



IN THIS ISSUE

▶ Inside SIDE	3
▶ Remote Communities.....	4
▶ Arts & Technology	6
▶ English	8
▶ HASS	10
▶ HPE	12
▶ Languages	14
▶ Learning Support	16
▶ Mathematics	18
▶ Science	20
▶ Online Teaching & Learning	22
▶ Primary K-6	24
▶ Resource Centre	28
▶ Student Services & Careers	30
▶ Workplace Learning	32
▶ Students In Focus	34
▶ Calendar	36



Cover photo: Chrys, Jane Bourke and SHERMAC Supervisor

VISION STATEMENT

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



Shane Yardley

I have arrived at SIDE following extensive experience in the WA public schools system, having worked as a Health and PE teacher, HPE HOLA, Head of Learning Community and Deputy Principal in numerous public schools.

My aim is to provide educational leadership in the school and the community by helping develop and promote the school values, ethos and priorities, and by encouraging school staff, volunteers from the community and others to share ownership of the school's vision and goals.

In the first weeks of 2020 I was fortunate to travel to Kununurra and Wyndham with two very experienced SIDE teachers. This provided me with the opportunity to interact with staff and students at these schools and also to appreciate what a fantastic job our partner schools do to provide a quality education for the students. Our relationships with schools, students and families are vital in enabling SIDE to have a positive educational impact.

I have been overwhelmed by the response from staff, students and parents during this extremely difficult time for schools and the wider community. I look forward to developing relationships with all of our students, their families and our partner schools.

▶ HALL OF FAME NOMINATIONS CLOSE FRIDAY 14 AUGUST

Do you know someone who could be nominated for the SIDE Hall of Fame? SIDE is seeking nominations for two people in 2020.

The SIDE Hall of Fame was a Centenary of Distance Education project that celebrated the post-school achievements of former students.



The 2019 recipient was Gwyneth Graham AM, a former Correspondence School student who received the Award for her commitment to social justice for groups within the community through a range of church and welfare organisations. Previous recipients of the Award are Clarence Eakins, Sadie Canning MBE, Tonya McCusker AM, Dr Martin Dougiamas, Troye Sivan Mellet and Tamsin Cook.

[Read more about these former students.](#)

If you have someone you think would be suitable, please nominate them **NOW**.

[Nomination forms are available here.](#)

REACHING REMOTE COMMUNITIES: KANDIWAL

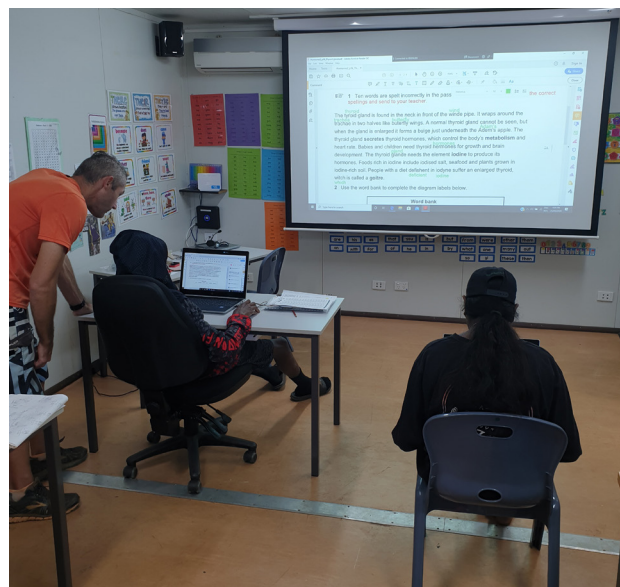
A longer version of this article was recently published in the Australasian Association of Distance Education Schools (AADES) News. For more details view the [full article](#).

SIDE has been working with the Kandiwal Community since the early 2000s. Continuous collaboration, improvements in information technology infrastructure, and innovative use of learning technologies is improving teaching and learning for SIDE's secondary students living in the Community.

The Kandiwal Community of the Wunambal Ngauwudu people is located in a remote part of the Kimberley; about 2800km from Perth by road, 245km from the Gibb River Road, 300km north-west of Kununurra and about 623km north-east from Derby. It is a beautiful location on the Mitchell Plateau, near the Mitchell Falls, and is an area rich in Aboriginal rock art. To reach the community from Perth requires two flights, one to Broome, and the other to fly to a small bush airfield.

Generally, primary students attend the Kimberley School of the Air and most students complete their secondary schooling with SIDE.

When SIDE teachers began working with students in the Community, only low-bandwidth satellite internet was available, together with print materials, phone and occasional school visits by SIDE teachers. Over time ICT resources increased in quality although there were many technical problems. In the last two years the NBN has delivered improved access to internet services. Continuous discussion between the SIDE teachers, parents and children, and the SIDE onsite supervisors employed by the Community, has improved the way students work with their teachers and other students.

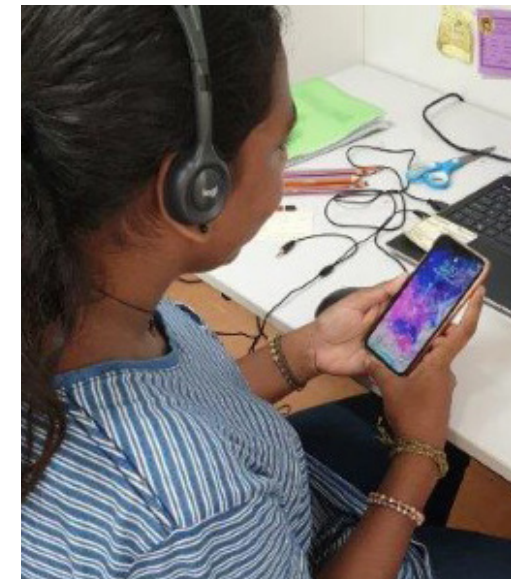


Science lesson

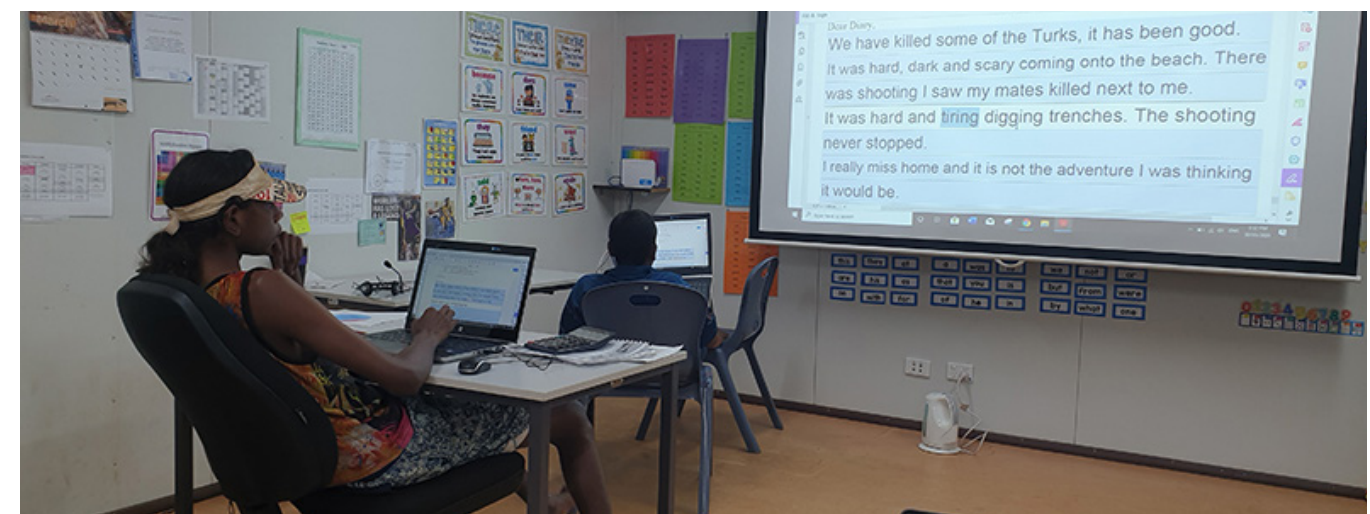
Students attend daily Webex lessons with one core teacher, focusing on individual literacy and numeracy, and integrated Science and Humanities and Social Science (HaSS) lessons. They also have specialist subjects or courses at other times during the week. Moodle content includes resources and activities which are literacy and numeracy based. The program uses oral language, collaboration and technology, and includes the time and skills of a SIDE-based Education Assistant (EA) who works with students using Webex, and onsite SIDE supervisors who reinforce and develop student understanding of content.

Judith Williams, the SIDE teacher in 2020, says that using oral language and technology has been important in improving teaching and learning. Moodle courses include H5P interactive tasks, supporting audio files that allow students to listen to information or to listen as they read, interactive PDFs to allow for quick upload of activities and tasks to teachers. A Smart Board in the classroom is used for group work so that the school-based supervisors can view the lesson and support students. Students mobile phones are also used in information technology electives. Other interactive tools such as Kahoot! and Mathletics are also used to support learning.

