE email address (see below).

In Moodle, click on the dropdown arrow next to student name (top right of screen), then click Edit Profile.

If necessary, change email to DoE address. Scroll down and click Update profile at the bottom.



Your student email



## ► WHAT IS THE SIDE REGISTERED TRAINING ORGANISATION?

SIDE RTO 52891, a Registered Training Organisation is based at SIDE and is part of the Education Department program to improve access to training opportunities for young people regardless of remoteness and class size. It gained registration with the Training Accreditation Council (TAC) on 18 December 2019.

SIDE already had demonstrated expertise in the use of online and blended learning pedagogy with young people. It has home-based students, and school-based enrolments in partner schools across the public school system, so it was logical that an RTO for the regions be established within SIDE.

Since its establishment, SIDE RTO has worked with stakeholders across schools, industry, government, private businesses and the not-for-profit sector to establish an understanding of school needs and community requirements.



## WHAT TRAINING QUALIFICATIONS DOES SIDE RTO OFFER?

The following courses are available to WA residents only.

- FSK10213 Certificate I in Skills for Vocational Pathways
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- BSB20115 Certificate II in Business
- ICT20115 Certificate II in Information, Digital Media and Technology

## HOW CAN YOUNG PEOPLE ACCESS THE COURSES?

SIDE RTO works with remote and regional schools. Their services are available to:

- individuals within a school, generally as a direct enrolment in SIDE and the SIDE teacher will deliver the course
- groups under auspice arrangements
- groups under auspice and blended learning.

## FURTHER INFORMATION

Glenn Bird RTO Manager  
T: 9311 1456 E: [glenn.bird@education.wa.edu.au](mailto:glenn.bird@education.wa.edu.au)

Wayne Wilson RTO School Relations Officer  
T: 9311 1460 E: [wayne.wilson2@education.wa.edu.au](mailto:wayne.wilson2@education.wa.edu.au)

Image: Glenn Bird and SIDE Principal Steve Hoey at the signing of the first Statement of Attainment issued to a student from East Kimberley College



## ► FORESTRY INDUSTRY DAY – WEDNESDAY 22ND JULY 2020

SIDE RTO recently collaborated with the [Food, Fibre & Timber Industries Training Council](#) (FFTITC) and the industry-based association [Forestry Industries Federation \(WA\) Inc](#) (FIFWA) to host an event to showcase the many career pathways accessible through VET. Employment outcomes were linked to the qualifications being accessed by SIDE RTO partnership schools at an industry day held in the Bunbury area.

The day was a huge success enjoyed by 35 participants from the South-West who all worked in the VET sector employed as VET Coordinators, Careers Advisors, teachers and Workplace Learning Coordinators. They learned about the hundreds of careers accessible through VET.

A tour for participants visited Wellington Discovery Forest and Eco-Centre, Wespine Sawmill and WAPRES Bunbury wharf chipping facility.

The day provided a great opportunity to school-based staff to gain important industry currency, vital to vocational training. It also led to many students in the Bunbury area securing new work experience placements which may lead to traineeships and apprenticeships. This really does demonstrate what can be achieved through collaboration.

SIDE RTO will be working with other schools across regional WA to develop tailored training solutions which meet the needs of local schools and industry.



Forestry Group at WAPRES Bunbury wharf chipping facility



Industry Training





## ► VISUAL ARTS ART DOCUMENTS LIFE IN 2020

Art documents life in 2020, and helps students process and cope with what is happening around them.

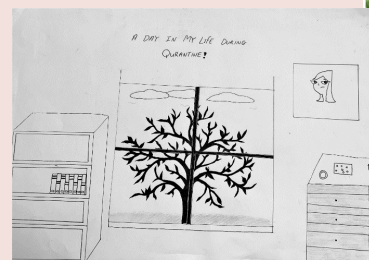
### 'Fungi Distancing' by Daniel

This is a zine that I created using black card as a photograph album to show how my Mushroom Dude is adhering to the social distancing rules during this global COVID-19 Shutdown. The album is symbolic of a holiday type of act – placing photos in an album as a reminder of the time and experiences you had. The use of charcoals to darken an otherwise bright activity like going to the beach is deliberate. It's intentionally uninviting. You can't see the virus – but you can feel the eeriness of the planet on shut down. Eerily and strangely quiet and not functioning. A tiny red dot is placed in every illustration to remind of the danger of Covid 19. The red indicates the danger and is stark against the blackness of the album and the pictures. You can't see the Covid virus but we all know it's there lurking.



### 'A Day in My Life During Quarantine' by Egran

The drawing I sketched and traced are things I see everyday thanks to COVID-19. Drawing has kept me busy, after finishing school and homework. The meaning of the illustration I created is to show what I see in my every day from day to night. The most important thing I have learned as a result of quarantine is how to appreciate the little things in life and look at the bright side of things.



## ► AWARDS AND EXHIBITIONS

The SIDE Art department has thrived over the past term. We were successful in three major art exhibitions. The [Meta exhibition](#) held at Central TAFE chose Jay McCowan's artwork 'Grey Scale Perspective' and Amara Sinclair-Hill's 'Tendrils'. These two artworks were again successful in the much coveted [Lester Youth award](#) for portraiture. Of the 10 finalists for 2020 the two SIDE students represented 20% of the finalists for this year which is a fantastic result.

Recently, five SIDE students' works were selected for the Young Originals Exhibition which means that this is our most successful year entering the competitive selection process. Go to [page 44](#) of this newsletter to see the student works.

## ► YEAR 12 ART ILLUSTRATIONS

Responding to the theme of 'Inspirations'

### 'Early Culture' by Whitney

In my art piece I wanted to represent the Indigenous Culture. Being Indigenous, everyone is taught from a young age who they are spiritually. We are taught the Dreamtime, and what is important in Indigenous culture, depending on your tribe. In my work I wanted to convey the idea that our culture is always taught. Through every generation, at young ages our Aboriginal culture always is important. The baby in the image represents the Indigenous children. I put in the Rainbow Serpent, as it is the creator in the Dreamtime.



Early Culture by Whitney

## ► AUTHORS ONLINE VISIT - CAMPBELL WHYTE

The Arts and Technologies Learning Area, in conjunction with the SIDE Resource Centre, SIDE Primary and OTL, were proud to host two online Webex lessons for the upper primary classes and the Year 9 secondary class. Campbell is a Western Australian graphic novelist best known for his *Home Time* series. Campbell showed students how he created his characters and their unique characteristics. Students followed and emulated his drawing style. The Year 9s in particular benefited from the visit as their Term 3 project is a new drawing project, based on Manga and comic creation.



'Home Time'

All these amazing drawings were done in real time and Campbell allowed the students to do their own versions during the session. The students showed their own great drawings at the end of each lesson.



'Dog'

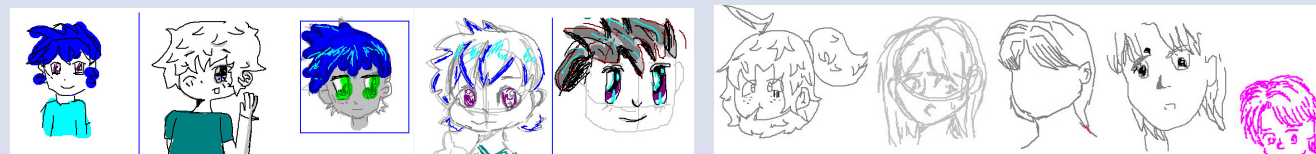


'Fire Creature'



## ► YEAR 9 ART

The Year 9 Term 3 project is the 'Manga' project. Year 9s are a small and enthusiastic group. Manga derives its name from a style of Japanese comics. All drawings were done in a 4-5 minute time period using the basic Webex drawing tools.



Designing a chibi

Exploring hairstyles



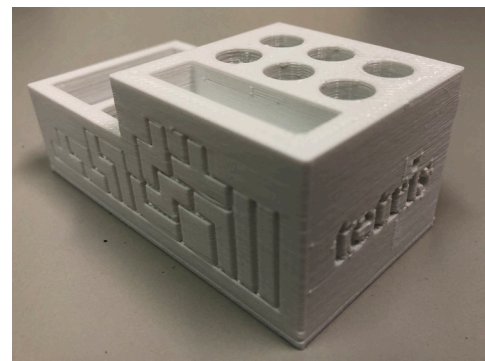
Drawing of Brody's Ghost (Manga by Mark Crilley)

## ► DESIGN AND TECHNOLOGY

Our Year 7 students have been learning to use CAD software to make a design that is laser engraved onto acrylic to form part of their project. Thomas has done a great design symbolising the gateway to the moon effect that occurs in Broome.



Thomas 'Staircase to the moon'



Caitlyn 'Tetris' pencil holder

This 3D printed pencil holder was drawn by Caitlyn using Autodesk Fusion 360 CAD software.

## ► PHOTOGRAPHY DESIGN

The Photography students at SIDE have been producing some excellent work such a diverse range of work from landscapes to portraits to cubist photography.

COVID-19 isolation would not stop the students from creating great imagery. Rokia, house-bound in Africa and needing to take a photograph of transport, devised this wonderful studio set, built a raft, a passenger and created some very artistic photographs.



Rokia



### Year 9

The Year 9s created architectural book covers. Below are two of the designs.



