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Cover photo: class in Science Lab at SIDE

## VISION STATEMENT

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



Steve Hoey

Welcome to new and continuing students and their families. SIDE had a smooth start to the school year. This is reflection of the dedicated work that has gone on prior to the commencement of Term 1 by all staff including SIDE's support staff, and the teachers, Deputy Principals, Online Teaching and Learning team and Heads of Learning Areas. Unfortunately, this smooth start to year is running into some turbulence courtesy of COVID-19. We acknowledge this is causing a great deal of concern in the greater community and SIDE will keep you updated via Connect as significant events occur that impact on your child's education.

The good news is that student enrolments have increased, especially in the senior secondary years. In the area of Vocational Education and Training, SIDE is now a Registered Training Organisation with a primary focus on supporting regional and remote schools. We also welcome 15 new teachers and four new Language Assistants to the SIDE staff.

We congratulate SIDE's class of 2019 on their outstanding achievements. Last year SIDE Year 12 students achieved excellent results including a Subject Exhibition, five Subject Certificates of Excellence, a VET Certificate of Excellence, one Certificate of Distinction and five Certificates of Merit. Elsewhere in this newsletter are examples of other student achievements.

SIDE encourages parents to support their child's learning. Further information is available on the SIDE website.

- FAQ about supporting children in the [primary](#) and [secondary](#) schools
- The school [calendar](#)
- [Parent Connect](#) for information about classes, assessment and course outlines, and results and reports.

## SOME CHANGES

### SIDE WEBSITE



The SIDE website has a new section to provide information about SIDE during the COVID-19 emergency. It will go online at the start of Term 2.

### SCHOOL-BASED STUDENTS WHO ARE WORKING FROM HOME

School-based students attending Webex from home for the first time may find you have to be more independent. Here are some tips for working from home in Webex classes.

- Prepare for the lesson as if you were attending it at school. Clear all distractions and silence mobiles.
- Be punctual and remain engaged throughout the lesson.
- Be seated at a desk or table with all the necessary equipment.
- Ensure you are dressed appropriately as this will prepare you mentally to participate in the lesson.
- Be considerate to all members of the session.
- Treat your teacher and classmates with respect in email or any other communication
- Listen attentively.

## STAYING SAFE IN 2020

### ► STAY HEALTHY

At the beginning of the school year we often focus on maintaining a healthy lifestyle. When you are a student you have a busy life. You need to do your school work, make time to be active, to catch up with friends, get enough sleep and eat a healthy diet. Each of these is important. They require practise and they give you a better chance to cope with life's challenges.

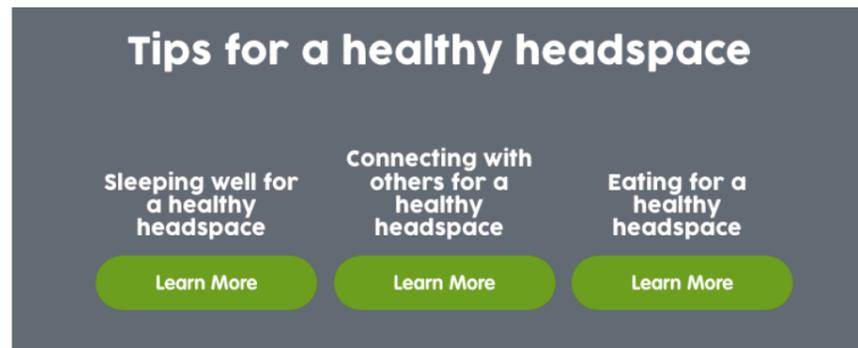


Image: 'Moving your way to a healthy headspace' - Available at [Headspace](https://www.headspace.org.au).

### ► THE CHALLENGE OF COVID-19

This year life has thrown you and everyone around you a huge life challenge. The outbreak of the Novel Coronavirus (COVID-19), has affected all our lives differently. It can feel stressful and overwhelming during an event like this because the event and its impact on our lives, our family, our friends and our communities is not something we feel we have control over. While some of you will be positive, others may be uncertain about what will happen in the next few months, and others will be angry because your lives have been interrupted and you are trying to make sense of this crisis.

Coronavirus has no vaccination and is dangerous for the whole community. You can feel worried but you can take steps to minimise the danger to yourself and others you care about.

1. Talk about your concerns with people you trust.
2. Maintain a healthy lifestyle including a proper diet, sleep, physical activity and social contact.
3. Get facts about COVID-19 from reliable information sources, not friends or social media.
4. Reduce time spent on passive viewing/listening, like watching streaming services or the TV news.
5. Use skills that you may have found useful for other stressful times.

### ► SLOW THE SPREAD OF COVID-19

Besides practising good hygiene habits, we know that one of the ways to stop the spread of coronavirus is to avoid contact with others (**social distancing**) and to stay home where possible. Some people will also be asked to **self-isolate** (stay home for 14 days and have no contact with anyone).

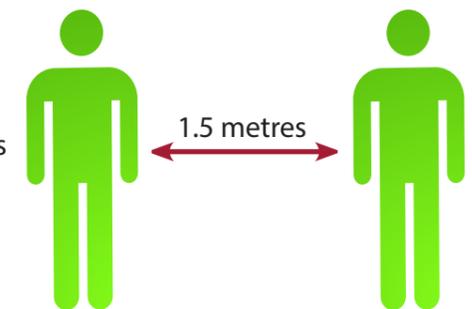
#### Good Hygiene Habits



**Social Distancing** - One way to slow the spread of viruses is social distancing (also called physical distancing). The more space between you and others, the harder it is for the virus to spread.

Social distancing in public means people:

- Stay at home unless it is absolutely necessary
- Keep 1.5 metres away from others
- Avoid physical greetings e.g. handshaking, hugs and kisses
- Use 'tap and pay' instead of cash
- Travel at quiet times and avoid crowds
- Avoid public gatherings and at risk groups
- Practise good hygiene.



Source: [Australian Department of Health](https://www.health.gov.au), [Social distancing for coronavirus \(COVID-19\)](https://www.health.gov.au)

**Self Isolation** - Self-isolation means you must stay at home for 14 days. This is to prevent the possible spread of the virus to other people. This means you:

- do not leave your home/hotel unless it is an emergency
- do not go to public places such as work or shopping centres
- do not let visitors in - only people who usually live with you should be in your home

Australian Government Department of Health, [Self-isolation \(self-quarantine\) for coronavirus \(COVID-19\)](https://www.health.gov.au)

## WORKING TOGETHER TO STAY SAFE

### ► SUPPORT FOR FAMILIES

The **WA Department of Education** has a [website](#) to support learning from home during the COVID-19 health emergency.

The comprehensive website is updated on a regular basis and provides a one-stop shop for resources from wellbeing to curriculum.



### ► SUPPORT SERVICES AND RESOURCES

A list of recommended resources has been created to support children and parents to maintain a positive sense of wellbeing. These include general information, tips on talking to children about COVID-19, strategies to support children to cope with anxiety, and parenting resources.

“Where to find support if you're anxious about COVID-19...”

General information	▼
Best hygiene practice	▼
Tips for discussing coronavirus (COVID-19) with your children	▼
Building resilience	▼
Coping with stress and anxiety	▼
Coping with loss and grief	▼
Parenting resources	▼

Image: [Support services and resources](#)

The website also includes page on '[Student health and wellbeing](#)' which contains useful tips about talking to children about COVID-19.

### ► STAYING IN - FUN IDEAS TO LIFT YOUR MOOD

- Karaoke with family
- Family games and puzzles
- Make your own art (short films, paintings, music, writing, poems)
- Grow some herbs or vegetables
- Run an exercise class (yoga, aerobics, boxing) with family
- Learn how to cook something new
- Rearrange/decorate your rooms
- Eat and sleep well
- Stay active



Aaron Burden on Unsplash

### ► SIDE FAMILIES CAUGHT OVERSEAS DURING COVID-19

SIDE families are based not only in WA but travel within Australia and overseas. In the last week several families have been in contact about their experience.