Judith Williams points to the factors that have been essential to the individual successes of students. These include the historical collaboration SIDE with the Kandiwal Community, the NBN delivering stability of internet access, and the flexibility of SIDE's learning technology platforms which engage and motivate students.



ASDAN ICT Student



HaSS lesson

AADES is Australasian Association of Distance Education Schools. The AADES Biennial Conference will be held in Fremantle 18-20th August 2021.



The conference theme and keynote speakers to be announced soon!

Contact Amy Hamilton T 9311 1450: E: amy-jo.hamilton@education.wa.edu.au for more information.

► ACCOUNTING AND FINANCE

SIDE recently had the pleasure of a visit from Anjali Bhujun, 2019 SIDE Dux. She was also the ACF top student for 2018 and 2019. Anjali is currently completing a double degree at Murdoch University in Commerce and Law and is averaging a high distinction so far this year. She has retired from professional badminton and is now in a coaching role. She is also working at Murdoch part-time in administration.

Her SIDE teacher, Alison Grabowski, was able to catch up with her during her recent visit.

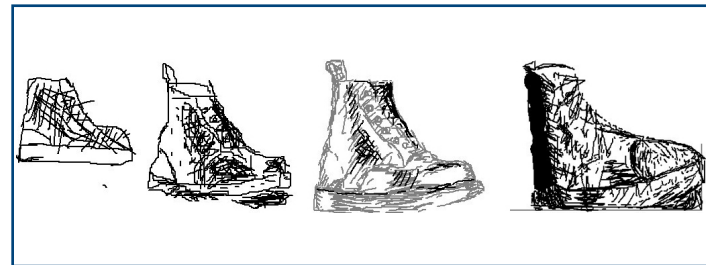


► YEAR 9 ART

The Year 9s have been very busy with their online drawing and planning. In Term 1, they explored drawing objects and Leonardo Da Vinci. In Term 2 they have been busy exploring Australian landscapes around them. Below are some interesting Webex drawings they have come up with.



Five minute drawings of the Mona Lisa



Webex drawings of Doc Marten shoes

► DESIGN AND TECHNOLOGY

Students have been busy both onsite and offsite with the new Design and Technology courses offered at SIDE this year.



Ethyn



Matilda



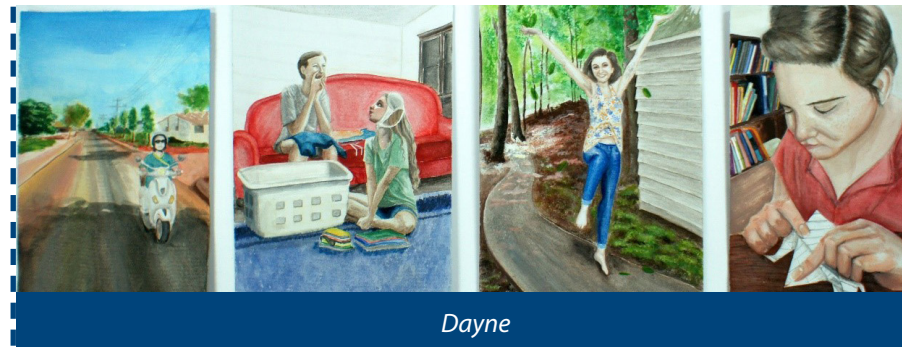
Rikki



Marshall

► YEAR 11 AND 12 ART

The **Year 11 and 12 ATAR** students have just submitted their final artwork for Semester 1 with a wide array of themes. There are 24 students enrolled in the ATAR courses. Some of their great artworks appear below. In Year 12, students create an art commentary about the issues they connect with, while the Year 11 students explore the idea of 'Differences.'



Dayne



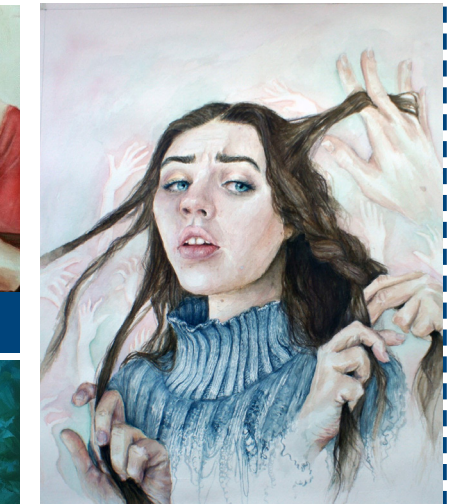
Kallie



Jay



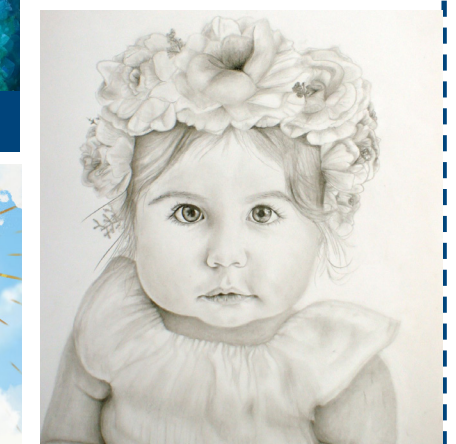
Claire



Amara



Hannah



Leila



Jemma



Brooke

Year 11 General students are exploring landscape paintings. Here are two very different examples. Brooke shows her landscape in an emotive and Expressionistic way while Jemma explores the desolate beauty of Mukinbudin in a colourful and aesthetically pleasing series of smaller works.

► ENGLISH LEARNING AREA TERM 1 AND 2 2020

Term 1 and Term 2 saw the world plunged into extraordinary circumstances with the outbreak of COVID-19. As a distance education school, SIDE was uniquely positioned to respond to these extended periods of physical distancing, providing students with a sense of normalcy and continuation in disruptive times. As teachers, we have been impressed and heartened to see how our students have risen to the challenge and persevered in their learning, even in very difficult conditions.

► LEARNING IN THE TIME OF COVID-19 - STUDENT PROFILES

For many of our students, SIDE was a point of continuity in a changing world. Changes to daily life allowed some students more time to read or to explore their creativity through writing. For others, it was a time for reflection and family. Students shared some of their positive thoughts and experiences through this time.

"The positive experiences I have had while studying English over the last few months are that while others were struggling with keeping their schedule, being able to log into my English class and speak with the people in my class, has enabled me to keep my routine and help me feel less isolated." Chloe R.

"In self-isolation I've been able to spend more time with my family. It was riveting to play board games such as Monopoly and Checkers with my grandparents. I've been able to talk with them more about their lives during the 1940s, which has aided me in my studies of modern history. I've learnt a lot about my family history and our genealogy, which was fascinating." Marcus A.

"During isolation, I found that I was able to spend more time concentrating on my school studies, and I also enjoyed attending live Webex lessons, which always inspired enthusiasm and kept me motivated." Lauren T.

► INTRODUCING JOHN RYAN

John Ryan joined SIDE recently, has been working in a teaching and writing capacity. As part of the COVID-19 writing team, he has helped create units of work for statewide use, so that online resources are available for students unable to get to school. John shared the following:

"I recently wrote a unit titled 'Identity and Belonging Places' which I am integrating into the Year 8 English Moodle course. The unit invites students to consider the way places make us who we are. They have the opportunity to represent and reflect on their belonging places. In particular, they learn from Aboriginal Australian voices about the concept of interconnection."

► ENGLISH WORK UNITS

A number of English team members worked hard to create new units of work that could be used by teachers and students across schools throughout Western Australia. As part of this, the English department has committed itself to learning from diverse Aboriginal voices. We continue to undertake professional learning to ensure that we are using the wealth of Aboriginal knowledge and experience available to us to improve educational outcomes for all students. In doing so we hope to encourage an appreciation of Australia's unique and valuable Aboriginal cultural history and knowledge.

► ARMCHAIR TRAVELLING

When the world was in lockdown and travelling became a just a dream, the Year 12 General students let their imaginations and creativity fly by creating travel articles. They used language, images and layout to promote their town and their teachers were "transported".

Here are some extracts from their work:

Mukinbudin by Jesse B

Mukinbudin is 3.5 hours away from Perth and therefore receives very little light pollution from bright city lights; it is one of the best places in the world to stargaze: lie on your back and take in the vast carpet of stars as night falls. WA's Wheatbelt and Mid-West Regions are the best places to see the night skies with no light pollution from large capital cities and they're only 3 hours' drive from Perth, the most isolated continental capital city in the world. On a moonless night, the Milky Way stretches across from horizon to horizon, you can see the Southern Cross, the Magellanic Clouds and the Aboriginal constellation of the "Emu in the Sky".

Meekatharra by Whitney T

The music playing is hard to hear over the grumbling of the engine. As you go over the rugged tracks you sway side to side, letting your hair flow free in the wind. Reaching your destination, it is hard to ignore the stunning surroundings the land has to offer. Meekatharra is overflowing with these types of sights.

Meekatharra is located in the Murchison region in Western Australia. A 6 hour drive from the city of Geraldton, Meekatharra has something much more valuable than the access to McDonald's and Target; offering the ability to experience life at its most authentic.