Daniel Year 9 bookcover



Mitchell Year 9 bookcover

**Year 12 Design** (Photography) Students completed a very time-consuming task in which they photographed images to be used to meet a commercial brief. Below are two fine samples.



Original Photograph



Final Edited Image



Mia Year 12 Commercial Photography

Zoe Year 12 Commercial Photography



## ► PHOTOGRAPHY

### YEAR 9 SHADOWS



Remi



Bano

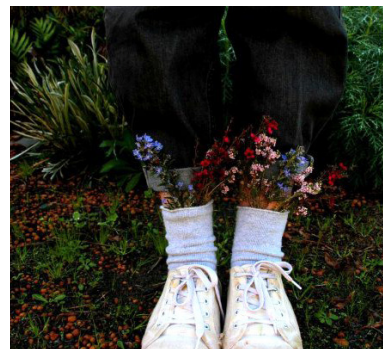


Daniel

### YEAR 10 NATURE



Sinead



Milly

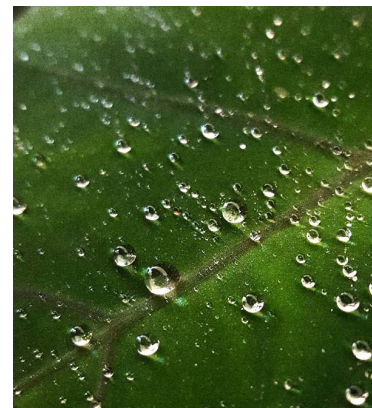


Catherine

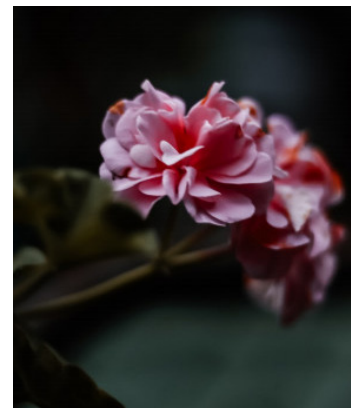
### YEAR 11 CLOSE UP



Gabriel

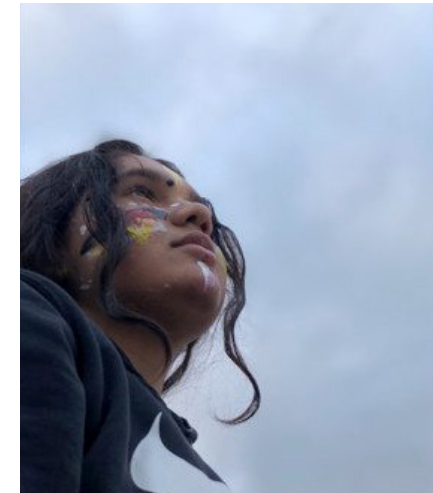


Jasmine

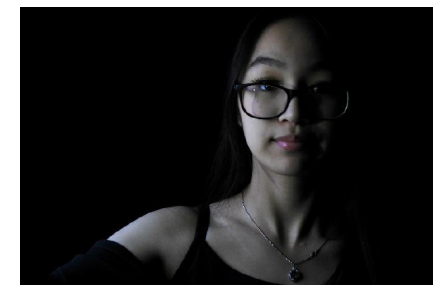


Ebony

### YEAR 11/12 PORTRAITS

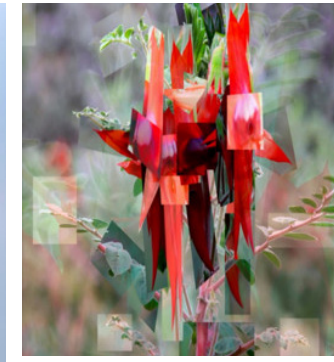


Trinity



Selena

### YEAR 12 CUBISM



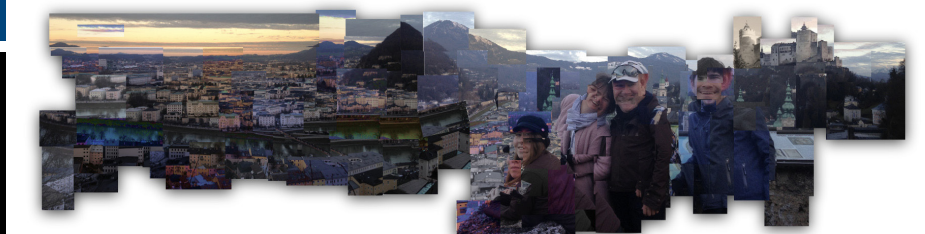
Mia



Archerie



Jessica



Zoe

### YEAR 12 STILL LIFE



Mia




Jiselle




## ► YEAR 7 DANCE STUDENTS IN *THE WEST*

Year 7 dance students reflected on their online learning experience with SIDE. Their responses were published in *The West* newspaper.


**WHAT IS SOMETHING POSITIVE OR NEGATIVE ABOUT STUDYING AT SIDE WHILE LEARNING BALLET?**




**AVA:** Studying at SIDE allows me to balance my hectic ballet schedule with my academic studies and is flexible enough so I can do all of my ballet training without having to go to a full-time regular school.




**MAYA:** Learning at SIDE is very easy because the teachers are all very supportive. They are always free to answer any questions about work or problems by email.



**HARRISON:** I enjoy challenging myself to learn as much as I can in as many subjects as possible, both in dance and school. SIDE gives me the chance to do this.



**AMELIA:** Our once-a-week face-to-face lessons at SIDE allows my class and me to associate with our friendly teachers and classmates, go over work we have learnt, and ask questions on things we are unsure about.



**SYLVAN:** Studying at SIDE allows me to have the opportunity to continue my dream as a dancer while still getting an education. I am balancing my dance and academic studies to enjoy my life to the fullest.

Year 7 SIDE students Ava, Maya, Harrison, Amelia and Sylvan

Image: Courtesy of *The West Australian*. © *West Australian Newspapers*

## ► YEAR 9 LITERATURE EXTENSION

Cathy Lamer's Year 9 Elite students have been taking in part in the Talented Young Writer's program which is run by the Fremantle Literature Centre. Each Friday, the students work through an online recording presented by writer Scot Gardner. Students are all being very productive, completing the writing exercises each week. The focus is on making all students become the best writers they can be.



Scot Gardner reading from his novel for the Talented Young Writer's program

## ► ENGLISH TEACHERS ASSOCIATION WORKSHOP



A number of English staff members attended an ETAWA professional development session this term. ATAR teachers immersed themselves in strategies for tackling the Comprehension Section in ATAR English, while Literature teachers refined their knowledge of how to best teach students procedures for constructing close readings of texts. The team continues to use professional learning to enhance the quality of their teaching to improve student outcomes.

## ► STUDENT WRITING FROM THE BIDYADANGA COMMUNITY

Bidyadanga Aboriginal Community (La Grange) is located on the Kimberley coast. The recognised traditional owners of the land are the *Karajarri* people. *Bidyadanga* is the largest remote Aboriginal community in Western Australia with a population of approximately 750 residents and is home to the *Karajarri*, *Juwalinny*, *Mangala*, *Nyungamarta* and *Yulpartja* language groups. It is rich in history, art and culture. English teachers Amanda Malseed and Esperanza Stein visited Bidyadanga in Term 3.



**Augustine Year 9**

I like the beach because it is blue and cool. I go with my family to bust oysters and catch mud crabs. I like the wet season when it is windy and wet and the kids play in the rain.



**Taj Year 7**

I like that there are many different languages spoken in Bidyadanga. I also love the beach. We walk down to the rock pools and find cool creatures and animals to see and sometimes hold.



Esperanza Stein and Amanda Malseed with Bidyadanga students



**BJ Year 7**

My favourite things about Bidyadanga is the pool and the beach. I like to go fishing with my family. We go to the lighthouse where the water is clear and there is plenty of red and black bream.



**Novak Year 7**

I like the weather up here because it is so much warmer than Perth. I love how amazing the beach is and we always see crabs. It is funny how the cows are really loud at night.



**Leharni Year 9**

Our community is great because we can go out fishing so easily. I like to go to the beach, busting oysters and fishing and camping.



**Codey Year 7**

I like Bidyadanga because of the wildlife. Sometimes I see brown dingos and every time I see one I get excited.



Year 7s studied the geography of water and liveable cities. Year 8s studied mountain and coastal landscapes. Biomes and food security were the Year 9 focus and our Year 10s studied environmental change and management. Additionally, a significant number of new Year 11 students commenced studying with us. Next term, our students in Years 7 to 10 are studying civics and citizenship issues.

## ► HUMANITIES AND SOCIAL SCIENCE WEEK

During HaSS Week, students were asked to reflect on the value of studying the subjects contained in the HaSS curriculum: history, economics, geography and civics and citizenship.

### Economics Competition

To celebrate HaSS Week 2020, the Economics Teachers' Association of WA ran a cartoon competition based on three themes relating to the current economic climate:

- Economic contagion
- JobKeeper, JobSeeker, JobMaker... what's next?
- Demand and supply make the world go round

SIDE had some fabulous entries which unfortunately missed out on a position on the winners' podium but definitely deserve a mention in our newsletter.