One family with primary and secondary age children was travelling in the United States and Canada before going to visit family in Europe. With the worsening situation in Canada and the US as the COVID-19 virus spread, they made the decision to return to Australia. It was an anxious and stressful period as borders were closing and flights were being cancelled. Here is an extract from the email received last week.

*'Last Wednesday, we made the very difficult decision as a family to cancel our travels and return to Australia immediately, given the rapid changes we were witnessing on the east coast of Canada and USA. The past week has been incredibly stressful, busy and tiring for us all - we managed to get home over the weekend after a very long and tiring journey navigating closed country borders and cancelled airlines/flights.'*

After returning to Perth, the family have entered quarantine, been tested for COVID-19 and received negative results.

## ▶ TECHNOLOGIES TEAM



Back L-R: Scott Pyper, Denise Abordi-James, Tamara Edinger-Reeve, Phil Garnett, Jennifer Dobner, Richard Wu, Neil Berry, Des Coles, Tim Reger (HOLA), Adrienne Evans, Pauline Abordi  
 Front L-R: Kat Popp, Jane Bourke, Kim Ganfield, Sharon Cutten, Rose Lee, Dylan Reid, Anthony D'Alfonso, Alison Grabowski, Mark Rotondella

## ▶ SOLAR CAR CHALLENGE

Once again in 2020, the Year 8 STEM students were busy learning all about solar power in preparation for the Synergy Solar Challenge. The students worked hard to design and built the fastest solar powered car. Unfortunately, the metropolitan finals were cancelled but that did not stop them from racing in the SIDE carpark.

With a bit of time left up their sleeves they created an Easter themed key rack in the workshop and had an introduction to woodwork.



## ▶ YEAR 9 FOOD

The onsite Year 9 Food class commenced cooking at SIDE in Week 6 and the first recipe was an Easter cupcake. Having access to food technology allows students to gain a wide range of skills including; cooking in a hygienic way, applying a range of cooking methods, the importance of recipe methodology, applying creativity to food design, food presentation and working in a team.

This recipe allowed students to be innovative with their cupcake designs based around an Easter theme whilst learning cake decorating skills.



Tamara Edinger-Reeve



Angelique



Ai showing the cupcake creation



Busy bees working in the kitchen



The SIDE English Learning Area team were thrilled with the efforts and achievements of our students in 2019 and have begun the year with renewed dedication and commitment to continuing to work collaboratively to deliver a rich and differentiated online English curriculum. Our key focus remains promoting equity and excellence and providing opportunities for all students to reach their full potential. With this in mind, we have set team goals with the overarching focus of working together to find innovative solutions that respond to the unique needs of our students.

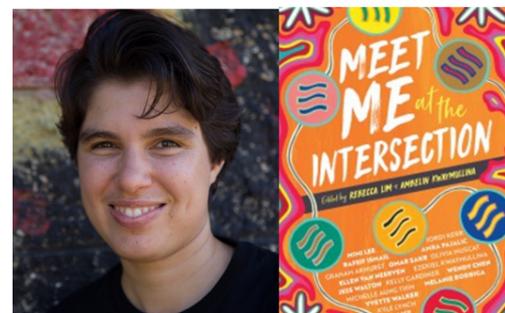
## ▶ INTRODUCING THE 2020 ENGLISH TEAM



Back row (L-R): Silvana Patorniti, Cathy Lamers, Julie Hillin, Craig Campbell, Jenny Crowe, Lucy Clare, Susan Cullen  
Front row (L-R): Narelle Carlon, Esperanza Stein, Linley Taylor (HOLA), Lucy Brookes-Kenworthy, Donella Grieco, Amanda Malseed

## ▶ YEAR 10 AUTHOR VISIT - ELLEN VAN NEERVEN

The Year 10 students were fortunate to start their year with a presentation by Ellen van Neerven, an Indigenous author and poet based in Brisbane. The Webex presentation focused on 'Night Feet', which was the first text studied by the Year 10s in their unit on short stories. Ms van Neerven was able to share her inspiration for the story and its autobiographical elements, and also discuss the importance of being aware of the intersectionality of identities and how this impacts on the way people create and receive texts.



Ellen van Neerven

## ▶ 2019 HIGHLIGHTS

### Celebrating High Achievement in ATAR English and ATAR EAL/D in 2019 Subject Certificate of Excellence

Congratulations to our students who received a Subject Certificate of Excellence in 2019. The Certificate places them in the top 0.5% of the state.

#### English: Amber Howitt

Amber, from the Cocos (Keeling) Islands, studied 12 ATAR English with Amanda Malseed in 2019.

#### Amber's reflections on studying 12 ATAR English at SIDE Can you describe your experience of studying English at SIDE?

*I really enjoyed studying English through SIDE. The texts we studied were interesting and really relevant to today's issues and I met a bunch of cool people from all over WA through our weekly classes. I loved being able to get creative with the assignments and the many friendly debates that would follow a controversial text.*



Amber Howitt.

#### What is one piece of advice you would offer this year's Year 12 ATAR English students?

*Ask questions and get clarity around your work, especially if studying English through SIDE. You may think you understand what the essay question is asking, or what a particular quote is explaining, but it's always good to get a second opinion because it could change your view on the whole task.*

#### English as an Additional Language or Dialect: Hariharan Prabaharan

Hari Prabaharan from Australind, studied Year 12 English as an Additional Language or Dialect with Silvana Patorniti at SIDE in 2019. Hari is also happy that some of his ATAR exam responses will also be published in The Good Answers for EAL/D in 2020.



Hariharan Prabaharan

#### Can you describe your experience of studying English as an Additional Language or Dialect at SIDE?

*I loved the experience at SIDE. Before I joined SIDE EAL/D I thought it would have been difficult for me to study a subject like English, one that I thought required a teacher face-to-face. But my teacher, Ms Patorniti, made up for that 100% by being online all the time and encouraging her students to connect via email, if we had any doubts. I also saw the bright side of learning at SIDE (pun intended) because I quickly understood that it would also help me become more self-motivated, a trait that will make me stand out in the workplace and beyond.*

#### What is one piece of advice you would offer this year's Year 12 ATAR English students?

*People may think that doing a SIDE course is a way to avoid talking to other students. However, this is not true. In order to fully comprehend certain material, it is sometimes necessary to see another person's point-of-view on a certain topic. Talking to other students by email or in forums can sometimes open a student's mind to other opinions or help them to understand a topic. Connecting with my peers allowed me to get a perspective that I had never considered before.*

## ► WELCOME

The teachers in the Humanities and Social Science (HaSS) Learning Area are Valda Puls, Adele Clarke, Ros Keron, Lindy Precious, Felicia Harris, Tori Broolsma, Tracy Sterling, Peter O'Neill (HoLA), and Patti Morgan. Our team has also been augmented by Tony Bird, Christine Suckling and Tomaz Lasic from the Regional Learning Specialists Team. Who is your HaSS teacher?

2019 was a successful year for our HaSS students. In particular, some students achieved very impressive results and others achieved personal bests. This was demonstrated by the achievement of a Certificate of Excellence by a Modern History student, and in the academic, emotional growth and resilience shown by many students. Many ATAR students achieved their best ATAR results in HaSS courses including Modern History, Geography, and Politics and Law.

Our 2020 curricula are exciting, engaging, interactive, student-focused and fun. We welcome student, parent and supervisor feedback and collaboration. 2020 promises to be an exciting year for SIDE teachers and students with a focus on; enhanced use of Moodle features to improve teaching and learning, and the development other strategies designed to enhance curriculum content and monitoring of student learning.

## ► STUDENT REFLECTIONS

HaSS explicitly encourages student reflection and transfer learning. The following reflections by students who are travelling within Australia exhibit the power of this concept.