► YEAR 9 POETRY

Australian Bush Ballad by Layla

My Country is on fire and the flames are getting higher.
The sky is like a blazing sunset.
My heart feels heavy, my eyes fill with tears.
My Country is dying, I fall asleep at night crying.
I helplessly look on, while the animals flee their homes.
The trees are ablaze, their shelter is all gone.
I pray day and night, hoping for some rain.
This is everyone's loss but no-one's gain.
The dancing flames are beautiful, but burning brightly.
Such a destructive performance plays on each day.
The red skies at night ain't no shepherds' delight.
We must stay strong, the end is in sight.
We come together, stronger than ever.
Ready to unite.
The world is watching on, as we don't give up this fight.
Young, old, rich and poor we all defend our country and
that's why I'm proud to be an Aussie.





SIDE HaSS teachers produced a wide range of learning packages as part of the Department of Education's COVID-19 response, including learning packages for the Working from Home site and also for public schools through Connected Learning. The teachers created materials for Years 7-10 HaSS, and for senior school students studying Politics and Law, Economics, Modern History (ATAR and General) and Geography (ATAR and General). Some of these were in collaboration with the Regional Learning Specialists team. We extend our thanks to students who allowed us to use their work as exemplars, and also to those colleagues outside SIDE who assisted us.

► ATAR STUDENTS' EXPERIENCES WITH COVID-19

In her Economics and Maths classes, Victoria Brolsma asked students in Moodle about their experiences as a student during the COVID-19 lockdown. Here are some of their responses.

"My school based traineeship with the Department of Mines was also suspended early April due to COVID-19. Everyone was instructed to work at home when possible and without a supervisor I can't attend work. I was lucky enough to still receive payment during my time off and I will be going back next Thursday. As for my parents, they are lucky enough to work in industries that weren't affected and even some what benefited from the virus. We also had a lot more time to relax and get things done at home with the restrictions on outings."

"Personally I really benefitted from the time at home and being able to study everything at my own pace."

"COVID has made my study more difficult, as libraries have been shut, and the house has been much busier with everyone stuck at home. It did allow more time to organise and plan for studying, however."

"My family had to stay at home for a few weeks to protect myself from the virus. That made it harder as people were so noisy and annoying."

"Coming back to school at the start of Term 2, we had a lot of work that was being assigned to us to catch up on, that we had missed during the last weeks of term 1. Even though all my subjects I do at school are General courses (besides Maths Methods with SIDE) the work load was still a lot to manage."

"COVID 19 somewhat impacted studies due to the lockdown period, however, school returned very quickly and now most of my classes are now up-to-date on content so not much has been missed. I experienced extremely limited motivation for schoolwork in the lockdown period before I broke my arm, due to the availability of distractions and poor independent learning skills outside of the school environment."

► COLLABORATIVE LEARNING IN MODERN HISTORY

Students often learn best from one another and collaborative learning leads to further engagement and understanding. The current Year 12 students have been exceptional in their participation of the various Moodle forums. Students who do not actively participate still benefit from the discussions as if they were in a face-to-face classroom. Two students who have been proactive in leading the forums and other forms of communication, wrote the following article to summarise their experience.

As students who enjoy talking with others and being able to share ideas and struggles in the classroom, both of us (Jess from Moora and Beth from Kununurra) have really enjoyed working collaboratively in Modern History this year under Ros Keron's strict guidance. Her encouragement of us to participate frequently in the Q & A Forum, has allowed us all to become stronger students. In comparison with Year 11, Year 12 has been more enjoyable, now that we feel comfortable bouncing ideas off each other. Recently, we both reached out to mark each other's work. The exposure to each other's work has been super useful in helping us to improve our essay writing and overall history skillset. For example, we are both now able to recognize each other's weaknesses in history and provide constructive criticisms. Not only this, but communicating with peers has allowed us to get to know so many people from vastly different backgrounds, that we wouldn't have otherwise met. This means that all of us rural kids moving to Perth next year will have a head start in making friends and building connections. This year we both feel we value online learning so much more as we have seen what a difference collaboration can make. We recommend embracing communication in an online classroom as it makes it so much more enjoyable!

We look forward to the year ahead!



The Geography Year 11 and 12 students will soon be participating in the annual Australian Geography Competition this year.

Last year we celebrated some impressive results. This is an opportunity for our Geography students to be recognised for their competence in geographical skills.

Students are able to practise questions for this competition referring to past competition papers found in our SIDE Geography Moodle courses. Alternatively, visit the website for more information

<https://www.geographycompetition.org.au/>

We wish our Geography students the best!

Term 2 has been an exciting and stressful time. Luckily the Health and Physical Education teachers have got this covered. There has been some fantastic work produced by our students from Year 7–12 which has been most pleasing to see.

► A NEW STAFF MEMBER FOR 2020

The HPE department would like to introduce Bronwyn Carter as its newest member and also as HOLA of the team. Starting in Term 2, Bronwyn has taken on teaching the Year 12 General Health Studies and Year 7 Health Education classes for the remainder of 2020. Bronwyn comes to us with an extensive knowledge of lower and senior school health studies experience and is settling in very well to SIDE's online teaching and learning environment.



Bronwyn Carter

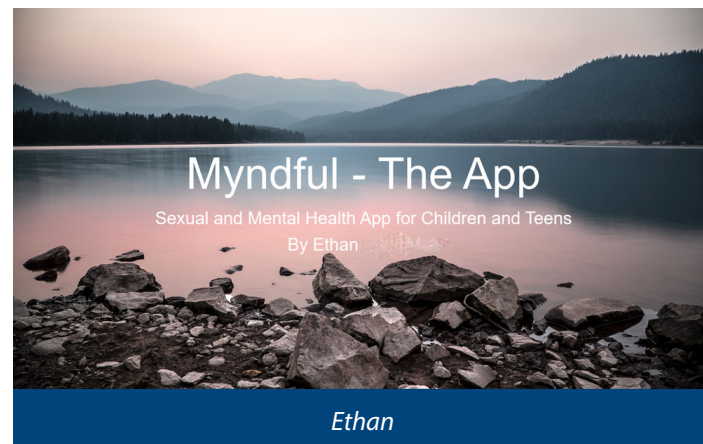
► LOWER SCHOOL HEALTH

Year 7 – 10 Health Education in Term 2 has focused on Sexuality and Respectful Relationships Education (SRE). The teaching and learning in our SRE program promotes and builds respect and gender equity. It prepares students to face challenges by developing problem-solving skills, and building resilience and confidence in themselves and in effectively navigate respectful relationships.

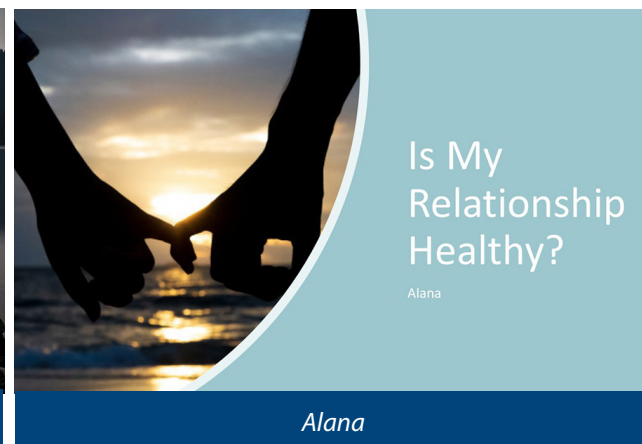
To showcase the work currently completed in Year 10 Health, students have been creating a Health App as part of their Term 2 assessment.

Assessment: Sexual Health App Design.

You have been hired by a community health organisation to develop an app for a smart phone. You need to select a theme for your app, relating to the skills required to promote respectful relationships. You will need to provide relevant, reliable, recent health information for users. You will design your app on paper, as if you were going to submit it to app developers.



Ethan



Alana

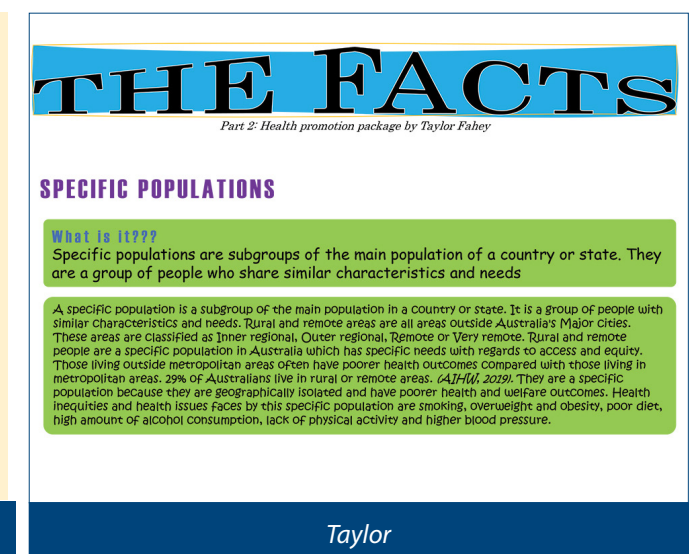
► SENIOR SCHOOL HEALTH STUDIES

Year 12 ATAR students focus on Population Health for the whole year. Population Health enables students to develop extensive knowledge and a deeper understanding of the health and social issues within Australia and around the world.