This cartoon on the Economic contagion came from Grace



Rylee addresses the idea of Demand and Supply

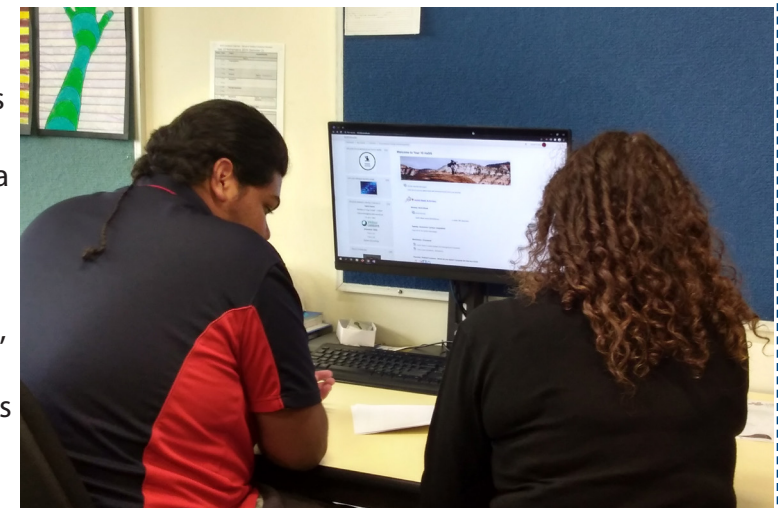


## ► FAREWELLS EARLY IN TERM 4

We wish our departing Year 12 students every success in their remaining assessments and their future after SIDE. Thank you for being valued members of our SIDE community. We remind Year 12 students that their active participation in their scheduled, mandatory Term 4 Revision programs enhances their WACE performance.

## ► OUT AND ABOUT WITH HASS

With the travel restrictions in place due to the COVID-19 pandemic being lifted, HaSS teachers have been able to resume their visits to students. This term teachers from HaSS visited students throughout Western Australia with visits to Collie SHS, Manjimup SHS, Bunbury Cathedral Grammar, Newton Moore SHS, Bunbury SHS, East Kimberley College, Hedland SHS, Exmouth DHS, Laverton School, and Narrogin SHS. The HaSS staff appreciate the work of the school-based SIDE supervisors in supporting the students. SIDE teachers including Adele Clarke (Geography) met with Central Midlands SHS SIDE Supervisor Renee Even during their visit in August.



Tracy Stirling and Jamal



Adele Clarke, Alexander Berentzen, Renee Even and Diana Tomazos

## ► 2021 YEAR 10 STUDENTS COURSE SELECTION

Soon Year 10 students will select their 2021 courses. SIDE HaSS offers ATAR History, Economics, Geography and Politics and Law plus General History, Geography and Politics and Law. Students and parents are invited to discuss the suitability of these options with their HaSS teacher and the HaSS Head of Department.



Term 3 has flashed by. Here we are at its end with our Year 12s in their final weeks of high school. It can be very exciting and a little bit stressful! The HPE staff and students have been working hard and there has been some fantastic work produced by our students from Year 7 to Year 12.

## REGIONAL VISIT 2020 - EATON COMMUNITY COLLEGE



Bronwyn Carter, Christine Waring and Adele Clarke

On Wednesday 26 August Bronwyn Carter (HPE) and Adele Clarke (HASS) visited their ATAR students who attend Eaton Community College. The visit enabled us to meet our students, as well as review content, exam papers and field any questions the students might have with regards to their upcoming mock and WACE exams. It was a short but valuable amount of time spent with them. A big shout out and thanks to the amazing SIDE Supervisor at Eaton CC, Christine Waring, who is doing a fantastic job supporting our SIDE students.

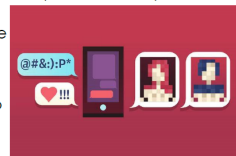
## LOWER SCHOOL HEALTH

**Year 7** Health Education finished Term 2 focusing on Cyber Safety. The student task was to create a Cyber Safety poster which could be used in schools to target and inform primary students. There were some fantastic posters created!

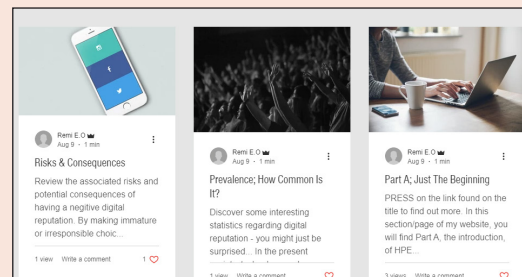
**Year 9** Health Education students have been focusing on their personal digital reputation and the positive/negative impact it can have on them in both the short and long-term. They identified the associated risks and possible consequences, how common some of the risky behaviours were among their peer group, and considered strategies to enhance their safety online. Their assessment required the students to create a project which includes five unique and effective tips to protect their digital reputation, along with writing a 'real-life' scenario for which to apply their tips.

### Online Safety Issues-Sexting & Digital reputation

- Teenagers Sexting is one of the many Online Safety Issues happening worldwide.
- Being part of any inappropriate post on social media or online has a chance to change your life! e.g. being un-able to get a job or getting bullied



Dylan



Remi



Angie



Gemma

## SENIOR SCHOOL HEALTH STUDIES

This term Year 11 ATAR students have been working on a project which involved researching a common 'preventable' health condition experienced in Australia and creating a social media campaign. This campaign aims to increase awareness about their chosen condition and to encourage Australians to take action to prevent the health condition. The standard of social media campaigns developed by some of our students could be used by health promotion agencies!!

### Campaign Idea 2: Facebook Pop-up Ad



Slogan; catchy and grabs attention of viewer

Short, straightforward, comprehensive information that will engage and keep the attention of viewer.

Fun and colourful diagrams and background to keep viewers' interest. Background relates to healthy food and lifestyle.

Large, bright diagram draws viewer to information about the dangers of childhood obesity.

Note for parents; bright red against green catches the eye. Tells parents where to go for more information, includes QR code to Facebook webpage about combatting childhood obesity with health strategies.

Short checklist; engages with viewers and provides a basic outline of what to focus on in terms of maintaining health

Social media campaign. Target Group – Adults. Condition – Childhood Obesity by Charisse

## HEALTH HINTS

Below are some websites with accurate and reliable information on a range of current health issues. Be sure to check them out!

[actbelongcommit.org.au](http://actbelongcommit.org.au) – guidelines for positive mental health provide a simple approach we can all adopt to become more mentally healthy.

[ruok.org.au](http://ruok.org.au) - inspiring and empowering everyone to meaningfully connect with people around them and start a conversation with anyone who may be struggling with life.





## ► FRENCH NEWS

### Cascade Primary School

In September Madame Blunsdon and Elisabeth Vinourd (French Language assistant) visited Cascade Primary School.

It was a great experience. Students enjoyed cooking French toast (le pain perdu), dancing to *Jean petit qui danse*, listening to a story and participating in many games to review the language they have learnt.



Elisabeth Vinourd  
cooking French toast

Madame Blunsdon and  
Elisabeth Vinourd



Line numbers

**Perenjori Primary School** It was a wonderful opportunity to get to know the 25 students learning French in Years 3-6 in person, in their classroom. The students participated in language activities, followed by a tasting of croissants with jam or cheese. At the end of the day the Principal, Michelle Williams, took us to the Perenjori Museum where we learnt about some of the history of the town. The trip significantly added to our understanding of the students, where they learn and their community.



Denise Scott



## ► INDONESIAN NEWS

**Three Springs Primary School** It was great to meet the Principal, Shirley Macleod and 24 students in Years 3-5 after a year on the other end of the camera. Ibu Riza, our Indonesian Language Assistant, captivated the students with Indonesian Independence Day games. The students enjoyed the opportunity to try Rujak, fresh fruit dipped in a spicy sauce and had fun dressing up in traditional Balinese clothing. Ibu Kim taught the students how to play 'Burung Kakaktua' on the angklung, culminating in an orchestra performance for the whole school and parents at the end of the day. The school bus trip showed us how proud the students are of their town as they pointed out landmarks to us. Kim, Denise and Ibu Riza also had the special opportunity to get to know the students better on a visit to the talc mine and to family farms.

We would like to thank all the schools for welcoming us as part of their school community. We felt that we were able to build strong relationships during the visit.

## ► JAPANESE NEWS

Gemma, Year 7 recently submitted an entry to a calligraphy competition run by JLTAWA (Japanese Language Teachers' Association of Western Australia). The theme of the competition was 'family/home' and students were required to draw the kanji for these words. The competition is yet to close so we are waiting to see how she went! Congratulations on a fantastic job!



### Kaiwa Day

On Saturday 5 September, four Year 12 SIDE students attended the 'Kaiwa Day' (Conversation Practice) to prepare for the ATAR Japanese speaking practical exam.

Over 100 students from a large number of schools attended the day, to hone their speaking skills for the upcoming exam.

While students have typically been studying Japanese for five years, they have just 10 minutes to showcase their knowledge in the exam by introducing themselves and a 'special item' ie photograph of a special experience (45 seconds), answer four questions in relation to the item (3 minutes) and finally answer questions on the topics (The Individual, Travel, Part time jobs and money, Japanese speaking communities, This year and beyond, Youth events and pathways, Future plans and the Changing world (6 minutes).

We wish the Year 12 students all the best and would like to acknowledge and thank all teachers and language assistants for supporting them on their journey.