ANZAC Museum Albany



Australian War Memorial



ANZAC Museum Albany



Australian War Memorial

## REMI'S REFLECTIONS

This term, in Year 9 HaSS, I studied World War One which is part of the topic 'The making of the Modern World'. Being greatly fascinated by history and by HaSS, I have been able to understand and experience more about studied topics while travelling. I have always been particularly interested by the involvement of the ANZAC's in WW1, and have been very fortunate to have learnt more about WW1 and the Gallipoli campaign in other environments such as museums and memorials. For example, I visited the Australian War Memorial in Canberra which has dedicated exhibits about the ANZACs in Gallipoli. The spectacular displays of realistic scenes and artefacts from the time were incredible and informative.

My personal favourite museum about ANZACs is at the Wellington Museum in New Zealand. It has a permanent WW1 exhibit, that expands over an entire floor. The information is delivered in exhibits that are not only uniquely informative but also very emotionally moving. For example, the 3D display of ANZAC Cove, that talks, lights up and shows you where and when events in Gallipoli occurred, together with several enormous (larger-than-life), realistic statues of soldiers that are simply breathtaking. Travelling and visiting museums and memorials that is relevant to HASS studies is amazing and enlightening.

## KATELYN'S REFLECTIONS

On June 28, 1914 a Bosnian Serb Nationalist assassinated Franz Ferdinand, heir to the Austria-Hungarian throne. This initiated a series of events that led to World War 1. The British called out to their Empire for help. The ANZACs answered that call.

Albany, Western Australia is where it all began for the ANZACs. They came from all over and gathered in Albany not knowing what they'd 'gotten' themselves into. On November 1st 1914, the first convoy of ANZACs left on 38 vessels, departing from King George Sound in Albany. Watching Australia fade into the horizon, this was the last glimpse of home for 21,000 soldiers and 9,000 horses. To commemorate all the soldiers that served and died in wars, conflicts and peacekeeping operations, Albany created the National ANZAC Centre.

The ANZAC Centre overlooks the harbour in which they left and contains many historical artefacts. I have had the privilege of walking through and learning about this heart-breaking time in our past.

I stepped through the door and everything was silent, except the faint sound of marching soldiers. The lady at the front desk gave me an identification card with a man's picture on the front. This picture, when placed on an information stand, scans a barcode on the back and gives you the records of that individual. It was really quite confronting once you realise that these soldiers had lives, families and were human like you and I, yet they had sacrificed it all for their country. You are also given a personal radio so you are able to listen to a real account of soldiers, nurses and of the two horses that returned. Listening to the audio was sobering and made the experience more personal.

You wouldn't believe some of the stories until you heard them yourself. I highly recommend a visit to the National ANZAC Centre in Albany.

## ► 2020 STAFF AND THEIR CLASSES

Welcome to all students and particularly those studying HPE. Bronwyn Rakimov (HOLA) has been on leave this term, so we have decided to use this newsletter to let you know about the work our students have been doing in HPE already this year.

### SHAUN REDDING



In my class this term ...

- The Year 11 ATAR courses have been refined to allow for students to have greater ease of navigation. There is a strong focus on exam preparation through the dissection of questions and practice responses. They are presently studying the determinants of health and the health inquiry process.
- The Year 9 students have had a great start to the year with their updated Moodle course. It has been pleasing to see the high level of completed tasks and this has helped students gain a greater understanding of the concepts in their first topic: Identity. The assessment task involved students creating a conference presentation.
- The Year 8 course has a new visually engaging look. They have just completed their first task concerning multiculturalism and prejudice and have started discussing healthy relationships.

### KIRSTY O'HALLORAN



In my classes this term ...

- A new course design in Year 12 ATAR Health Education has been very well-received by the students. Students are currently focusing on how to identify and measure health discrepancies within Australia and across the globe. Students are working on their first major project for the year on a specific population of their choice.
- Year 12 General Health is off to a flying start with the first two tasks already submitted. Students have engaged with identifying causes of low health status.
- The Year 10 students have had an eye opening start to the year focusing on culture and identity and how to be critical users of the modern media. Students are now moving into help seeking strategies and reviewing support agencies in the community.

### CINDY GOLD

In my class this term ...

- The Year 11 General students have been focusing on the dimensions of health and health promotion. They have completed their first test and are preparing for their second task where they will be creating a health promotional tool that addresses a lifestyle factor.

## ► WORLD HEALTH DAY

April 7th 2020 is the 70th Anniversary of WORLD HEALTH DAY. This year's focus is on 'The Year of the nurse and midwife'. Don't forget to thank a nurse!



Image: World Health Organisation

In this present time, as we experience the COVID-19 pandemic across the world we have more reasons to think about world health, and the work of nurses, doctors, paramedics, and all those who support their work like cleaners and researchers.

## ► SMILING MIND

Smiling Mind is a mindfulness app for young people developed by psychologists and educators to bring balance into your life. Visit the website to find out more at <https://www.smilingmind.com.au/smiling-mind-app>

In these uncertain times it may be useful for helping with:

- wellbeing
- stress
- relationships
- attention and concentration



Headspace

## Tips to maintain a healthy headspace during this time:

- Be mindful of exposure to information through stories, traditional and social media. It can be helpful to take a break from the 24-hour news cycle.
- Do things that make you feel physically and emotionally safe, and be with those who are helpful to your wellbeing
- Engage in activities that promote a sense of calm and feeling grounded (use of alcohol and other drugs can be counterproductive with this).
- Our [7 tips for a healthy headspace](#) demonstrate simple and effective things that can help people to create and maintain a healthy headspace, irrespective of whether they have been affected by COVID-19 or not.
- It can help to talk with a trusted adult if it all feels a bit much.

Image: [Tips for a healthy headspace](#). Headspace.

The Languages Department at SIDE this year consists of 22 language teachers across French, Indonesian, Italian, and Japanese, delivering language programs to Years P-12, around 800 students across Western Australia and around the world. This year the Western Australian curriculum for Languages will be implemented in Years 3, 4 and 5 and we are using new course material produced at SIDE for all of our primary classes. Our ATAR enrolments have increased this year and we wish all of our secondary students good luck for the year ahead. In 2020 we are lucky to welcome four Language Assistants to our department.

## ▶ ITALIAN

We are excited to welcome Alice Felli to our Italian team this year.

Hello! Ciao! My name is Alice Felli, I'm 30 years old and I come from Guidonia, North-Eastern suburb of Rome, Italy, and I'm an Italian Language Assistant.

I've have a Bachelor's Degree in 'Foreign Languages and Cultural-Linguistic Mediation Sciences' from the University of Roma Tre. I'm an Italian native speaker and I fluently speak: English, French and Spanish; I also know intermediate German and I'm currently learning: Arabic, Turkish, Greek and LIS (Italian Sign language). I love learning new languages. I think it helps broaden my own personal horizons, giving a different perspective of the world and society. I've worked as a translator with refugees and have travelled and worked in Italy, Greece, Scotland and Germany.



I decided to come to Perth to join my Italo-Australian relatives: my grandad's family came by boat to Fremantle in the early '50s, and since I was a child, I've always wanted to realise my 'Australian Dream', that is, to move and work in Western Australia.

I'm deeply enjoying my role of Italian Assistant. Everyday I learn something new in schools that I'm assigned to: SIDE, Mount Lawley Senior High School and Eden Hill Primary School. I really wish to thank my mentor teacher Mr Anthony D'Alfonso for his support and guidance, for sharing his knowledge and, therefore, for enriching mine... Grazie di cuore!

## ▶ FRENCH

Joining the French team this year is Elisabeth Vinourd.

Bonjour, je m'appelle Elisabeth Vinourd. I am 23 years old and I come from the South of France, from the Middle Ages town of Avignon. I love travelling, taking photos and animals.

I graduated from the Sorbonne University in Paris last year in French Literature. When I first heard that I had been accepted for a job in Australia, I was a little bit nervous. It is really far, and I didn't know a lot about Australia. But now that I am here, I am really enjoying it and day after day I can see that I really do love teaching. In schools, I am well-surrounded by all the teachers and the other staff members who are really nice to me. I hope that we will have a good year together!