The students have been concentrating on specific populations within Australia and the reasons why they experience poorer health than the majority of the Australian population. Our top students developed some fantastic infographics to display health information regarding these population groups.



Sophia



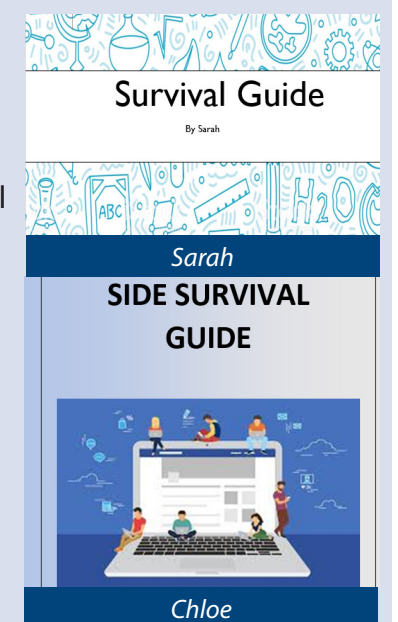
Taylor

Year 12 General students have focused on the concept of Health Promotion this year and have been completing activities and assignments linked to this Health Promotion is the process of enabling people to increase control over their health, thereby improving it.

Their first Health Promotion task centred on developing a SIDE Survival Guide for younger students to use to support them while studying at SIDE. The following topics were used to model the type of information that should be included.

- A brief outline of what life as a SIDE student is like.
- Common problems students may encounter.
- How to manage stress.
- How and where to access support.
- Tips of good time management.
- Any other good advice you think would benefit a SIDE student.

Here are the cover pages of two examples:



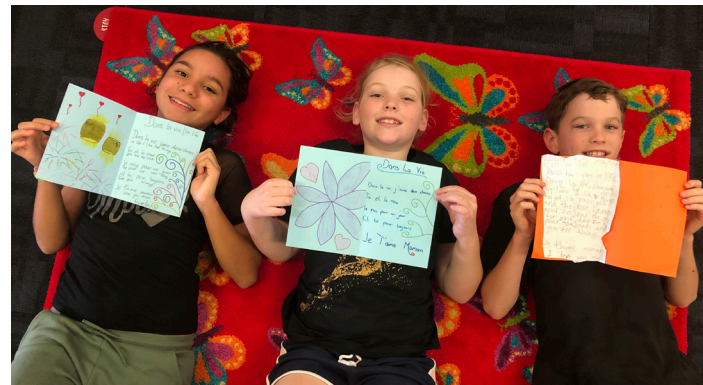
Chloe

As for all learning areas at SIDE, Term 2 was certainly challenging. With 42 partner primary schools, 690 primary students and 155 secondary students, we worked hard to address a wide variety of needs during the COVID-19 response. SIDE's primary language teachers produced alternate programs and resources that our students could access at home, either online or offline. The work from home resources made good use of tasks we cannot do in the online classroom environment. Enormous flexibility was required from the staff, parents and students. Fortunately, this situation was not for long, and our lessons settled back to 'normal' relatively quickly.

► SNAPSHOTS OF LANGUAGE CLASSES IN ACTION



An Italian student making gnocchi at home.



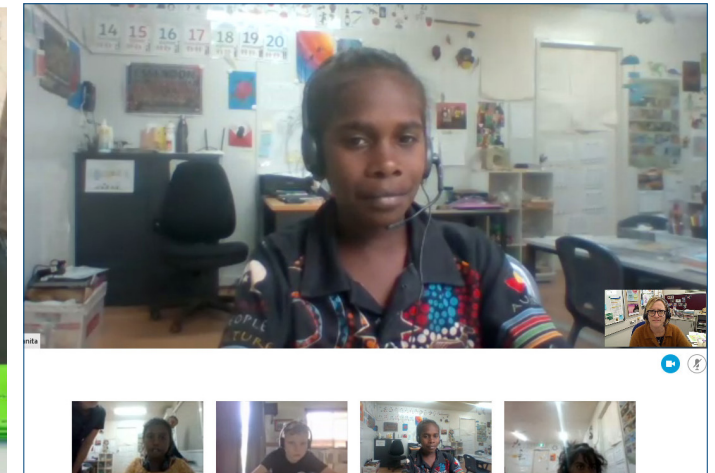
Students in Binu made Mother's Day cards in French.



In interactive whiteboard lessons, students can work accessing computers and in a 'hands on' print material made as seen in our Wellstead Indonesian class.



All good online lessons require excellent supervision. This is what it looks like at Hopetoun PS in an interactive whiteboard lesson.



Individual computers make it possible for students to study Indonesian across the Kimberley including those at Kandiwal RC and numerous stations.



Ongerup students performed a Japanese handwashing song for a virtual assembly

Term 2 was a very busy term for the Learning Support team. Throughout the term enrolments increased, leading to an increase in teacher time. We welcome experienced teachers Karen Wauhop, Silke Highet and Kym Gillam-Downey to the team.

It was very pleasing to see restrictions from COVID-19 being lifted and some form of normality returning to our everyday lives. We hope that the Learning Support teachers will be able to resume making school visits during the second half of the year. We all look forward to meeting the students face-to-face.

Congratulations to Giulia Del Fabbro who successfully won her position as an Education Assistant with Learning Support team at SIDE. Giulia is now permanent 0.4 and will give further support to the Learning Support students.

▶ ASDAN ANIMAL CARE

Bird Feeder

Our ASDAN Short Course – Animal Care students are producing some fantastic work.

Paige, a Year 12 student has followed instructions to make a bird feeder for her pet bird 'Sarg'. I think 'Sarg' loves his new feeder.

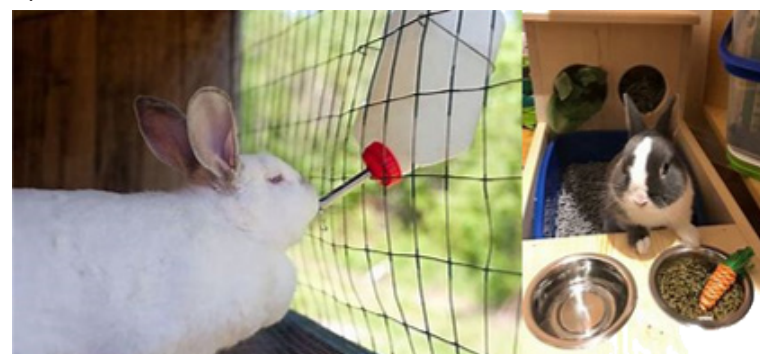


Paige: Bird feeder

Caring for animals

Maureen, a Year 11 student has recently completed a challenge on what a domestic animal needs to be happy and healthy. Maureen was able to use her rescue rabbit 'Indigo' as part of the project and 'Indigo' also made an appearance in the Webex lesson!

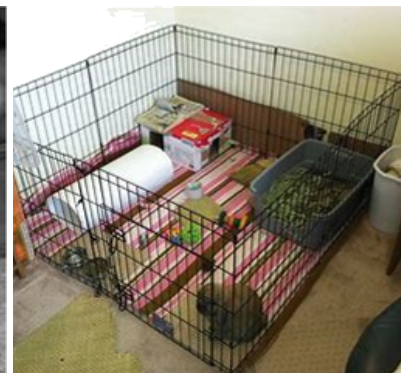
1) A water bottle or water bowl and a food bowl



2) Vet and meds incase they get sick 3) A play pan



Indigo the rabbit



Maureen's work sample

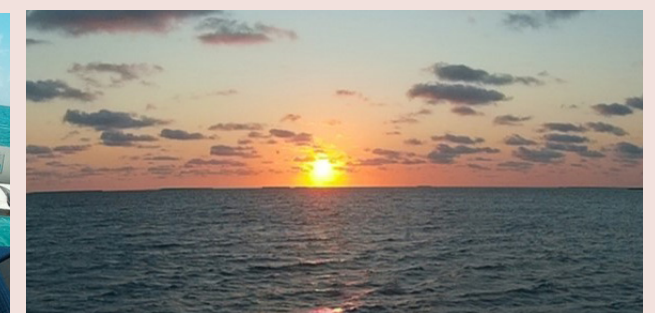
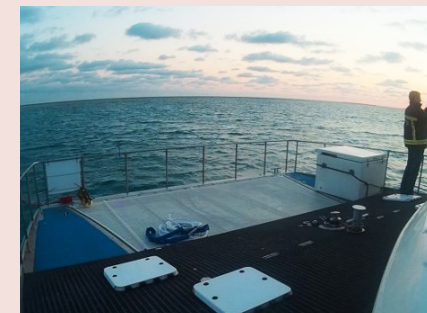
▶ MITCHELL'S FISHING TRIP

As part of an English task, the Year 9s had to write an anecdote about an event in their life. Mitchell wrote an invigorating anecdote about his fishing trip to the Abrolhos Islands with his dad.

"Last year I went on a fishing trip to the Abrolhos islands with my dad. We were staying on a catamaran with some people we knew....

I slept in the part of the boat called the coffin it is called that because of the shape. It was this shape because it was in one of the bows of one of the hulls catamaran.