Our Term 3 highlight was being able to visit our regional students again. Teachers in Learning Support were able to visit students in Laverton, Menzies, Kalgoorlie, Carnarvon, Marble Bar, Onslow, Pannawonica and Mandurah. Students are enjoying meeting their teachers in person. We are looking forward to further visits in Term 4.

## ► HAIKU POETRY

Year 7 students in Learning Support have been learning about a form of Japanese poetry known as Haiku. Haiku poems have three lines and the lines follow a pattern of syllables: 5-7-5. The below poem was written by Kaileb.

Playful cat is striped  
Predator is fast and wild  
It's a feisty cat.

## ► FAREWELL TO FRANCES HERD

During her 28 year career with the Department of Education, Frances made a valuable contribution to the education of many Western Australian students, in particular, students who had learning challenges.

Frances was at SIDE for a period of 11 years and had a number of significant leadership positions, the most prominent being Program Coordinator of Learning Support.

She always had the best interests of the school, students and teachers at heart. We thank her for the role she played in Learning Support and wish her well in her retirement.



Sue Taylor, Frances Herd and Principal, Steve Hoey

## ► HUMOROUS TEXT

The Year 8 English topic in Learning Support for Term 3 is 'Humorous Texts'. As part of the course students had an opportunity to showcase their sense of humour through their writing. They started with a brainstorm in Webex which allowed them to organise their ideas. They then wrote a draft copy (by hand!), edited their work, and finally uploaded (published) their typed good copy.

Below is a funny story by Ismail called 'Sweaty Boy'.

Date: 4/9/2020  
By: Ismail.

### Sweaty Boy:

It was a nice, sunny day in Perth. My whole family and friends were excited to go to Adventure World, but my friend Adam was scared. Adventure World was known for its scary and terrifying rides. Driving to the theme park, Adam's legs were shaking as if he was sitting in a massage chair. Adam was acting as if he was all cool and collected and making it seem like he wasn't terrified a bit.

The view of the theme park was getting closer and closer as we drove towards it. The excitement grew, as everyone hopped out of the car. Adam looked like an old man struggling to get out. His fear grew tremendously as we walked towards the theme park trying to get our tickets. Adam's legs were wobbly like he had iron deficiency and his face sweating like a as he had walked out of a shower. The tickets were bought. Me and Adam walked to the line towards the scariest rollercoaster in Australia. The name of this ride is called "Abyss". The name itself sends shivers down my back. The line was filled with tons of kids

Crying and whining but obviously Adam was crying the most. The line became shorter and shorter, before we knew it we were next...

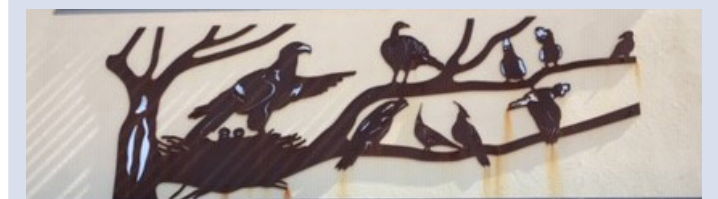
Adam was so scared he was asking his supervisor questions like "has anyone died on this ride?". The supervisor replied "yes", but I knew she was just joking. Adam and I were strapped on this terrifying ride. Adam thinking he was going to die started making a speech about our friendship. The height of this ride is 100 m, we went up slowly and saw the view of the theme park, a quick change in direction and we went zooming. Adam fainted and didn't remember anything.

This was scariest ride of my life

## ► DALWALLINU DHS

As part of the Transition Challenge – Expressive Arts, students at Dalwallinu District High school were asked to find examples of different art/ sculptures in their town.

The sculptures were then discussed in the Webex class. Students commented on where these artworks are located, those they liked or disliked, and were able to share lots of information with their teacher.





We have had yet another busy term supporting SIDE students in the Mathematics Learning Area. This newsletter focuses on regional visits made by Maths teachers this term. The relationships we develop in face-to-face visits are so invaluable and have positive benefits for our students' education through online learning. Knowing students and their environment, and seeing their smiling, engaged faces are just a few of the benefits of our regional visits.

## ► REGIONAL VISITS BY SIDE MATHS TEACHERS TERM 3

### Mukinbudin DHS Andrew Grieve

I visited Mukinbudin District High School with two SIDE colleagues from the English and Science departments. I really enjoyed meeting the SIDE students and their supervisor Caitlin Hogan. I was able to work with my Year 12 Foundation Maths students and show them how to find the OneNote for Windows 10 App. This version of the app has the tools required to draw graphs and tables for the interpreting data topic.

### Albany SHS, North Albany SHS, Katanning SHS Angus Hogan

Angus has had several visits this term visiting schools in the Great Southern and the Pilbara. During a recent visit to the Great Southern he went to both Albany and North Albany Senior High Schools, assisting the Mathematics Specialist and Mathematics Methods students to get on top of their respective subjects. The staff and students were delighted to have a visit from SIDE and were very welcoming. The students got a lot of value from the visit and were able to review mathematical concepts with their teacher in person. Angus then drove to Katanning to be ready for the Katanning students the next day. He has personal links to Katanning and spent a productive morning with his Maths Methods student and the school supervisor.

### Norseman DHS Karen Loreck

It was great to meet Izaak in the Norseman DHS library after teaching him Maths from the start of the year. Over the day I met many teachers and students, including the Year 9s and 10s who I am also teaching Work Studies to this semester. I really enjoyed my visit to Norseman DHS.



Norseman SIDE classroom

### Shenton College Deaf Education Centre Giang Nguyen and Ron Evans

We visit a group of Year 11 and Year 12 Maths Essentials and Maths Foundations students fortnightly who are studying with SIDE. We work in collaboration with deaf teacher specialists, deaf interpreters and electronic devices to support our teaching sessions with small groups of students. We both are amazed at the great work the Shenton students are doing, and how they are achieving their best!

### Narrogin SHS and Belmont City College Giang Nguyen

I visited Narrogin SHS with Victoria Brolsma from the HaSS department. I was able to support my Year 11 Maths Specialist students face-to-face and also assisted Mrs Sturma's Year 12 Maths Specialist students. It was so good and satisfying to be able to see students and to help them with their Maths questions. Visits help me to establish and maintain good working relationships with my students.

### Laverton PS Carmel Rankin

This visit was a great opportunity to meet my Maths students in their classroom and to spend more time finding out some of the student's hobbies – motor bike riding and playing football. Their football skills were demonstrated during recess. It was a pleasure to learn more about my students and the school. During Webex lessons the focus is on learning, and as a result of the visit I felt I got to know my students better. I was able to support them and make sure they were up-to-date with their work. It was great to be able help some of the other students do their Maths and deepen their understandings of concepts. All of the students that I spent time with were appreciative of the face-to-face support and the ability to ask questions and have the time to understand the answers given.



Carmel, Noelene and Hannah

I spent time with Noelene and Hannah explaining how all the Maths Moodle pages operated and how One Note was being used by some classes to allow the students to have a more interactive Maths experience using manipulatives to enhance their understanding and learning.

Being able to visit Laverton was certainly a success as it cannot be underestimated how having a better understanding of their school environment and being able to build a solid rapport with both students and supervisors will enhance the students learning outcomes.

$$\begin{aligned}
 &(\text{ hedgehog } + \text{ hedgehog }) \times (\text{ hedgehog } - \text{ hedgehog }) = 20 \\
 &\text{ mouse } + \text{ mouse } \times \text{ mouse } + \text{ mouse } = 63 \\
 &\text{ hedgehog } \times \text{ hedgehog } - \text{ hedgehog } + \text{ mouse } = 37 \\
 &\text{ hedgehog } + \text{ mouse } - \text{ hedgehog } - \text{ mouse } = ?
 \end{aligned}$$

The "Game for Brain" from Pixabay





## ► WACE PREPARATION

Year 12 students are preparing for their final SIDE exams. During this term, in addition to the weekly Webex sessions, Science teachers 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 STAFF VISITS IN TERM THREE

The Science staff have been busy this term with many of them making multiple visits to local and regional schools and communities. Here's a quick look at some of the school visits.

### August

**Mukinbudin** Rachel Amonini to Year 12 Psychology students.

**Kununurra** Brendan Forbes to Physics students.

**Central Midlands** Alex Berentzen and Diana Tomazos to Year 12 Integrated Science students.

### September

**Central Midlands** Diana Tomazos to Year 12 Chemistry students.

**Port Hedland** Jim Marshall to Year 12 Biology students.

**Kununurra** Diana Tomazos to Year 12 Chemistry students.

**Karratha and Exmouth** Rachel Amonini to Year 11 and 12 Psychology and Biology students.

## ► LAST OF YEAR 12 FOR 2020

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.

## ► NATIONAL SCIENCE WEEK



The focus for this year was **Deep blue: Innovations for the future of our oceans.**

One of the events that SIDE students were able to participate in through the Science Lab in Moodle was a Virtual Lab. hosted by Dr Lisa Kirkendale and Dr Nerida Wilson from the WA Museum who discussed their work exploring the Ningaloo Canyons on the Falkor deep sea expedition. Lisa is the WA Museum's Head of Aquatic Zoology and Nerida is a senior research scientist.

Science Lab also provided access to other online events, challenges and interactive activities.