## ▶ INDONESIAN

The Indonesian team would like to welcome Riza Suryandari to SIDE.

Hello, I'm Riza from Indonesia—oh look, it kind of rhymes!

I graduated from English Studies at Universitas Gadjah Mada in February 2018. I have worked in Thailand as an English Teaching Assistant at Walailak University and then as an English tutor in a centre for students preparing for university entrance exams. I was also a freelance translator and editor and I also worked as an online tutor at home.

It is a great honour to work at SIDE. I have never seen or heard of any school quite like it. I feel blessed to be given the opportunity to not only teach my native language to Australian students, but also to promote Indonesia's diverse cultures, especially the local culture from home island, Madura. As a language enthusiast and a board member of Polyglot Indonesia, I completely understand the struggles one can have when learning a new language. Teaching Indonesian to English speakers makes me become more aware of the language and cultural aspects that Indonesians tend to overlook. Working at SIDE is the best thing I could ever ask for. I do not only help with Indonesian, but I also get to learn other languages as well. I truly feel like I am learning worldwide SIDE by SIDE!



## ▶ JAPANESE

The Japanese team is delighted to welcome Sao Sei to our team.

My name is Sao Sei. I am working as a Japanese Assistant for the whole year. I've been assigned to three schools here in Perth. I'm really glad to have the opportunity to work in different contexts as it offers a more stimulating and enriching environment.

Lessons at SIDE are exactly what I would like to try. In Japan we don't have schools like these, probably due to the fact that distances there are shorter than here.

In March 2014 I graduated from the University of Tsukuba, majoring in nursing. I worked as a nurse for three years in Japan. After I finished working in a hospital, I worked in Vietnam and Malaysia as an assistant teacher of Japanese language for 18 months because I couldn't stop my interest in the foreign languages. As you can see I am really fond of languages and culture. I've learned German, Chinese, Russian, Vietnamese and Malay and my experience as a student helps me a lot to support my students here in Australia.

When I return to Japan, I'll continue this pathway towards my future by volunteering to help teach children with difficulties learning Japanese.

I'm happy to be here now, to have the chance to work in such stimulating workplaces, and to enjoy the amazing country that is Western Australia. I'm doing my best to make the most of every day and I couldn't ask for more.



Welcome to previous students and welcome to students new to Learning Support. We also welcome caregivers and partner schools. The Learning Support team provides a range of educational programs across learning areas. These programs are individualised to allow for students to achieve success, based upon their particular needs and provides strategies and techniques to overcome barriers to their learning.

## LEARNING SUPPORT TEAM 2020



It has been a very busy start to the year and teachers in Learning Support have already been on a number of regional visits. Our aim this year to conduct more visits to schools so we can better cater for our students' needs, and build a stronger relationship with them and partner schools. We look forward to meeting parents on these visits.

All students in Learning Support have a written SEN plan targeting their individual needs. These will be sent to parents at the end of Term One. Please feel free to contact your child's teacher if you wish to discuss this. Schools can receive a copy of this upon request.

It is very important that students consolidate their learning. This can be achieved in many ways such as asking them what they have learnt and having them demonstrate their understanding. It is very important that students complete all set tasks in their online Moodle courses. Parents and carers can assist in this by ensuring the students are keeping on track.

## JOHN HATTIE PROFESSIONAL LEARNING - HOW STUDENTS LEARN AND NEW VISIBLE LEARNING FOUNDATION.

Judith and Mary from Learning Support attended a two-day professional learning (PL) event this term. This PL focused on strategies that teachers could use to support and extend student learning.



## ▶ ASDAN

ASDAN offers an activity-based curriculum that allows students to develop key skills and that rewards achievement. This term we have had many new enrolments. We currently have the following ASDAN Courses running with students working towards their accreditation and certificates in Years 10-12.

### TOWARDS INDEPENDENCE:

- Independent Living
- Meal Preparation and Cooking
- Personal Safety
- Work Awareness
- Photography and Multimedia
- Using ICT

### TRANSITION CHALLENGE:

- Knowing How
- Making Choices
- Feeling Good
- Moving Forward
- Taking the Lead

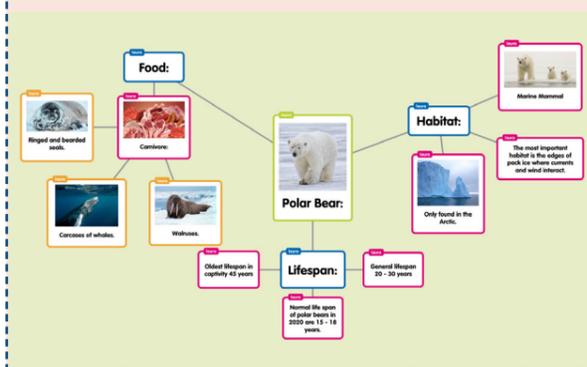
### ANIMAL CARE

### WORKRIGHT

### HAIR & BEAUTY

### NEW HORIZONS

We would like to thank all the students, parents, Education Assistants and SIDE supervisors for their help and support in collecting evidence and work samples for our student's portfolios.



Laura's Animal Care Short Course mind map

## YEAR 10 SCIENCE PROJECTS

Year 10 students have been studying the Periodic Table in Science. One task was to choose an element, research it, and present information about it.

Atomic number – 22  
Atomic mass – 47.867

**Titanium**  
Ti  
natural

Melting point - 1,668°C  
Boiling point - 3,287°C

Titanium was discovered in 1791 by William Gregor who was an English pastor. Pure titanium was first created by Matthew A Hunter, an American metallurgist, in 1910.

The price of titanium can change depending on the type of material as cheap as \$25/kg, titanium alloy can be used in medical use can be as high as \$445/kg

Titanium can be used with aluminium, molybdenum, manganese, iron, and other metals. It can be used as paint, in the food industry as a colouring, in sunscreens and cosmetics. It can also be used in full body biomedical implants

Titanium is named after the titans of Greek mythology – gods who were known for their exceptional strength

Titanium has the highest strength-to-weight ratio of all metals and it is corrosion resistant. A single supernova can create 100 earth worth of titanium-44

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The Latin word for Carbon is carbo which means either charcoal or coal.

The classification for carbon is a nonmetal.

Carbon's melting point is 3550 °C

Carbon's Colours are black like graphite and transparent like a diamond.

**Carbon**

**C** stand for carbon on the periodic table.

Carbon was discovered at 1789 by Antoine Lavoisier. Everyone on the planet is a carbon-based lifeform.

The uses of carbon is it can be used as fuel and it is used to make a lot of materials such as plastics and alloys such as steel which is a combination of carbon and iron.

The atomic weight of carbon is 12.011

Carbon's state is a solid

And the boiling point for carbon is 3825 °C

The number of electrons is 6 and 6 protons

Carbon can be obtained from coal deposits

Carbon

## DID YOU KNOW?

As part of our ASDAN Workright course our students do free online course called [Click to Save](#) developed by St John Ambulance.

It provides basic first aid skills in an emergency setting before the ambulance arrives.



Welcome to the 2020 Mathematics team. My name is Ron Evans and I am Head of Learning Area this year while Jim O'Neill is on a well-deserved, year-long holiday with his wife. I am new to this role and appreciate all the support I am receiving. So far this year we have 14 Maths teachers and 540 students (and growing)!

Welcome to Tori Brolsma, Andrew Grieve, Giang Nguyen and Angus Hogan who are new to the SIDE Maths team.