We departed around 3 or 4 am, on the way there I saw a few whales and one calf when we were about five kilometres from the islands six dolphins started swimming along the side of the boat. When we got to our fishing spot we got our fishing gear ready. We got on to a small motor boat and we went out about five to ten kilometres away from the catamaran. We were using hand lines with octopus as bait. The most common fish we were catching was Bluebone. Bluebone is light green and blue with a hard beak with large sharp teeth for breaking in to shells also when you cook it its bones turn blue. The first fish we caught for the day was a 42cm Bluebone which we kept. I was using suicide hooks so it was less likely to slip out of the fishes mouth or hook it in its throat. About twenty minutes later a sea lion came to the boat and kept trying to steal our fish after a while it started to get annoying so we moved to a new spot.



▶ ASDAN HAIR AND BEAUTY

As part of her Hair and Beauty course, Brandy was required to perform a basic manicure on three different clients using the correct tools and products including three different clients.

Brandy also had to design a brief evaluation sheet including sections for client feedback, what went well during the manicure, and areas that she could improve in the future. Brandy did an outstanding job and all her clients appreciated their manicure. Brandy received excellent feedback and was able to practise her general conversation skills with her clients.



As *Makuru* ends *Djilba* awaits us! Maths Foundation students use Noongar seasons as a timeline for their learning programs so they know that this means that winter is coming. *Makuru* is the season of fertility, cold and wet, and usually ends around June or July. *Djilba* is the season of conception, with wet days and cold nights, and usually ends around August or September. To learn more about Indigenous weather knowledge, including Noongar weather seasons, go to: <http://www.bom.gov.au/iwk/calendars/nyoongar.shtml>.

BIRAK <i>Karlang and Djool</i> (Hot and Dry)		BUNURU <i>Karlang</i> (Hot)		DJERAN <i>Cooler bonar</i>		MAKURU <i>Balyan (wet) and nyidiny (cold)</i>		DJILABA <i>Nyidiny (cold) nyit (little) boroong (rain)</i>		KAMBARANG <i>Djool (dry) bonar</i>	
Noongar would <i>naariny</i> (burn) <i>marlark</i> (bush) while still a little moist to force out <i>barna</i> (animals)		With <i>nyit</i> (little) <i>boroong</i> (rainfall), many families would <i>koorliny</i> (move, go to) <i>biya</i> (rivers) and inlets for <i>djildjit</i> (fishing) and <i>kabi</i> (water)		A welcome change from the <i>karlang</i> (hot) <i>bonar</i> , Noongar people continued seed collection and <i>djildjit</i> (fishing).		<i>Bonar koobarniny boroong djart</i> (season with big rain fall). Generally highest rainfall of all seasons, fills inland <i>kabi</i> (water) supplies. <i>Barna</i> (animals) hunted for <i>bwoka</i> (cloak)		Some <i>boroong</i> (rain) and <i>nyidiny</i> (cold) clear <i>kedala</i> (day). Beginning of warmer periods. Noongar collect seeds and hunt <i>bwoka</i> (animals)		Beginning of dry, hot season. <i>Noongar koorliny</i> (go to) <i>warden</i> (ocean). <i>Ngardanginy</i> (hunt, creep after) <i>kwiya</i> (frogs), <i>booyi</i> (long neck tortoise) and <i>dil</i> (crayfish in swamps)	
December	January	February	March	April	May	June	July	August	September	October	November
Summer		Autumn		Winter		Spring					

The Mathematics Learning Area continues to develop and improve the way we support student learning and achievement. Our teaching practices use online tools more frequently as we strive for even better interaction with and feedback to students.

We welcome a new Maths teacher, Kym Grange, to our team. She brings the average age of the Maths team down! is teaching Year 11 Maths Foundations and Year 9 Maths.

Semester 1 Reports showed great achievements and progression by students in a range of diverse and individual circumstances. Congratulations to everyone who is meeting or exceeding their personal standard. Teachers are always keen to hear from parents and/or guardians about supporting student achievement, and here again we encourage you to make contact for a chat.

By the start of Semester 2 we will have begun our **Year 10 Pathways program**. The program allows us to create specific resources that meet the needs of students and their aspirations for senior school. The HOLA of Mathematics and Year 10 teachers will communicate with student supervisors about individual plans for student pathways.

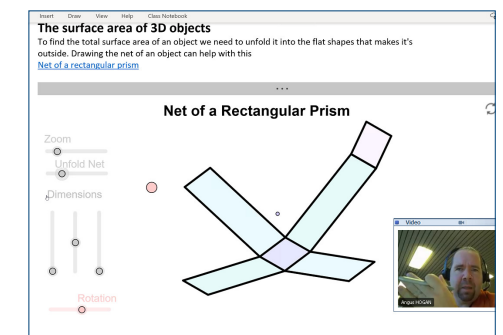
► INTERACTIVITIES AND ONLINE LEARNING AT SIDE

This year the Maths Learning Area is continuing its journey using interactive learning in our online lessons and learning resources. Some examples are included in this article. Professional learning undertaken by staff so far this year has included:

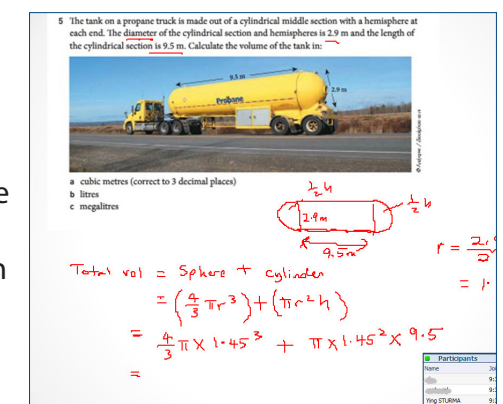
- **Class Notebook using OneNote** – Introducing feedback using an online classroom. Embedding interactives within learning experiences.
- **Huey Camera** – Document camera used to complement live lesson interaction.
- **Manipulatives** – Using and showing hands-on activities in a live lesson.
- **Interactives** – Showing these embedded within a live learning experience or in lessons.
- **Feedback** – Exploring ways to provide timely and appropriate feedback to students, supervisors and parents.

In some classes we are supporting the use of a tablet/pen device so students can write by hand on a computer screen, and gain from the opportunity of interacting and learning online. At the same time students can also have some fun! Many schools already support students learning online using these devices, and in the longer term this will become the norm. Where needed the HOLA of Maths can be contacted to arrange access to a short term loan of tablet/pen devices we have purchased.

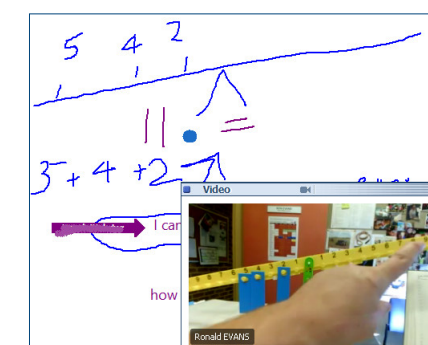
Your feedback about our journey is valuable for future planning and reflection. Let us know by contacting the Maths HOLA Ron Evans. T: 9311 1420. E: ronald.evans@education.wa.edu.au.



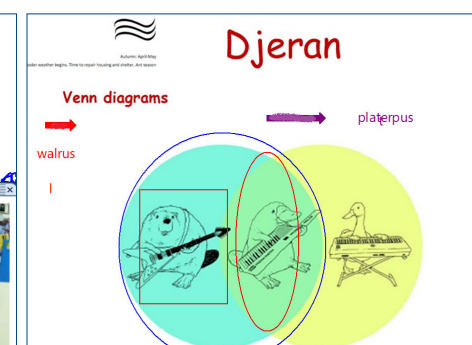
Teacher: Angus Hogan Class: Year 9
Learning experiences are more worthy when students can use interactives such as here where a student is describing the surface area of prism.



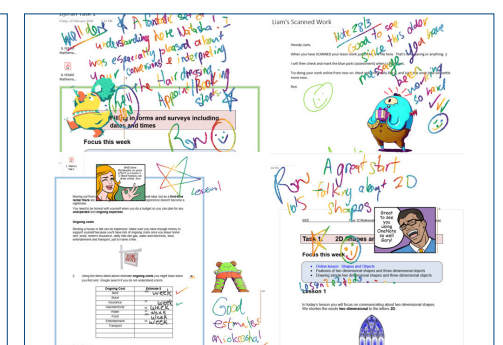
Teacher: Ying Sturma Class: Maths Essentials
Explicit teaching in lessons includes opportunity for student to see methods modelled by the teacher and to ask questions to help solve problems.



Teacher: Ron Evans Class: Year 7
Students looking at document camera vision and choosing a possible answer and then checking if it is correct live in the lesson. Immediate learning feedback.



Teacher Andrew Grieve Class: Maths Foundation
Teacher providing individual teaching support on Venn diagrams using a fun image and lots of discussion. Strategies are implemented on the spot.



Formative feedback Class: Maths Foundation
Working online provides teachers with greater opportunity for timely and relevant feedback and student-teacher learning relationship building.