Dr Elizabeth Sinclair presenting "Innovations for the future of our oceans" with Diana Tomazos

Another highlight of SIDE's Science Week activities was a special event, a live Webex presentation by evolutionary biologist Dr Elizabeth Sinclair and Science teacher Diana Tomazos. Dr Sinclair's current research focusses on understanding genomic diversity, gene expression and adaptation in the changing marine environmental conditions for Shark Bays' large temperate seagrasses.

Find out more about [Dr Sinclair's work at bgpa.wa.gov.au](http://DrSinclair'sworkatbgpa.wa.gov.au).

The recording of her presentation can be accessed in the Science Lab.



Diana Tomazos and Harry May Science Week display in Library Resource Centre

Close collaboration between Diana Tomazos and teacher librarian Harry May led to the creation of a Science Week display in the Library Resource Centre.

If you are interested finding more about the oceans and their future check out the SIDE Library's [Science Week 2020 LearnPath](#) page of information, books, videos and activities.



## ► OPTIMISE THE PERFORMANCE OF YOUR HOME COMPUTER

If your computer is churning away at a snail's pace and is making it difficult for you to work or study, here are some simple, free ways you can optimise your computer's performance.

Use the headings in this article to guide your internet search to find instructions for your operating system. For example, you can search for, 'Delete downloads on a Mac' or 'Empty the Recycle Bin in Windows 10'.



Image by Pitsch from Pixabay

### UNINSTALL UNNECESSARY SOFTWARE

Your computer has many preloaded software applications, some of which you need and some you don't. Remove applications you are sure you will not need. If unsure about an application, search the internet to find out.

### DECLUTTER THE DESKTOP

Delete any unnecessary files on your desktop. Move the files you need to folders on your computer's internal drive or on an external drive. Files on your desktop slow down your computer on start up.

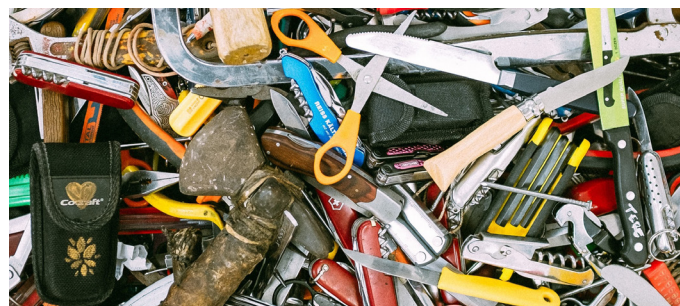


Photo by Ashim D'Silva on Unsplash

### DELETE DOWNLOADS

Unless you instruct it to do otherwise, your computer stores files you have downloaded in a folder called 'downloads'. Your downloads folder fills up quickly and takes up storage space. Avoid this by clearing your downloads folder every now and then.

### EMPTY THE RECYCLE BIN

Deleted items go to the Recycle Bin and remain there until they are automatically deleted after a certain period. You can empty the recycle bin at any time to free up more space.



Image by Carabo Spain from Pixabay

### SHUT DOWN AND RESTART

It's the technician's catchcry. "Have you tried restarting?" Not every application on your computer plays as nicely with memory as it should. Eventually, your computer may slow to a crawl. You might not have performed a restart in a while. Try it and see what happens.

### BE NEAR YOUR WIFI ROUTER

This sounds obvious but make sure you are close by. The further away your computer is from the router, the weaker the signal and the slower the internet speed.

### RUN AN INTERNET SPEED TEST

Many websites offer speed tests. SIDE links to one on its [Troubleshoot page](#) where you will find other useful information. Another is <https://www.speedtest.net>. If your internet is running a lot slower than the internet plan you are paying for, contact your Internet Service Provider.



Image by Marc Pascual from Pixabay

### CLOSED APPLICATIONS AND TABS NOT BEING USED

Having multiple tabs open in a browser slows down your computers processing speed as does having lots applications and windows open. Make a habit of closing, not just minimising the things you are not using.

There are many more ways you can improve your computer's performance. You can find information at the links below.

### FOR WINDOWS 10 USERS

[Tips to improve PC performance in Windows 10](#)

### FOR APPLE USERS

[Optimise storage space on your Mac](#)

### BIG NOTE

You might see pop-up windows or ads in social media offering to "speed up your computer". Invariably these link to dubious sites trying to sell you a product, or worse, install malware. As with all things on the web, you should be very careful. Always get your technical advice from legitimate sites, such as Microsoft or Apple.



## ► EARLY CHILDHOOD

A highlight this term has been participating in Book Week lessons. Teacher librarian Liz Allen from the Resource Centre showcased books that made the shortlist of the 2020 Children's Book Council of Australia's Early Childhood category. After viewing the book covers, the children voted on the two stories that they would most like read. They selected, *When Billy Was a Dog* and *Bat vs Poss*.

The stories were fabulous. What good choices they made!



After a very unsettled Term 2, Term 3 has been business as usual. Our students are back on track, working conscientiously and submitting work regularly.

Here is a small selection of the work we have received.



Tristan showing creativity with his modelling a clown portrait.



Keegan dressed as a clown as part of the Visual Arts set, Cloning About.



Brother and Sister, Bay and Summer working together on their SIDE work while travelling around Australia.



Shannon is very proud of his modelling a clown portrait. We think it's fabulous.



Rianne planned and constructed a fantastic planet diorama



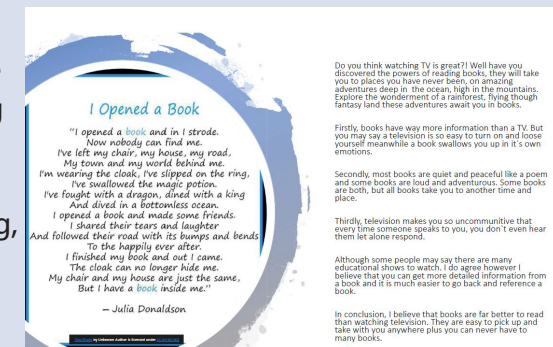
Oceane-Science experiment: Sink and Float



Zoe's art spider

## ► MIDDLE PRIMARY

This term most of the Year 4 students have been learning the techniques of persuasive writing for advertising, posters and presenting an argument. The results have been interesting, with students making every attempt to get their opinion across to the audience.



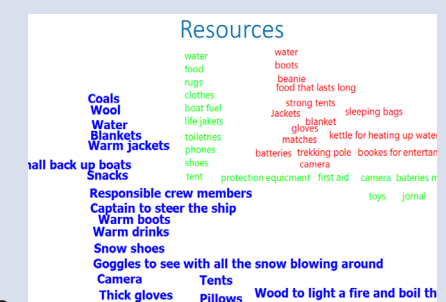
### Online learning

Year 3 and 4 students have had a huge focus on Reading and Viewing in Webex. We've read a range of fun texts and looked at how language can be used to develop ideas, and help to interact with others. We have discovered that we have great listeners and positive contributors to conversations and discussions, and that the students enjoy sharing information and ideas with each other. Friday work sharing provides the students with the ideal opportunity to showcase their work and present to the class what they have learned. Through this the students develop communication skills in both listening and speaking, and are developing good questioning techniques. Fridays are a big hit with our students!



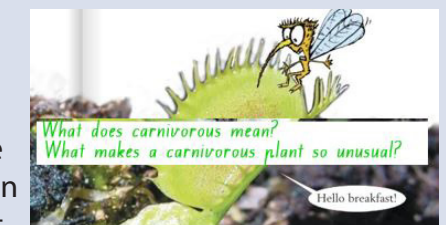
### Geography

A focus for the Monday Webex session has been 'Our Natural Resources'. Based on the student's prior knowledge of the main natural environmental resources such as water, timber and minerals, the Year 3 students began to discover that everyday items are manufactured from our natural resources, and the ways in which people might use these resources sustainably. The Year 4 students have taken a virtual voyage to Antarctica, considering the resources required for this adventure and discovering the value of our natural resources.



### Literacy

Year 3 and 4 have really enjoyed reading non-fiction texts about carnivorous plants, mythical creatures, past and present pirates, fighter planes, and marine creatures. Through these texts, the students were able to learn about past and present tenses that are regular and irregular, vocabulary extension, modal verbs, quotation marks and how to identify literal and inferential questions in a text. Students especially like to make connections to the texts that have been read in the online lessons.





## ► UPPER PRIMARY

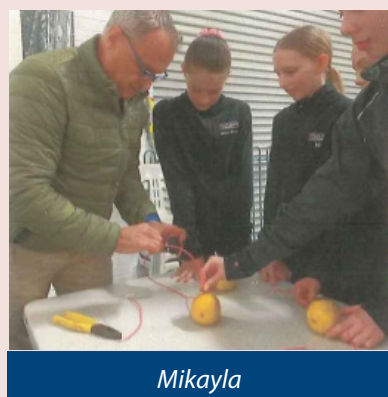
The theme for Science Week this year was **Deep Blue: innovation for the future of our oceans**. Students looked at the problem of rubbish in our oceans, especially plastic, and the harm it is causing. In class we looked at some innovative ideas to help with this problem.

Students enjoyed finding out about some innovative ideas from around the world including edible cutlery, recycling plastic bags into school backpacks with solar power for school children in Africa, plastic eating worms, and sea bins. They also came up with some clever ideas of their own.