## STAFFING FOR 2020

<b>LORAIN BACKHOUSE</b> Year 8 Essentials Year 11	<b>TORI BROLSMA</b> Year 11 Methods	<b>RON EVANS</b> Year 7 Year 11 Foundations Year 12 Foundations	<b>ANDREW GRIEVE</b> Year 11 Essentials
<b>ANGUS HOGAN</b> Year 9 Year 11 Methods Year 12 Methods	<b>KAREN LORECK</b> Year 11 Essentials	<b>HARRY MAY</b> Year 8 Year 10 Year 12 Applications,	<b>GIANG NGUYEN</b> Year 7 Year 8 Year 12 Essentials
<b>RAVINDER PATEL</b> Year 10 Year 11 Essentials Year 11 Specialist	<b>CARMEL RANKIN</b> Year 7 Year 10 Year 12 Applications	<b>MIIKA RAUTAVIRTA</b> Year 9 Year 12 Essentials	<b>ROBERT STURGESS</b> Year 9 Year 11 Specialist
	<b>YING STURMA</b> Year 10 Year 12 Specialist Year 12 Essentials	<b>KIM WINTON</b> Year 11 Applications	

## FUTURE OF MATHEMATICS

The future of mathematics is as exciting as our human future. Some people think that the bigger and more complicated a maths problem is, the more important it is.

Mathematicians know the truth is that the higher the level of maths the simpler the maths is! Interpreting the meaning is another thing though. Guessing the future of maths can be hinted at with this range of future maths from the public website: [https://en.wikipedia.org/wiki/Future\\_of\\_mathematics](https://en.wikipedia.org/wiki/Future_of_mathematics) :

- Worldline – the path that an object traces in 4-dimensional space time (see image)
- Combinatorics – growing sophistication
- Logic – set theory, computer science, proof theory
- Numerical Analysis – structured data, higher dimensions, methods
- Control Theory – control of dynamic systems
- Biology – mathematics is biology's next microscope
- Physics – space time, gravity, quantum everything

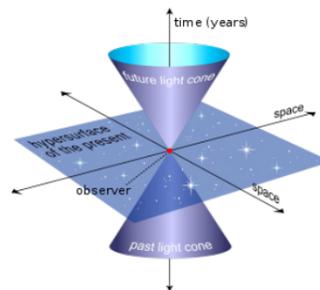


Image: [MissMJ, World Line2 / CC BY-SA](#)

## LEARNING MATHEMATICS AT SIDE

Learning Mathematics (the study of pattern) is all about knowledge and attitude. The knowledge to solve a problem and the attitude to do it on your own. The SIDE Maths team believes every student can learn Maths at a high level. We know problems are solved using intelligence, emotions, confidence and persistence.

Across Years 7 to 12 SIDE Maths will use an explicit teaching strategy based on current teaching theories and the knowledge of our expert Maths teachers. The strategy will use a cycle of diagnosing student prior learning, addressing misconceptions, explicit teaching, tasks to check mastery, and common assessments. We teach and develop relationships using technology, and where possible face-to-face teaching visits. Moodle is what we call our online classroom and Webex is our live online classroom.

Our schedules, outlines and assessments are common for all students in a year group or course, however this does not mean all teachers use the same teaching strategies. SIDE Maths teachers use and choose their own teaching strategies and resources in their classrooms. They may share strategies and use a range of online tools in their classroom.

In 2019 we continued our journey to adapt and develop our teaching skills and resources, with an initial focus on Years 7, 8 and 9. The goal is for SIDE to provide a range of differentiated resources that meet students' needs. We have learnt more about Webex and OneNote, and continued to develop our understandings using these tools. We then refined our Year 10 and Year 10A courses and will continue to refine our pathways to suit the needs of SIDE students. There is an expectation of Maths staff that feedback to students will occur within five days of receiving work, and this is a goal we value.

What's new for 2020? We are not introducing anything new in 2020, rather we will continue our journey to adapt and develop our teaching skills and resources. Our collaboration with the Maths Regional Learning Specialists is going from strength to strength. Our goal this year is to visit as many of our students as possible.



Welcome back to all our former students and a special welcome to all students new to studying Science through SIDE. We hope you've all settled into your studies this year and we look forward to sharing a successful 2020 with you.

Well done for settling in so quickly to your online lessons on Webex!

The Science Learning Area staff are a diverse group of very experienced teachers who are here to help you succeed in your studies. A very important part of your success at SIDE is to communicate .... This is why it is important to get to know your teachers and make sure you communicate with them regularly. Communicate by attending your Webex classes, using your Moodle course, and emailing and phoning your teacher.

In 2020, we welcome two new staff members to the Science team – Rachel Amonini (Psychology and Biology) and Brendan Forbes (Chemistry and Physics).

Some teachers do not work full-time, and their starting and finishing times vary, so make sure you take note of this. If you can't contact your teacher immediately, they may be teaching a class or meeting with students. You can either leave a message on their phone or send them an email – they will get back to you as soon as they can.

## STAFF



(L-R) Jim Marshall, Brendan Forbes, Rachel Amonini, John Stritof, Ai Kamiya-Murry, Alex Berentzen, Paul Tournay, Suri Naidoo (HOLA), Dianne Saunders, Owen Randell, Gillian Hardingham, Gerry Nolan, Cindy Gold, Natalie Cooper, Diana Tomazos

**RACHEL AMONINI**  
Year 8 Science  
Year 11 Psychology  
Year 12 Psychology  
Year 11 Biology  
Monday-Friday

**ALEX BERENTZEN**  
Year 8 Science  
Year 9 Science  
Year 11 Physics  
Year 12 Integrated Science  
Chevron  
Monday-Friday

**NATALIE COOPER**  
Year 7 Science  
Year 10 Science  
Year 11 Chemistry  
Year 12 Chemistry  
Year 11 Human Biology  
Monday-Thursday

**BRENDAN FORBES**  
Year 8 Science  
Year 10 Science  
Year 11 Physics  
Year 12 Physics  
Year 11 Chemistry  
Monday-Friday

**CINDY GOLD**  
Year 12 General Human  
Biology  
Thursday

**GILLIAN HARDINGHAM**  
Year 9 Science  
Year 11 Psychology  
Year 12 Psychology  
Year 11 Biology  
Tuesday - Friday

**JIM MARSHALL**  
Year 9 Science  
Year 10 Science  
Years 11 Biology  
Year 11 General Human  
Biology  
Monday-Friday

**AI KAMIYA-MURRY**  
Laboratory Technician  
Monday -Friday

**SURI NAIDOO (HOLA)**  
Year 11 Psychology  
Year 12 Biology  
Monday-Friday

**GERRY NOLAN**  
Year 10 Science  
Years 11 Integrated Science  
Monday-Wednesday

**OWEN RANDELL**  
Year 9 Science  
Year 10 Science  
Year 11 Chemistry  
Year 12 Chemistry  
Year 11 General  
Integrated Science  
Monday-Friday

**DIANNE SAUNDERS**  
Year 7 Science  
Year 10 Science  
Years 11 Biology  
Year 12 General Human  
Biology  
Monday-Friday

**JOHN STRITOF**  
Year 8 Science  
Year 9 Science  
Years 11 and 12 Human  
Biology  
Year 11 General Human  
Biology  
Monday-Friday

**DIANA TOMAZOS**  
Year 9 Science  
Year 10 Science  
Year 11 Human Biology  
Years 12 Chemistry  
Monday - Friday

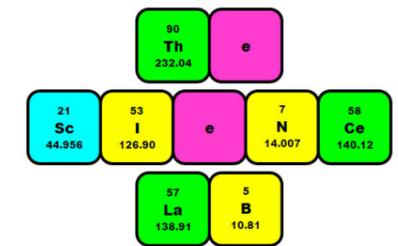
**PAUL TOURNAY**  
Year 7 Science  
Year 8 Science  
Wednesday and Thursday  
only

## SCIENCE LAB

Interesting facts and figures help us deliver engaging Science courses and enable us to introduce students and their families to the realities of everyday Science. Not only are these facts presented in the individual courses, but the *Science Lab* in Moodle is constantly updated to bring you details of all the latest and best happenings in Science today.

Diana Tomazos is now the teacher in charge of Science Lab and is introducing a wide range of interactive STEM type activities.