Congratulations to all those students who have adapted quickly to the distance mode of education in Semester 1. We have some wonderful students who have worked hard throughout the semester to complete all assessments on schedule. Strong partnerships between partner schools and SIDE assist students to successfully complete their courses.

This year has been a year that stands out for a number of reasons. The effects of COVID-19 have been profound and long-reaching. It may affect us for a long time.

All of us have experienced the challenges of social distancing and self-isolation, and for many of you this time has been very difficult. We have worked hard to maintain continuity and support for our students.

Fortunately, things seem to be slowly returning to normal, and as your teachers have been telling you, all work continues online as normal. This means that your Webex classes still run and you are expected to attend. All work deadlines and assessments are still due as they were arranged at the beginning of the year. Check your work completion calendars and schedules in your Moodle courses.

► SUCCESS AT SIDE

Many of our students at SIDE live and work in quite varied places and conditions. Independent learning is always a challenge, particularly during COVID-19. ALL Webex lessons continued as scheduled, and it has not been unusual for these to include students from a variety of locations such as Ecuador, Bolivia, Malaysia, Germany, Saudi Arabia, Subiaco and Mullaloo all at the same time! Talking to some of these students, there seem to be some common strategies that help them succeed.

Here are some suggestions on how to be a successful student at SIDE.

Student X from a remote Kimberley community tells us that:

"Studying Science through SIDE is easy once you get into a routine and understand what you have to do and know how everything works. A timetable is essential. We do Science from 9:30 – 10:30 am on Monday and Tuesday and from 10:50 to 11:50 on Wednesday and Thursday. We have some time on Friday to catch up or revise when necessary. When on Webex we are joined by other students and get to work with them.

Investigations are cool because we are able to work as a group and get to do a bit more practical work instead of writing all the time.

Our secrets to success are having brains and using them, always revising before tests, paying attention in class and asking questions."

SIDE Science staff are all available to help you with any difficulties you may have, and to provide you with all the tools you'll need to make a success of your time with us.

► MEANWHILE, BACK AT THE LAB

To further support our students, our Laboratory Technician, Ai Kamiya-Murray and the Studio Technician, Steve Dans, have been creating films of lower school investigations and laboratory tasks. These assist students who may not be able to receive their Science kits due to postal delays. They help students to work out how to use the kits and understand how scientists conduct experiments so they can improve their own skills with practical work. These short clips have further supplemented our online teaching resources to support student learning.



Ai filming an activity



Steve filming Jim doing an activity

► EXPLORING NEW IDEAS

Teaching staff in Western Australian Public schools undertake professional learning in after-hours meetings every term. In Term 2, SIDE staff held their PL sessions online. In some schools this might be a novelty, but for SIDE teachers, it was practising what we preach. After a short whole-staff meeting (online), staff attended one of six Webex sessions. Topics included the new software possibilities, course design, productivity tips, and copyright for educators.

Presenters were invited from across the school. It was an opportunity to discuss and share ideas on meeting the challenges of teaching and learning in the 21st Century. Teachers at an online school like SIDE can sometimes feel a little compartmentalised, and this was a chance to work with teachers from other learning areas. It was also a chance to remind ourselves of how our students deal with online learning.

Because the sessions occurred at the height of COVID-19 restrictions, some teachers joined the sessions from home isolation. The experience was seamless, no matter the location, and responses from participants were overwhelmingly positive.

Attribution | Example 1

Below is a podcast about John Curtin, Prime Minister of Australia 1941. Listen carefully to the podcast.

00:00 / 06:49

Podcast sourced from, and used with the permission of, the John Curtin Prime Ministerial Library

Is it clear...

- who created the work?
- what the work is?
- where it is from?
- under what licence or agreement is has been used?

Narelle Carlon hosting a lively session on copyright for educators.

► NEWS IS THE FIRST DRAFT OF HISTORY

Just like our teaching and learning, SIDE's website has evolved over the years. While it's still the place to go for the practical matters of a school, such as policies or course information, in recent times we've focused on news and the SIDE community.

In 2018 we celebrated our 100th birthday, and SIDE's Centenary website still attracts many visitors. The Centenary site was created to complement the complete redevelopment of our website. Our intention is to highlight the achievements of SIDE students and provide an information conduit for our exceptionally diverse community.

Mirroring the online education we provide, our website has progressed from a static, text-heavy reference to a highly illustrated tour of SIDE's online world. Such things don't happen without the dedication of our staff. Who continue to put long hours into ensuring the SIDE online experience is reflected in our web presence.



It has been a busy, unsettled term as many of our online students have been in lockdown in the countries in which they live, or have had their travel plans thrown into chaos.

We're pleased to have been able to support our families' individual needs. We are especially glad that families who were stranded overseas for some time have managed to return to Western Australia.

Our students have risen to the challenge and have continued to work steadily.

► EARLY CHILDHOOD

Webex

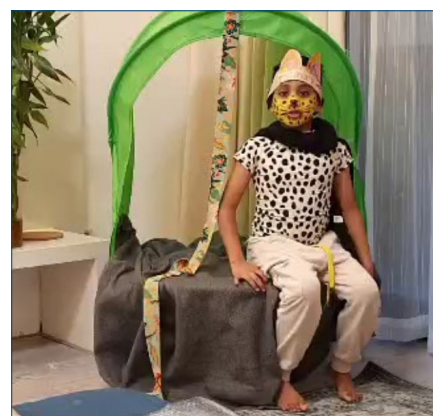
Our students have been participating in daily speaking and listening sessions and sharing their wonderful news. Speaking and questioning skills are improving. On Thursdays, our students share and read a passage from their current favourite book and we have seen a vast improvement in students' reading skills.

National Simultaneous Storytime (NSS) is an event that we look forward to each year. Everyone can join NSS. It doesn't matter where you are - at home, in a public library, a university library or even a car!

NSS took place on Wednesday 27 May 2020 at 11am (AEST). The book shared by thousands of students across Australia this year, was *Whitney and Britney Chicken Divas*, written and illustrated by Lucinda Gifford. Our students thoroughly enjoyed this session read by SIDE teacher librarian Liz Allen.



Showing her work on the topic "Keep me safe" Lily is showing her thinking cap ideas on how to keep safe.



Cole's amazing comic strip performance of 'Chuck the Cheetah' for Set 3, Comic Characters.



Jessica's rock pool with interesting creatures, rocks and plants. We want to dive right in!

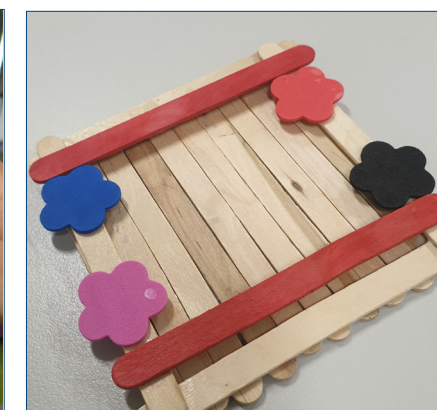
► MIDDLE PRIMARY

This term the Middle Primary students have made good progress with their set work, even when stuck in caravans for months on end or locked down in their house with very little interaction with others.

The Year 4 students have worked on many topics covering the learning areas of Design and Technology and Geography. The module 'The World in our Hands' incorporated both of these learning areas. Students discovered the importance of environments to animals and people, and the different views on how they can be protected. They look at recycling/reusing materials to make something new and write a procedure to follow to create a recycled art piece.



Recycle Project Pencil box



Recycle Project Place mat



Recycle Project Star

Webex

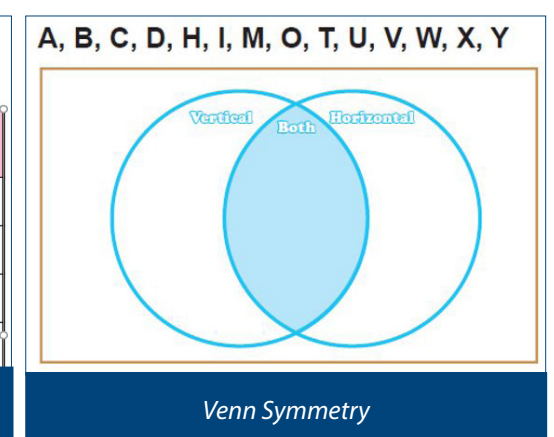
Our students are enjoying the interaction and feeling of connectedness that comes with regular attendance in Webex sessions. We are happy to see students improving their reading skills in sessions where they read aloud. They are also adept in the use of the tools within Webex.

Our times tables...

Names	1x	2x	5x	10x	3x	4x		6x	7x	8x	9x	11x	12x
Charlotte	✓												
Tegan	✓	✓	✓										
Ellie	✓	✓	✓										
Emma	✓	✓	✓	✓									

Tables year 3

Tables year 3



Venn Symmetry

► MIDDLE PRIMARY CONTINUED...

A focus on a Monday this term has been 'climatic zones', with students learning about the differences between the polar, temperate and tropical zones. The Year 3s had an in-depth look at the difference between weather and climate, while the Year 4s considered the flora and fauna of Australia in comparison to other climatic zones. Students consider the climatic zones of various places as well as their own location in the world.