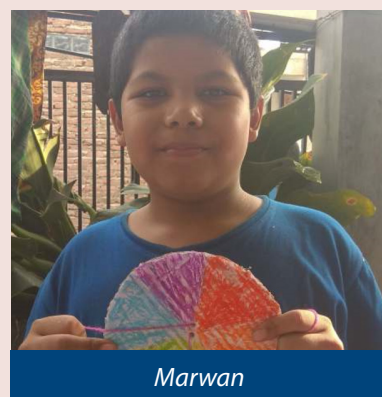
The Resource Centre teacher librarians presented a series of lessons about Book Week and hosted WA author and illustrator Campbell Whyte as part of Authors Online. Students were given advice and practice of fabulous writing and graphic illustrating techniques.

## ► Physical Science

Year 6 students have been learning about electricity through their science work. Some of the experiments resulted in family and friends getting involved in the fun.



Mikayla



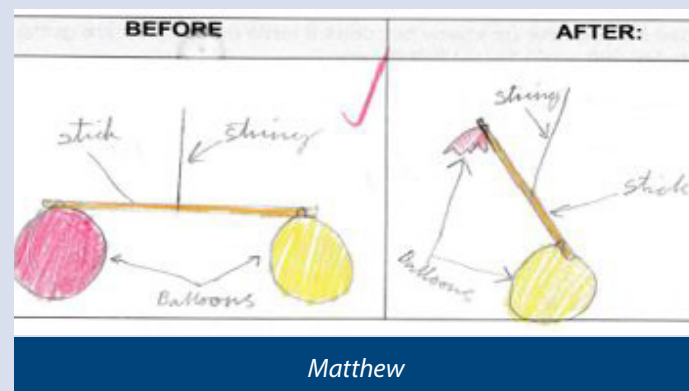
Marwan

## ► Matter and Why it Matters!

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



Caden



Matthew

## ► Global Connections

Another focus has been learning about Australia's relationships with their neighbouring countries, through our Global Connections unit, which included a final presentation on a country of the student's choice.

### The Land of Indonesia

Indonesia has a consistent, warm climate, averaging from 30-32°C all year round. It is a land filled with tropical mountains, clear waters, and beautiful temples.

Some famous landmarks include:

- Krakatau Island

Krakatau's historic volcanic eruption that went from August 26 to 27 in 1883 was so violent that it destroyed about 165 villages and towns. Now, the island is a popular tourist spot. Hiking is what a lot of people like to do when they go, and the marine park surrounding it is full of sea creatures and is a great place for diving and snorkelling.

- Tanah Lot Temple

This temple is on top of a rock that is by the ocean. Depending on the tides, it will either be surrounded by water or accessible by a land bridge. Only Hindu visitors are actually allowed inside, but non-Hindu tourists can still look from the outside.

- Mount Bromo

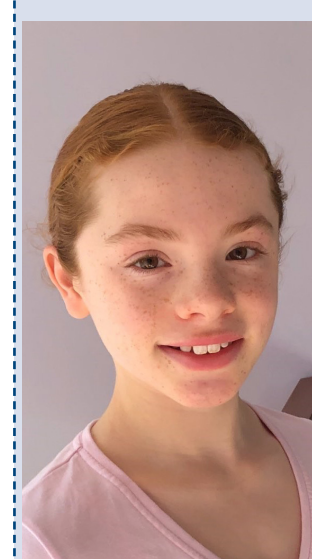
Mount Bromo, which is located in East Java, is probably the most famous natural landmark in Indonesia. Most people wake up early so that they can climb or drive up Mount Penanjakan first. From there, they can enjoy watching the sun rise over Mount Bromo.

- Komodo Island

Home to the Komodo Dragons, Komodo Island is a great spot for snorkelling, hiking and scuba diving.



Matilda



### Location and History

- Thailand is in the middle of mainland Southeast Asia. It is bordered by Myanmar, Cambodia, Laos, and Malaysia. Most borders were stabilized and demarcated in the late 19th and early 20th centuries in accordance with treaties forced on Thailand and its neighbours by Britain and France. In some areas however exact borders are still disputed. Often the real source of border problems was ordinary criminals involved in illegal mining, logging, smuggling and narcotics production and trade. Thailand controls the only land route from Asia to Malaysia and Singapore. The country's name was officially changed in 1939 from Siam to Thailand, meaning "the land of the free", a phrase used to express pride in the fact that Thailand is the only Southeast Asian country never to be colonized by a European State.



Eve



## ► WIDE READING PROGRAM 7-10: AWARD-WINNING BOOKS

This term's Wide Reading program, in collaboration with the SIDE English department, focused on the range of Australian book awards for young people.

In the session, students were introduced to books awards such as the Children's Book Council of Australia (CBCA) Book of the Year Awards, the West Australian Young Reader's Book Awards, the Inky Awards, the Environmental Award for Children's Literature and the Aurealis Awards.

The concepts of longlists and shortlists were discussed and we took a deeper look at the structure of the CBCA Book of the Year Awards; the lists and the winners. Students had the opportunity to be the judge as they explored three shortlisted books from the 2019 awards. They had the opportunity to view the cover, hear the blurb, and then hear the first few pages of each book read aloud, before making their decisions about which one they preferred, and which they thought won the category.

Students were able to explore a dedicated LearnPath guide in the library catalogue, to find a book or ebook for their own recreational reading. Select the links to see the guides for [Year 7 and 8](#) and [Year 9 and 10](#).

These sessions also served as an introduction to some special Webex events we hosted in Weeks 9 and 10, exploring the CBCA Book of the Year shortlists for 2020. A wrap-up of these sessions will be in the SIDE Term 4 newsletter as part of our celebrations surrounding CBCA Book Week which was delayed this year because of COVID-19. Book Week will be in Week 2 Term 4.

## ► CHILDREN'S BOOK COUNCIL OF AUSTRALIA BOOK WEEK

In our library lessons this term Pre-Primary through to Year 6 students have shared high quality Australian children's literature entered for the 2020 CBCA (Children's Book Council of Australia) Book of the Year Awards. We have looked at a selection of entries shortlisted in the following categories:

- CBCA Book of the Year: Early Childhood
- CBCA Picture Book of the Year
- CBCA Book of the Year: Younger Readers
- Eve Pownall Award for Information Books

Winners in each category will be announced early in Term 4.

Take a look at the books at <https://cbca.org.au/shortlist-2020>



## ► 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)

## ► AUTHOR ONLINE CAMPBELL WHYTE



Campbell Whyte in front of the fabulous display made by Resource Centre staff

This term the Library Resource Centre and Arts and Technologies departments worked collaboratively to organise and host guest presenter, WA graphic novelist and artist Campbell Whyte. Campbell joined us to present online via Webex from our studio in Leederville to Primary Years 3-6 students and Year 9 Art students. He discussed his graphic novel *Home Time*, winner of the Excellence in Graphic Literature Award, PubWest Design Award and DINKy Award! *Home Time 2*, is due for publication in October.

In both sessions students were given the opportunity to practise their drawing skills, following Campbell's instructions via a close-up camera. The Year 3-6s took up the challenge with enthusiasm and had fun drawing and proudly presenting their work. You may like to check out Campbell's website at [campbellwhyte.com/welcome/big-comics/](http://campbellwhyte.com/welcome/big-comics/)

Thank you to our Online Teaching and Learning Department for assisting in the set up and presentation of this special event. Read more about the session (with the Year 9 Art students) in the Arts and Technologies section of this newsletter.

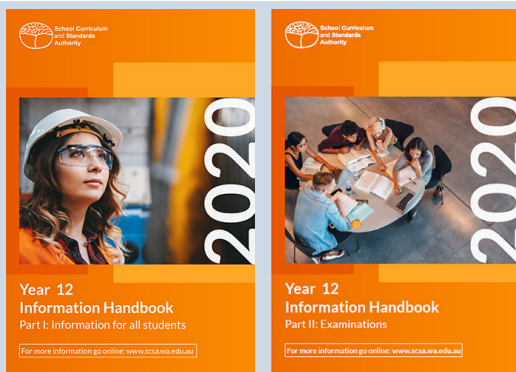


## ► A BUSY TERM FOR STUDENT SERVICES

The easing of COVID-19 restrictions has allowed SIDE teachers to resume visits to their students around the state. Overall, the Student Services team has been extremely busy organising teacher visits to some forty locations this term. Face-to-face visits are essential to build and solidify strong partnerships with schools and connections with students.

## ► YEAR 12 INFORMATION HANDBOOKS

There are two Information Handbooks for Year 12s which are important. Part I contains information for students from SCSA which has been guiding WACE subject choices. Teachers have used this to assist with students' course choices and requirements. Part II was released recently with all the information and advice needed for exams. Both can be found at: [scsa.wa.edu.au/publications/year-12-information](https://scsa.wa.edu.au/publications/year-12-information)



## ► TAFE ENROLMENTS 2021 AND THE JOBS AND SKILLS CENTRE

For those senior school students considering TAFE study options, first-round offers for Semester 1, 2021 opened on 31 August and will close in early December. Offers will be made in early January.

Another must visit location are the Jobs and Skills Centres which can assist school leavers in applying for 2021 programs at TAFE or anywhere else. They also have other services for job seekers and career planning.