If you want to know more about these new fragments of the wonderful world of Science, keep an eye on *Science Lab* and take the time to talk about it with the SIDE student in your family!



## TERM ONE: GETTING OUT THERE

Earlier this term, The Science learning area visited Hedland SHS. Unfortunately, due to COVID-19 virus some staff were unable to continue with other school visits this term. Hopefully the crisis will be over soon, and we can return to visiting you all. We'll keep you posted.

The OTL and ICT teams support SIDE staff and students in using technology so that teaching and learning can occur at a distance. The OTL team consists of experienced, practising teachers and specialist support staff. Many of the systems for delivering online content and media are managed and supported by the OTL team while the ICT team work behind the scenes. Most OTL team members have multiple roles in the school.

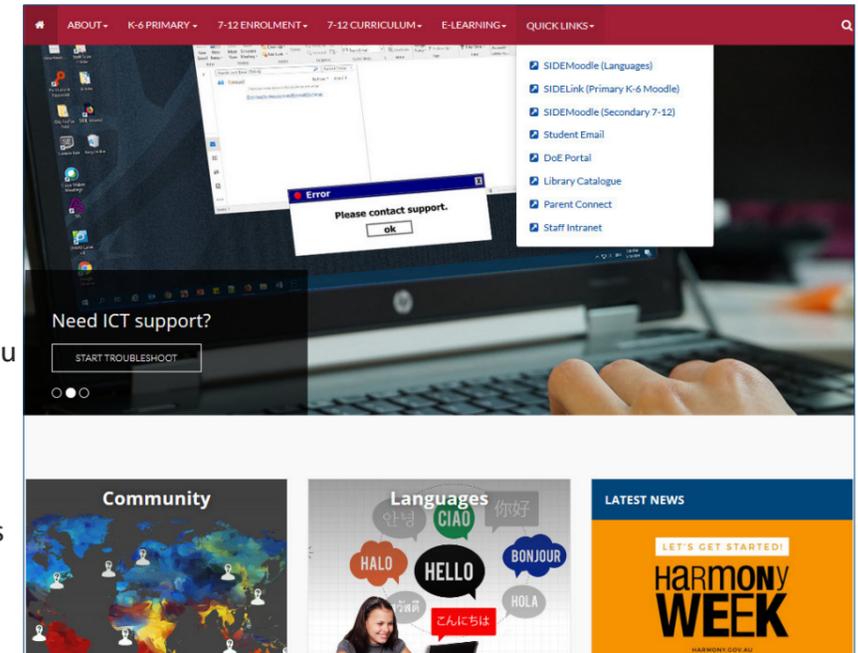


## ► SUPPORTING EDUCATION DEPARTMENT INITIATIVES DURING COVID-19

The OTL team have also been critical in the Department of Education's rapid development of learning materials for students across the state to use while working at home during the COVID-19 crisis. SIDE students will have access to materials written specifically for them, but these are not easily used by teachers who do not have access to the same technologies. The OTL team has coordinated the development of materials for state-wide use by SIDE teachers and extra teachers from the Education Department have been working from SIDE. Initially materials for Year 12 ATAR students will be made available through the Department's [Learning at Home](#) website

## ► SIDE WEBSITE

Bookmark the **SIDE website** <https://www.side.wa.edu.au> in your browser. It is the place for students and parents to find out about about SIDE. Use the **Quick Links** to find the sites you use most, like **Moodle**, **Parent Connect** and **Library**, and then bookmark them to make sure you can find them quickly when you start your schoolwork. It is also a good place to find **News** about what is happening at SIDE. The **Community** block provides links to **Newletters**, **Online News**, information for parents, and the history of SIDE.



## ► SIDE LAUNCHPAD AND ESSENTIALS

The **Essentials** (Years 10-12) and **Launchpad** (Years 7-9) Moodle courses are important to SIDE secondary students. They are the first courses in which students are enrolled and are an introduction to learning online. These courses serve as reference and information sources for students throughout the school year. The OTL team works closely with SIDE Student Services to update and manage Essentials and Launchpad. Student Services make extensive use of **Announcements** to provide up-to-date information. This will be very important during coming weeks as a way of informing yourself about changes at the school.

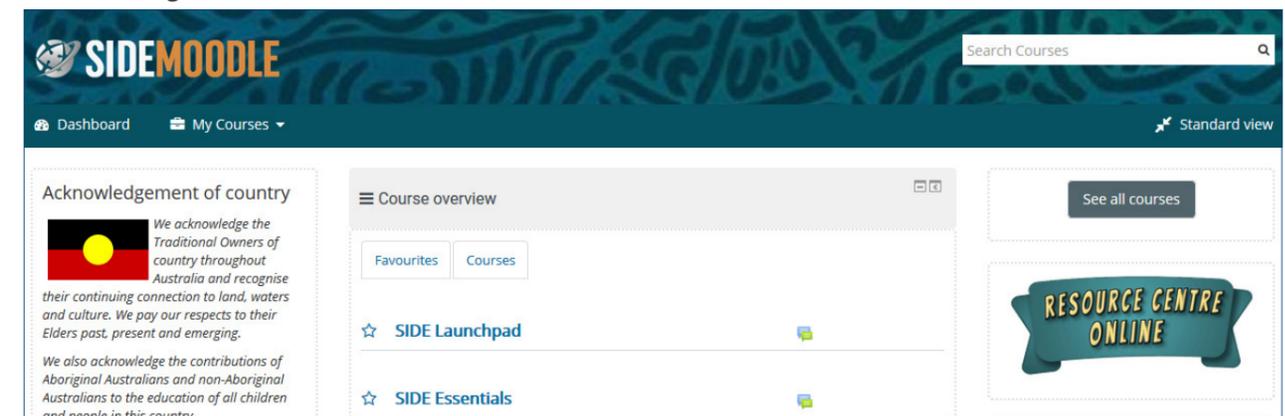


Image of SIDE Moodle dashboard.

**WELCOME** to the 2020 school year.

Our families are located in over 18 countries around the world.

To the new families who have recently enrolled, we extend a special welcome to our unique school. Hello also to our continuing families.



L-R: Denise Robins, Barbara Parcevski, Janine Denner, Mary Obrecht, Debra Reynolds, Tundie Jones, Kathy Cokis, Mandy de Vos, Julia Marshall, Meredith Goodlet

## ▶ EARLY CHILDHOOD

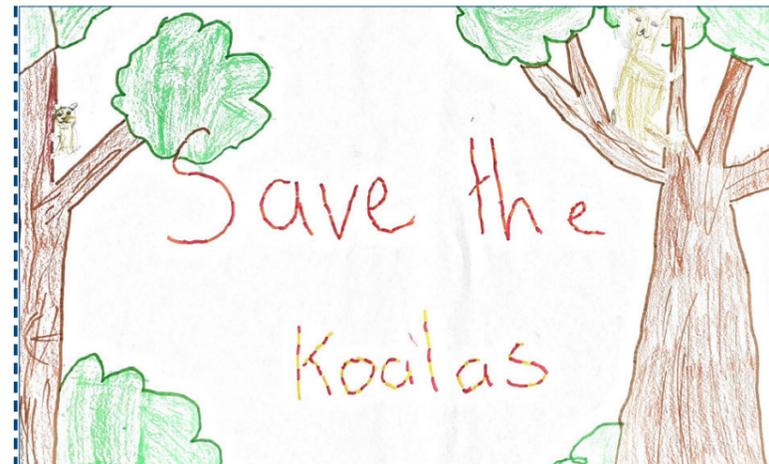
This may be the first year of formal education for many of our students in ECE. We have found that organisation is the key to success. Three top tips are:

- Make a timetable with your child.
- Establish a routine and a suitable work space.
- It is essential to read the lesson notes prior to the lesson.

### WEBEX

Webex is our online classroom where students interact with their teachers and peers.