<p>What is climate?</p> <p>What is vegetation?</p> <p>What is wildlife?</p> <p>How are these three connected?</p>	<p>The Polar zone</p> <ul style="list-style-type: none"> Why do you think the North Pole and South Pole are covered in ice? Why do you think the word 'polar' might be used to describe a very cold temperature zone?
Climate, Vegetation and Wildlife	Climatic zones

Online Author

The Year 3s have really enjoyed meeting and interacting with the Online Authors through our Library Resource Centre. Students heard about the author's background and what motivated and inspired them to become authors. They learned and discussed the different types of genres and even got to learn different drawing techniques with author and illustrator Michael Speechley. On Thursday, the students discussed what they liked about the online lessons and even shared some of their work they created with visiting author Michael Speechley.



► UPPER PRIMARY

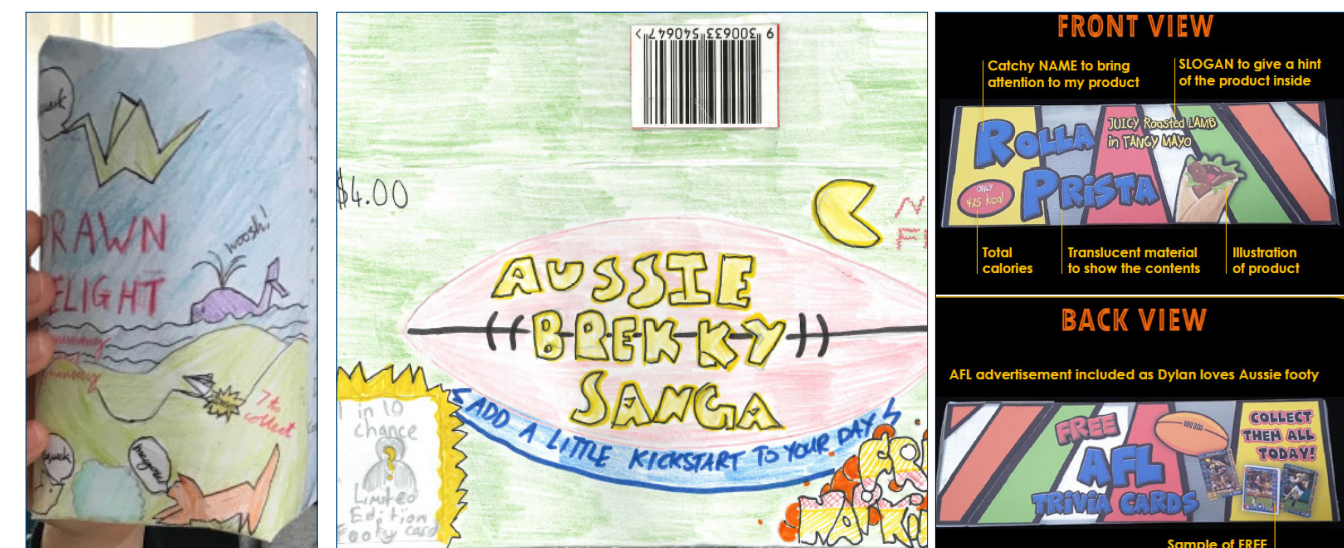
Webex

Year 5 and 6 students have had a busy and creative semester on Webex. As well as their regular online lessons, they have done lots of work with Liz Allen from the Library Resource Centre. Students have reviewed guest author Michael Speechley's books, as well attending two sessions where they learned valuable tips on becoming authors themselves.

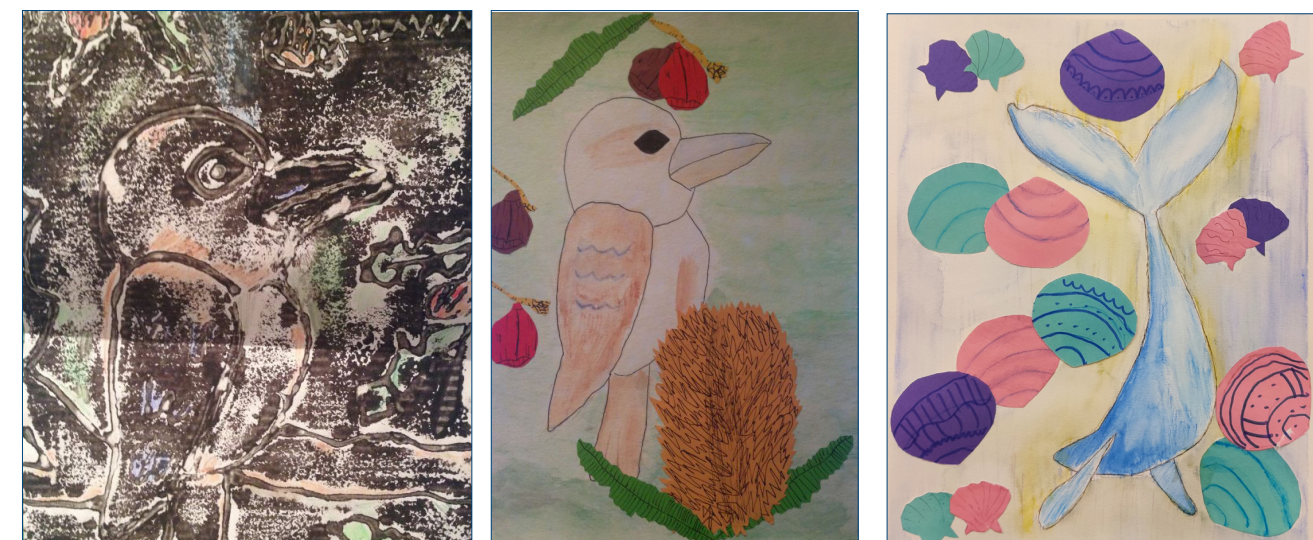
They have also been part of the Red Room poetry competition and we wish those students who submitted entries luck.

In History this term Year 5 students have been learning about and researching the Swan River Colony. They all decided life for them now is much easier than it was for children of the early settlers.

In Cyber Canteen, which focuses on Health and Design and Technology, they have been learning about the importance of healthy eating and have designed their own wraps and sandwiches, complete with environmentally-friendly packaging.



Year 6 students studied a wide range of sets and topics this term. In History they studied Federation and compared two famous Australians. In Maths they collected data on using muscles, and used a recipe for making chocolate cake to sell at a charity bake sale. Saving the Great Barrier Reef was the focus in Science. The articles written were full of up-to-date information and research.



► TERM 2 WIDE READING YEAR 8 - 10

This term Year 8-10 students were able to choose their own reading adventures in the Wide Reading program. This is a collaboration between the Library Resource Centre and the SIDE English teachers. In the lead-up to their class session with a teacher librarian, each class was given the link to a survey on Microsoft Forms, where they could cast their vote on what they'd like the topic of their Wide Reading session to be.

The Year 8 classes favoured Fantastic Adventures and Visual Storytelling, while Thrillers & Chillers was the most popular choice with the Year 9s and 10s.

The sessions involved a Kahoot quiz on the winning topic to get ideas flowing, then students explored 'LearnPath' guides in the library catalogue, curated for each topic choice with all of the best books, ebooks and audiobooks available to borrow from the SIDE Library Resource Centre. The sessions resulted in many student loans, and student feedback in each Webex poll showed that students were highly engaged, were inspired to read, and that they wanted even more Kahoot in future Wide Reading sessions!

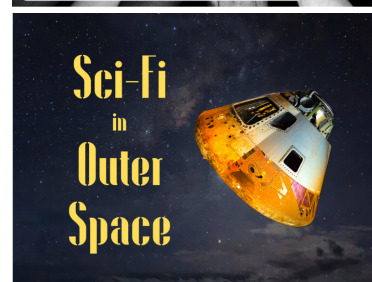
Year 8

- [Fantastic Adventures](#)
- [Visual Storytelling](#)
- [Non-Fiction for Curious Minds](#)
- [Growing Up: Tales of a Teenage Life](#)