## ► UNI FLEXIBLE ENTRY / EARLY OFFERS

Year 12 students graduating at the end of 2020, will be able to apply to most WA universities for an early offer using their Year 11 ATAR course results.

Explore the range of flexible university entry pathways. If you are interested, check university websites. You are encouraged to discuss your plans with your SIDE Student Coordinator.



## ► SUPERVISOR SUPPORT

Every student requires support and guidance in their schooling. Online learning at SIDE is a different style of learning requiring IT skills and a high level of independence. The following link provides resources that are intended to support parents and school-based supervisors in carrying out their important roles.

[side.wa.edu.au/7-12-enrolment/student-support/supervisor-support.html](https://side.wa.edu.au/7-12-enrolment/student-support/supervisor-support.html)

## ► EDUCATION ACCESS SCHEME

Universities have always allowed for case-by-case consideration where an applicant's performance has been adversely affected by circumstances beyond their control. The underlying principle of the scheme is that, in some cases, a student's formal results may not necessarily reflect their capacity, due to the circumstances they have faced.

Previously, applications could only be submitted directly to universities, requiring multiple applications for students wishing to be considered by more than one institution.

This year, the Tertiary Institutions Service Centre (TISC) applicants have the option of submitting a single Educational Access Scheme application, attached to their TISC application, to be considered by any of the universities whose courses they have on their preference list.

Applications will be treated in the strictest confidence by TISC and the universities. More information at: [tisc.edu.au/static/guide/eas.tisc](https://tisc.edu.au/static/guide/eas.tisc)

## ► HANDBOOK BROCHURES 2021

The 2021 handbook and course brochures have been completed and are now available on the SIDE website. Parents and students are encouraged to browse the website, particularly the enrolment and curriculum tabs so that you are aware of all the latest information.

## SCHOOL-BASED SUPERVISORS

SUPERVISING

ORGANISING

CHECKING

CONNECTING

ASSISTING

NETWORKING



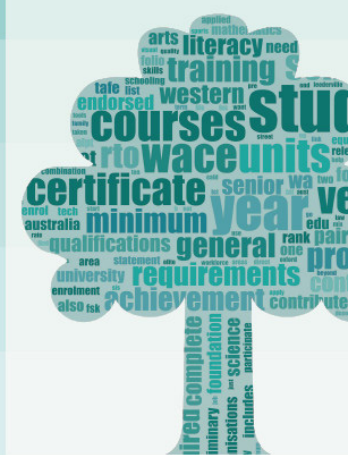
## SENIOR SECONDARY 2021

WACE REQUIREMENTS

COURSE TYPES

COURSES

INFORMATION





## ► POMODORO TECHNIQUE

Ethan lives on Rawlinna station. Earlier this term Ethan was struggling with getting organised and staying motivated. His Student Coordinator worked with him on study skills which included using Calendar and the 'to do' list app in Outlook. Ethan did his own research on study methods and discovered the 'Pomodoro Technique' which he found to be very effective. Ethan has summarised his experience below

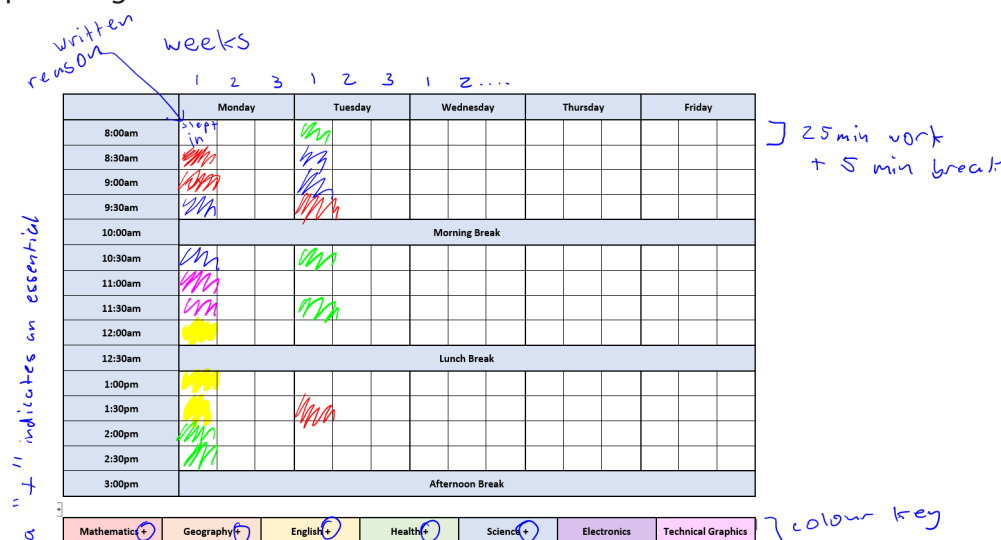


Using the calendar and to do list was really helpful, but I'd like to share something else that was incredibly useful for keeping on track and fulfilling the hours required per subject. I just feel it might be useful to other students who might be in my situation.

I had a lot of trouble with following a standard timetable, so I decided to try something different. I combined it with another method called the [pomodoro](https://en.wikipedia.org/wiki/Pomodoro_Technique) technique. [https://en.wikipedia.org/wiki/Pomodoro\\_Technique](https://en.wikipedia.org/wiki/Pomodoro_Technique)

The Pomodoro Technique is a time management method developed by Francesco Cirillo in the late 1980s. The technique uses a timer to break down work into intervals, traditionally 25 minutes in length, separated by short breaks. Each interval is known as a pomodoro, from the Italian word for 'tomato', after the tomato-shaped kitchen timer that Cirillo used as a university student.

I combined that with my timetable, and set myself to complete (per week) 10 pomodoros for English, Maths, Science, HaSS and HPE, and 5 pomodoros for Tech Graphics and Electronics. I posted the timetable on my wall near my desk, and it was tremendously helpful. I'd just mark each box with a colour when completing the 25:5 of a subject. Each sheet has 3 weeks so you can compare weeks, and I've been writing the reason for missing a pomodoro in the empty box so I can understand the patterns. I'm not exactly sure why, but it has so far motivated me to complete the required hours, and I'd suggest it to anyone who is struggling like I was. This, combined with the to-do list, keeps me right on track.



## ► STUDENT LOCATION OF THE MONTH

Red Bluff is located about 125kms north of Carnarvon, part of the spectacular Quobba coast and is renowned for its surfing as well as fishing and rugged scenery. The family have educated all of their children through SIDE and currently have Coral (Yr 12), Jeb (Yr 9) and Caleb (Yr 7) enrolled. They have a unique lifestyle where they are able to combine their studies with a lifestyle based in nature.

Coral is preparing to complete her Year 12 studies and hopes to achieve WACE with her final results. A future in surfing beckons with Coral currently ranked No 1 in the nation for her division after she was crowned Australian Junior Surfing Champion for the U/18 Girls, November 2019. SIDE wishes her all the best with her future.



Jeb, Caleb and Coral

## ► FILM STARS OF THE FUTURE!

Two Year 10 SIDE students have been cast in films that will be released next year.



### JAMES

James has been cast in a television series for Apple TV and is filming in the United States of America. The name of the series cannot be disclosed due to a confidentiality agreement.



### HI FROM TYROE

Hi, I'm Tyroe and I've recently joined the SIDE Elite Performer Program. As announced by Amazon I've been cast in The Lord of the Rings TV series to be aired on Amazon Prime. This is an exciting project and I am very fortunate to have landed the role. I'm very thankful to SIDE, which has allowed me to complete my schooling with WACE alongside this amazing TV project.



“ **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. ”

## WORKPLACE LEARNING VISITS THIS TERM

### GOLDFIELDS

Laverton, Leinster, Menzies, Norseman, Rawlinna Station

### METRO

Bassendean, Bayswater, Koondoola, Malaga, Mandurah, Osborne Park, Rosalie

### MIDWEST

Ajana, Dalwallinu, Kalbarri, Monkey Mia, Shark Bay

### PILBARA

Eighty Mile Beach, Marble Bar, Onslow, Pannawonica, South Hedland

### SOUTH WEST

Northcliffe, Walpole

### WHEATBELT

Hopetoun, Jerramungup, Lake Grace, Mukinbudin, Pingrup, Ravensthorpe, Wongan Hills



Ella and Caitlin - workplace



Lewis and Supervisor at South Coast Auto Electrics



Bernard and WPL Supervisor



Jane and Ami



Gary



Alex on the farm in Pingrup with supervisor



Ann



## WHERE ARE THEY NOW?

In a previous newsletter we discussed the way in which many jobs and career exploration opportunities in regional Western Australia are found through people networks. SIDE's workplace learning program gives students the chance to get to know people in an industry area, experience a career pathway and develop job specific work skills. These students may be offered a job, or the workplace experience assists them to build up a network of key local people who can recommend them to other employers.

Recently we have been in touch with some of SIDE's former workplace learning students. Many of them were keen to stay in their local community and are now employed in the area in which they completed a work placement. They made a good impression and demonstrated that they would be a good employee. Some of these former students are featured below.



### ALANNAH BOXALL

Alannah is studying a Bachelor's Degree at Curtin University in Early Childhood Education at Curtin University. As well as studying, Alannah works part-time in administration for R & L Engineering in Darkan and on the family farm near Arthur River.