This term we have enjoyed learning how to use the tools in Webex. Our daily lessons are based on speaking and listening and include news sharing, oral reading and comprehension activities. We have commenced a Cyber Safety topic where our students are learning how to stay safe when online.



Jessica's poster

Archer making biscuits



Emily's Webex news

## ► MIDDLE PRIMARY

The students have already discovered how their laptop/computer screens suddenly become interactive whiteboards and are now adept users of the Webex tools.

Our focus for Term One is on Cyber Safety. Our students learn about how to stay safe when online, be aware of the potential dangers, and of the steps needed to protect themselves.

**Digital Footprint**

**Digital Footprint**

**Seeking Help**

## MATHEMATICS 3 AND 4

Year 3 Webex participants have been using NAPLAN practice materials to prepare for NAPLAN testing in Term 2. We have been looking at what is being asked of them by focusing on Reading the Questions Carefully! Well done Year 3s!

The Year 4 Webex students are working on Measurement and the different attributes we use to measure. Here are some screenshots of their fabulous work.

**Timetables**

**Capacity**

**Measurement**

## ► UPPER PRIMARY

The Year 5 and 6 Webex sessions have been very successful with approximately 10 students attending regularly. Many of these students have only been using Webex since the beginning of the year and their online skill development is to be congratulated.

A big thank you goes to our experienced students for helping their new classmates learn to use the online tools. The four classroom rules of Patience, Participation, Perseverance and Politeness are working very well in the sessions.

In Biological Science Year 5's have been learning about adaptation. They have created some clever and unusual plants and animals to show their understanding of how they adapt to their environment

**Nyah, Year 5 – design a plant**

**Nyah, testing and collecting data**

Year 6's have been working hard to complete *Around Australia, It's a Novel Idea* and *Chemical Science*. The start of the year was also an appropriate time for our students to create an environment flyer on bushfires, as part of their RAWA activity on Passive Smoking.

**RAWA Bushfires Flyer**

**RAWA Bushfires Flyer**

**Finlai - experiment on change**

**Maya**

## ► RED ROOM POETRY OBJECT AND AUTHOR ONLINE

In Week 8, SIDE welcomed award-winning writer, Queensland-based Ellen Van Neerven, who hosted two poetry writing workshops as part of this year's Red Room Poetry Object, as well as an Author Online session on creative writing.

### RED ROOM POETRY OBJECT

The Red Room Poetry Object is Australasia's largest free poetry writing competition for young people. The program at SIDE is a collaboration between SIDE Secondary English, the SIDE Library Resource Centre and SIDE Primary, coordinated by teacher librarian Amy Rosato and English teacher Susan Cullen and supported by the OTL team.

Students and teachers from Year 7 and 8 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, Ellen took the students through activities to assist them in coming up with ideas, words and phrases about their object to use in their poetry writing.

If you are a SIDE student interested in taking part in Poetry Object this year, please email [amy.rosato@education.wa.edu.au](mailto:amy.rosato@education.wa.edu.au). Submissions are due into our Moodle course by Friday 14th May 2020.

## ► THE NEW RESOURCE CENTRE ONLINE IS LIVE

This year the SIDE Library Resource Centre was very excited to launch the brand new Resource Centre Online in Moodle and Link. It is the place to go for all of your reading and research needs.

The new Book Reviews forum has been popular this term, with students and teachers sharing opinions about the books they have read recently.

*Bridge of Clay is one of the most beautiful, poetic and moving stories I have ever read. An emotional rollercoaster from the start with an unforeseeable storyline, the story captures heartbreak, love and pain all into a realistic tale for the ages.*

*Student review – Rylee*

In the **Research** section, you can find links to our subscription of *The West Australian*, *Choice*, *The Britannica encyclopaedia* and many more useful resources and subscriptions, all available with instant online access for students and teachers.



## ELLEN VAN NEERVEN



### AUTHOR ONLINE

Year 9 - 12 students attended an Author Online session in the afternoon, where they had the opportunity to meet Ellen on Webex and ask any burning questions they had about creative writing or being a published author. Ellen covered their own writing process and talked about growing up in Queensland, loving writing and playing football.

Read more about the Author Online session and the Red Room Poetry Object program [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.

## ► 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)





## Student Services Coordinators

## School Psychologists

### ► HOW DO WE SUPPORT STUDENTS

#### STUDENT COORDINATORS

- Assist with all aspects of enrolment and getting students started.
- Provide advice on student courses and pathways.
- Monitor student achievement and attendance.
- Assist with tertiary education and post school career options.
- Monitor student wellbeing .

Senior Secondary parents and supervisors are encouraged to ask students about messages they receive through the Essentials and Year 12 Moodle courses. Noticeboard messages contain timely and important advice and information including scholarship opportunities, TISC updates and university entry information.

### ► CHANGES TO WACE 2021

Students beginning Year 11 in 2020 now have another option to achieve their Western Australian Certificate of Education (WACE) in 2021. Currently to achieve their WACE, students must complete a minimum of five courses in Year 12 of which a minimum of four must be Australian Tertiary Admissions Rank (ATAR) courses (ATAR pathway) or complete four General Courses with a Certificate II or higher (General Pathway with Vocational Education and Training (VET)).

In 2020, students can select a third study pathway of five Courses to complete their WACE. Students who choose General Courses can enter employment, vocational education and training or choose a university pathway.

With the introduction of this third pathway, all other requirements to achieve a WACE remain unchanged - a literacy and numeracy standard, breadth and depth requirement (20 units or the equivalent and a combination of list A and B courses) and an achievement standard (a minimum number of C grades).

### ► SUBSIDIES

Financial Assistance for Isolated Children Scheme (AICS) may be available to parents of full time SIDE students studying from home or within a school. For more information, contact your SIDE Student Coordinator or visit.

Assistance for Isolated Children Scheme for eligible students to visit Perth for educational purposes - [Australian Government Department of Human Services](https://www.austlii.edu.au/au/other/dfat/page/assistedchildrenscheme.html)

The Student Subsidized Travel Scheme can provide financial and practical assistance.

<https://www.transport.wa.gov.au/aboutus/student-travel-subsidies.asp>

### ► SIDE INDUCTION SESSIONS IN PREPARATION FOR 2020

In Term Four 2019, (Weeks 6 to 10) for the second consecutive year, Student Services conducted an Induction program for students new to SIDE in 2020. The purpose of the program was to:

- introduce students to SIDE and its functions
- allow the students to become familiar with Webex and its features
- trouble-shoot any problems with setting up software and headsets in preparation for 2020 lessons.

	2019	2020	Comments
Number of schools participating	17	39	more than double
Total sessions presented	21	66	3 times
Number of students participating	145	312	double

“ **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

### MIDWEST

Dalwallinu  
Shark Bay

### PILBARA

Port Hedland  
Marble Bar

### SOUTHWEST

Balingup  
Greenfields

### WHEATBELT

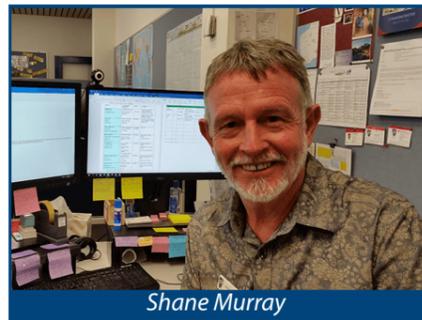
Mukinbudin  
Wongan Hills



## WORKPLACE LEARNING TEAM



Anne Calabro



Shane Murray



Jennifer Dobner



Paula Bowen



Jane Bourke



Scott Pyper



Helena and Taylah



Jesse



Bevan



Chloe and Sharna



Scott Pyper and Mukinbudin students



Scott Pyper with the Mukinbudin motto

## WHERE ARE THEY NOW?

### JACOB NOBLE

#### When did you graduate from SIDE?

I graduated from SIDE in 2014.

#### What did you do after finishing school?

After completing my academic studies with SIDE, I went on to continue my Ballet training with the Charlesworth Ballet Institute full-time. In 2015 I then moved to Mannheim, Germany, to complete both my Bachelor and Master of Arts in Dance. I then auditioned for dance companies around Germany, and received my first professional contract with the State Theater of Karlsruhe, Germany.

#### What are you doing now?

I am currently working and dancing in Germany, at the Theatre Koblenz.

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

SIDE prepared me by giving me a sense of independence and responsibility. Having to learn and study on your own, you must be self-sufficient and disciplined in order to succeed. I had some great teachers, and I found that the system worked very well for me. SIDE provided a solid base for me to be able to complete my academic studies whilst continuing to attend my ballet school full-time. Thank you SIDE!

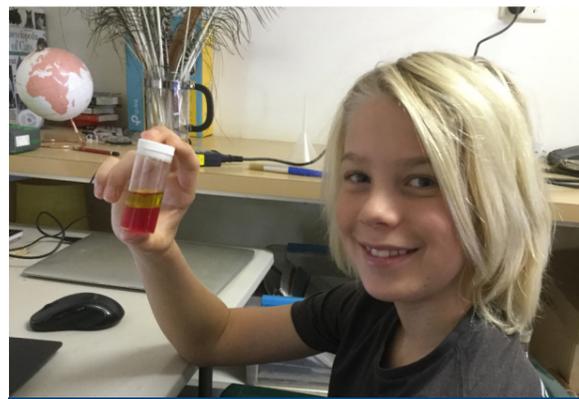


Professional ballet dancer.

## REGIONAL VISITS TERM 1



Celestine and Greg Piggott



Jett - science experiment

## TIPS FOR SUCCESS FROM AN OVERSEAS STUDENT

### SENAY GULKESEN

Senay completed Year 12 in 2020 after studying with SIDE through high school. Her family moved overseas when Senay was in Year 6 so she is extremely experienced in distance learning. In her ATAR she achieved outstanding results including a Subject Exhibition in Visual Arts and Certificates of Excellence in Visual Arts and Modern History. Senay recently returned home to Perth to attend the Schools Curriculum and Standards Authority Awards Ceremony. In this brief note to her Student Coordinator, Karen Loreck, she writes of the challenges and self-discipline required for success in online learning.



Mr Gulkesen, Senay and Richard Wu

*Studying from overseas did have its difficulties from the absence of classmates to talk to, and the different time zones which affected my communication with teachers. These difficulties did make my learning more independent as I was forced to study, research and understand hard topics on my own since teachers were occasionally unavailable.*

*Keeping focused in my schoolwork was difficult at times, as I occasionally lacked the motivation to study. This may have been due to my average ten-hour study day and rarely socialising outside of my home. I would advise other students to find a fair balance between schoolwork and rest.*

*Over the years at SIDE I gradually adapted the study skills that worked best for me. I didn't always take notes nor stick to a timetable before Year 12. It was during my final year which I realised that I must have consistency in all my subjects, in terms of keeping notes, study timetable and so on, if I wished to achieve my goals. Since hand-written notes were too time-consuming, I switched to typing notes on my computer which made my study experience more enjoyable as I could include visuals, add important notes from my teachers and edit stress free. It was important for me to find enjoyment in studying, otherwise, I would tend to be less productive and fall behind in my schedule.*

*Self-discipline and determination also helped me stay focused, as every upcoming assignment was a chance to prove to myself that I was making progress. I had created a mindset that encouraged my determination, as I thought to myself that I needed to complete each task the best that I could, and that I had no choice but to succeed in some way. From this year's experience, I learnt that if you put in the discipline, patience and determination, then it will happen, and it will be worth it.*

*SIDE has taught me many things but most importantly to be an independent learner, which I am grateful for as it will help me with my future and to grow as an individual.*

## 2020 HEYWIRE WINNER, BRIELLE HUNT, ATTENDS HEYWIRE YOUTH SUMMIT IN CANBERRA

Year 12 student Brielle Hunt, from Dunsborough, enrolled with SIDE in 2019 after becoming profoundly deaf in 2018 as a result of illness. In 2019, Brielle was not only [Shortlisted in the Whitlam Institute's What Matters? Writing Competition](#). She was one of 37 Regional winners chosen to attend the [ABC Heywire Regional Youth Summit](#), she returned from her week at the Heywire Summit in Canberra, held in Term 1 Week 1, with lots of enthusiasm about this wonderful opportunity for Australia's rural, regional and remote students. Check out SIDE's online news article for more about Brielle's success.

### Brielle's reflections on the Heywire Youth Summit in Canberra:

- I never thought that one seventeen-year-old girl from a small place in Dunsborough could make such a big difference. The ABC Heywire Youth Summit was an amazing experience that I'll remember for the rest of my life.
- This summit was an opportunity to educate others about a story you feel passionate about. Our group 'Filling the Gap' was an amazing team who worked together to educate and get our point across about Aboriginal history.
- I will never forget the people I met, the feeling of doing something productive and making change in the world, as well as the enjoyment of speaking in a room full of businessmen and businesswomen with smiling faces.
- I met some inspiring people during that week and I will forever have a 'home' throughout every state in Australia.

A **Heywire Workshop** will take place in Webex in **Term 2 Week 3 on Tuesday 12 May 11:15am-12:15pm**. If you are a rural, regional or remote SIDE student over the age of 16, contact your English teacher and ask about the details. You could win the opportunity of a lifetime to represent your community at the Heywire Summit in Canberra in February 2021.



Brie (above left) presenting at Heywire  
Photo: Mark Graham



Brie is in the front row third from the left  
Photo: Mark Graham

## SCHOOL FOCUS - MUKINBUDIN DHS

Mukinbudin is a small town in the North Eastern Wheatbelt region of Western Australia, approximately 298 km east of Perth and 80 km north of Merredin near Lake Champion. It is the main town in the Shire of Mukinbudin.

Mukinbudin District High School was established in 1923 and moved to its current site in 1925. In 1972 the School was upgraded to a District High School. In 2015 the School became an Independent Public School with a parent, staff and community orientated Board. Mukinbudin District High School has a secondary program for Years 7 to 12 students. It involves face-to-face learning for all Year 7 to 10 students and accesses the School of Isolated and Distance Education (SIDE) for Year 11 and 12 students' curriculum.

The Mukinbudin DHS Yr 11/12 SIDE students visited SIDE, Leederville for a week-long study camp in Term One, Week 6. The purpose of this visit was to provide students with the opportunity to meet their teachers in person and develop independent skills for post-school pathways. The biggest benefit to our students was the relationship building that occurred between them and their teachers. It was invaluable being able to put a face to a name for the students and to build familiarity. Our students were invited to attend a special viewing of 'In My Blood It Runs' at the SIDE theatre which was a unique experience they would not be able to in Mukinbudin! All of the above combined with after school activities such as visiting Cottesloe beach for Sculptures by the Sea, a walk into Leederville to devour churros and Thursday late night shopping made it a very memorable camp!



Photo (Mukinbudin at the Sculptures by the Sea L to R: Caitlin Hogan (SIDE Supervisor), Jem, Chanelle, Amy and Jess

# SIDE

## TERM 2 CALENDAR

**25 APRIL**

ANZAC DAY HOLIDAY

**29 APRIL**

TERM 2 BEGINS - STUDENTS

**4-14 JUNE**

YEAR 11 AND 12 ATAR EXAMS

**5 JULY**

TERM 2 ENDS

### SIDE AWARD POINTS

★★	BRONZE	★★	★★	SILVER	★★
	Brandy B Leesharnie P Connor Mc Shanelle W		Wyatt G Mitchell HS Bronson M		Paige G



### SCHOOL OF ISOLATED & DISTANCE EDUCATION

**Office:** 164-194 Oxford Street Leederville WA 6007

**Postal Address:** PO Box 455 Leederville WA 6903

**Website:** [www.side.wa.edu.au](http://www.side.wa.edu.au)