### REGAN MARSH

Regan completed his work placement at the Walpole Community Resource Centre. As a result, he was offered a traineeship at the Centre and is completing a Certificate II in Community Services through Albany TAFE. One of his major tasks is to edit the local paper, *The Walpole Weekly*. Regan was keen to stay in his local community as he has built up significant networks within the local area.



### WHITNEY KING

Whitney is completing a traineeship at Eyes on Oxford Optometrist where she works full-time while studying to achieve a Certificate IV in Optical Dispensing. Whitney is from Lake Grace and she chose to come to Perth to complete block work placements so that she could pursue her dream to work in the optical dispensing industry. One of her placements was Eyes on Oxford.

### JAYMON NICHOLS

Jaymon is working on the family farm and also at a sheet metal business in Lake Grace. He is applying for different apprenticeships.

### KARLEE PORTER

Karlee is working as a chef at Black Cockatoo in Kojonup while considering what she will do in the future.



### SETHEN SHEEHAN-LEE

Sethen is working for the Shire of Menzies and at his family's café in Menzies. He is completing a Certificate III in Community Services as well as doing occasional work as a concert photographer. Despite living nearly 700km from Perth, he has had the opportunity to photograph acts such as The 1975, Rudimental, Bennee, Tones and I, Charlie XCX, DMA's and Yungblud. Earlier this year he was asked to be the lead photographer for the nationally recognised 'Hyper Festival' but this event was cancelled due to COVID-19. At the Shire of Menzies, his main tasks involve editing the local newsletter and operating the Youth Centre.



### IONA SHEEHAN-LEE

Iona manages her own art gallery, Pioneer Store Gallery, Menzies, which she started immediately after completing Year 12. The Gallery showcases the work of local artists. Her second job is working in the family's café which she originally started working in during high school completing much of her work placement there as well. She has just commenced studying online through Deakin University to complete a Graduate Diploma of Business (Arts and Cultural Management).



### BILLY THORNTON

Billy is enrolled at Albany TAFE where he is completing a Certificate II in Light Vehicle Servicing. He has recently started a work placement at Albany Holden as part of his Certificate studies where he is rotating between the light and heavy workshop until December. He is keen to gain an apprenticeship at the end of the year.



### TANIYAH PHILLIPS

Taniyah is working as the secretary for the Kandiwal Community. In this position she is responsible for managing the Kandiwal Community Office. COVID-19 has impacted on the community as there is a ban on all tourists for 2020. Taniyah usually works at Outback Spirit, one of the tourist camps where she conducts tours and shares her knowledge of the local area with visitors.

### KIMBERLEY RYDER

Kimberley is working as a trainee at a Childcare centre in the eastern suburbs of Perth. As part of her traineeship she is completing a Diploma in Childcare. She is also working at Subway.



“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

Esperance SHS,  
Laverton School, Northam

### KIMBERLEY

Broome, Kununurra DHS,  
La Grange

### METRO

Bold Park PS, Aquinas, Hampton  
SHS, Darling Range Sports  
College, Kelmscott SHS,  
Newman SHS, Shenton College  
– Deaf, Education Centre,  
Willetton SHS

### MIDWEST

Carnarvon, Exmouth, Geraldton  
Grammar, Jurien Bay DHS,  
Kalbarri DHS, Mt Sandiman,  
Meekatharra DHS, Perenjori  
PS, Morawa DHS, Shark Bay,  
Strathalbyn Christian College

### PILBARA

Hedland SHS, Newman SHS,  
Onslow PS, Pannawonica PS

### SOUTHWEST

Australind SHS, Bunbury,  
Dalyellup, Hope Christian  
College, Manjimup SHS, Newton  
Moore SHS, Pemberton

### WHEATBELT

Central Midlands DHS,  
Narrogin SHS



Emelia



La Grange Remote Community School in Bidyadanga.



Ethan and Dad



Cassius



Menzies



Menzies



Rusty the Tin Dog in Dowerin

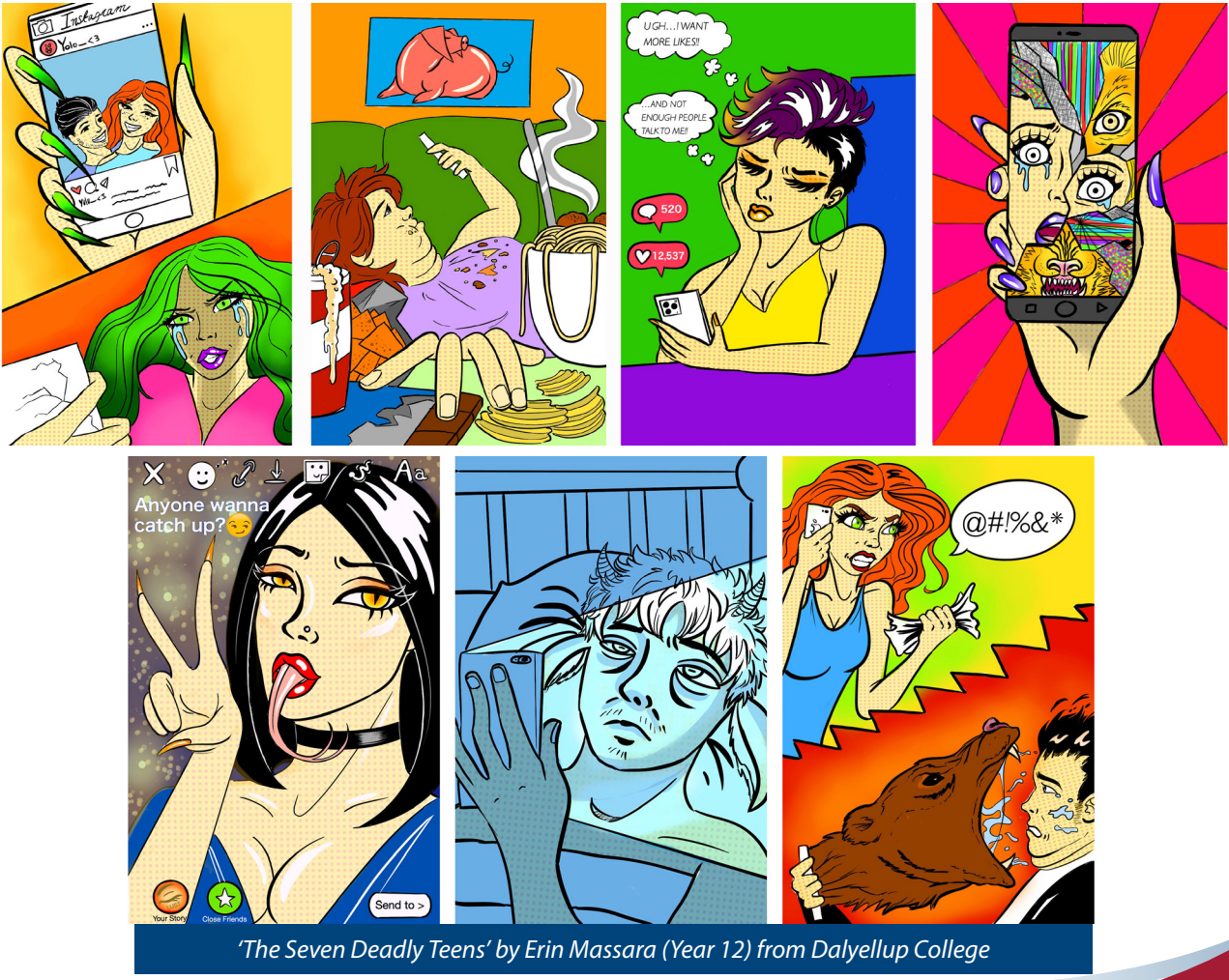


Anthony from Jerramungup



## ► WA YOUNG ORIGINALS

Five SIDE Visual Arts students have had works selected for the WA Young Originals Exhibition. Year 11 and 12 students Mia Haddy, Sophie Manning, Erin Massarra, Amara Sinclair-Hill and Dayne Stark have works in the highly competitive exhibition which opened online on September 8. Selection for the Young Originals Exhibition is subject to a comprehensive judging process.





# SIDE

## TERM 4 CALENDAR

**12 OCTOBER**

**TERM 4 BEGINS - STUDENTS**

**9-13 NOVEMBER**

**YEAR 11 ATAR EXAMS**

**20 NOVEMBER**

**YEAR 12 LEAVERS EVENT**

**16 DECEMBER**

**TERM 4 ENDS - STUDENTS**

### SIDE AWARD POINTS

★★ BRONZE ★★			★★ SILVER ★		
Oliver B	Kahteecia K	Krystal T	Christian A	Lori H	Chad R
Erzulie B	Isabella L	Joe V	Brandy B	Mitchell H-S	Shanelle W
Marcellus B	Loki M	Jameelah W	Jack C	Keeshahree K	
Meshach B	Storm M		Angie H	Leesharnie P	
Dominic B	Connor Mc				
Zanic B	Javaise M				
Hayley F	Rylee O				
Rhani G	Daniel O				
Phoenix H	Dominic S				
Ismail J	Patricia S				
Bridgett K	Laura S				
			★★ GOLD ★★		★★ PLATINUM ★★
			Kyle D		Paige G
			Bronson M		Wyatt G
			Paige G		
			Wesley P		