Year 9 & 10

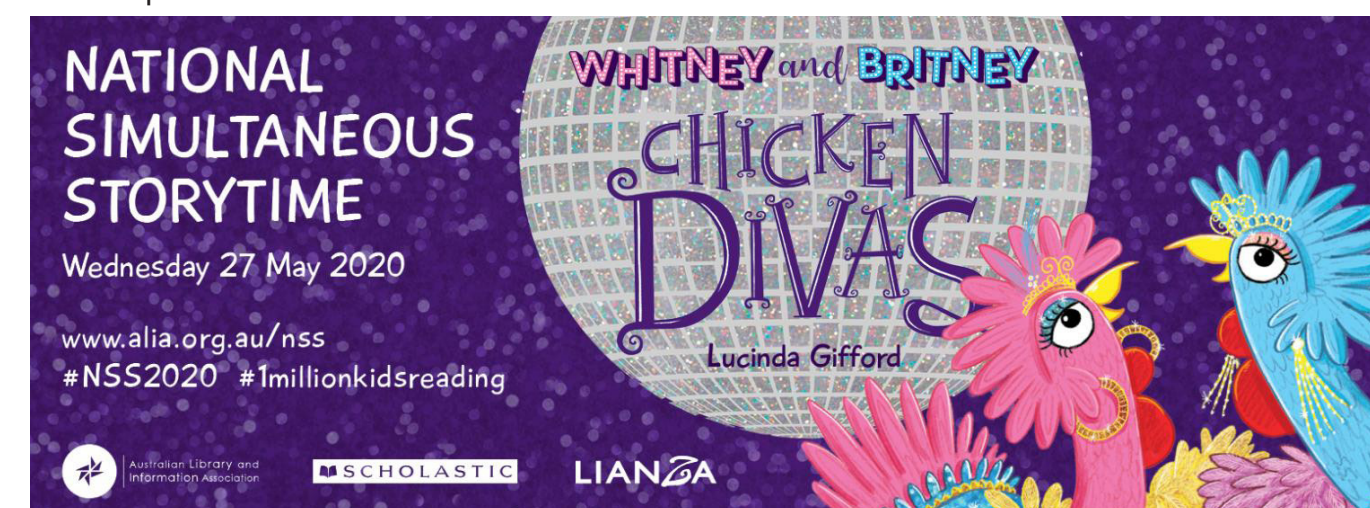
- [For the Love of Romance](#)
- [Thrillers & Chillers](#)
- [#ownvoices | #weneeddiversebooks](#)
- [Sci-Fi in Outer Space](#)

Click the topic links above to visit each of the guides and email library@side.wa.edu.au to make a request.



► NATIONAL SIMULTANEOUS STORYTIME

On 27th May SIDE Primary students were excited to participate in National Simultaneous Storytime which is celebrated across Australia. The story *Whitney and Britney Chicken Divas* by author/illustrator Lucinda Gifford was shared with approximately one million students, teachers, librarians and families including our Pre-Primary to Year 4 SIDE students online through Webex. The story introduces us to Whitney and Britney two gorgeous chooks, who live with Dora Von Dooze (a fox). They are fluffy and silky with stunning good looks. Dora is perplexed about where her chooks go each night. These chooks have a secret. Little does Dora know, they are Whitney and Britney, Chicken Divas performing at Club Sparkles!



► AUTHOR ONLINE MICHAEL SPEECHLEY

During Term 2 SIDE Library hosted two fabulous sessions with WA author/illustrator Michael Speechley. Michael presented online via Webex to both Year 3/4 and 5/6 classes. He discussed his award winning picture books *The All New Must Have Orange 430* and *The Gift*. *The All New Must Have Orange 430* deals with consumerism and the environment and took him ten years to develop. He pointed out interesting features and hidden symbols in each page including the text, texture, movement within the page, and the illustrations themselves. His most recent publication *The Gift* is a story of kindness and has been selected as a Notable Book by the Children's Book Council of Australia in the 2020 Book of the Year Awards. In the second session the students were provided with the opportunity to draw with Michael and then share their work via video. They took up the challenge with enthusiasm and had fun drawing and proudly presenting their work.



Amy Rosato, Michael Speechley, Liz Allen

► 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)



The first semester of 2020 has seen COVID-19 impacting on all our lives. Students, parents and teachers have had to navigate lockdown rules, and learning (and teaching) from home. Since the easing of restrictions, the Student Services have been busily supporting students to ensure they are back on track.

► FLEXIBLE ENTRY PATHWAYS TO UNIVERSITY

COVID-19 has disrupted the study program of many students making them concerned about university entrance in 2021. TISC and universities are working to ensure that university access is available to as many students as possible by developing flexible entry pathways for 2021 including:

- early entry options based on Year 11 ATAR results and;
- Alternative pathways

Most WA universities are looking at providing early offer opportunities for current Year 12 students in 2021. Students should let their Student Coordinators know if they are applying for an early offer and if they receive one. Also, students are not obligated to accept an early offer if they change their minds. Universities will still check an early offer against final ATAR scores. And a final piece of advice for students who receive an early offer – DON'T STOP STUDYING!

► ONLINE ATAR REVISION SEMINARS AND RESOURCES

In line with COVID-19 restrictions, online revision seminars and resources are available for Year 11 and Year 12 students and are delivered by various private providers throughout the year. With the July Holiday seminars fast approaching, interested Year 12 students should contact the relevant SIDE Coordinator to enquire about a possible subsidy to enrol in these seminars. ATAR revisions seminars are aimed at maximising students' exam preparation by using tested-and-proven methods to assist them to manage their time, study effectively and manage stress.

► MENTAL HEALTH SERVICES

We all may experience greater stress during a pandemic such as COVID-19, with fear and anxiety causing strong and overwhelming emotions that may be harder to manage than in less stressful circumstances. The following mental health services can provide support in challenging times:



[Kidshelpline](https://www.kidshelpline.com.au/) ("Any time. Any reason") offers support via phone, email or chat, as well as lots of information and resource materials specially for young adults.



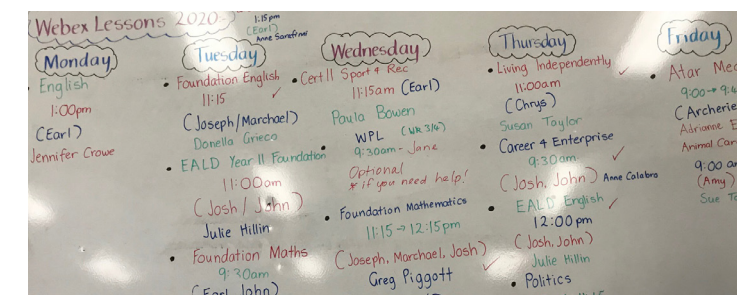
[Youth Beyond Blue](https://www.youthbeyondblue.com.au/) is specifically designed for school aged and young people. You can ring 24/7 or use the chat function until 12am.

Other excellent services are [Headspace](https://www.headspace.org.au/), [Lifeline](https://www.lifeline.org.au/), [Head to Health](https://www.headtohealth.org.au/) and the [Mental Health Emergency Response Line](https://www.mentalhealthemergencyresponse.com.au/)
Metro area – 1300 555 788
Peel area- 1800 676 822
Rurallink – 1800 552 002

► SCHOOL SNAPSHOT: DALWALLINU DHS

Dalwallinu is situated 250 kilometres north of Perth on the Great Northern Highway and is part of the Wheatbelt Education Region. The population of the Shire is approximately 2000 and is the gateway to the Wildflower Way, a route stretching north to Geraldton, carpeting the countryside with beautiful wildflowers. The town is the centre of a predominantly wheat farming region with services including hospital, supermarket, agricultural machinery dealers and other trades and services.

Dalwallinu District High School caters for students from Kindergarten through to Year 10, with students in Years 11 and 12 able to enrol through the School of Isolated and Distance Education (SIDE). Jane Bourke (Careers and Workplace Learning) recently visited the school after COVID-19 restrictions were lifted. The SIDE room at Dalwallinu is a nice airy space and in 2020 has eight senior students working in the room on full-time study programs. The SIDE Supervisor, Samantha Dickins, has been supervising the SIDE students for two years and has the weekly Webex lessons and teachers' names clearly displayed on the whiteboard to ensure that students never miss a lesson. She is able to work one-on-one with the students when required and particularly assist with literacy as most of the students speak English as a second or third language. The school is hoping to organise a visit to Perth for camp in Term 3 and this would involve a day at SIDE for senior students to meet with their teachers.



► BELONGING

When you are at school you typically wear a school uniform. What this uniform looks like depends on the school. For home-based students at SIDE, we offer students the opportunity to wear a school polo shirt and jacket, or if the student is a Year 12, a Leavers jacket.

Sienna, a Year 8 student who lives in China recently asked us for copy of the school logo to make her own school shirt. It would take a long time for a school polo shirt to arrive so Sienna showed her creativity and resourcefulness in creating a simple t-shirt to wear when she was doing her school work.

She wrote, "I made this uniform because it makes me feel like I belong to somewhere, and even though I'm aeroplane rides away, I still feel connected."



“ **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



Exciting times continue for students at the School of Isolated and Distance Education (SIDE) through opportunities to commence training or to explore the world of work. School-based Apprenticeships (SBA), School-based Traineeships (SBT) and Workplace Learning (WPL) are three programs which local regional and remote students are using to achieve their career goals.

The SBA and SBT programs allow students to commence a VET qualification while still at school. Students enter into a legally binding contract between the employer and the Department of Training. WPL is a program through which students can access the world of work, exploring different career paths and developing core employability skills that make them very competitive in the employment and training market. The great thing about these programs is that they also contribute towards the Western Australian Certificate of Education (WACE). It is a win-win situation all round for students.

They were also more likely to be employed in an occupation relevant to their VET experiences than students who did not undertake an apprenticeship or traineeship as part of school studies.

“Choosing the right VET pathway as part of secondary schooling can make a substantial difference to students looking for a direct transition from school into an apprenticeship or full-time ongoing employment,” Simon Walker, Managing Director, NCVER.

“Most VET students who’d gone on to complete post-school qualifications had done so at a higher level than their original qualification, demonstrating the important role VET plays in motivating students to study further.”

Research also conducted by the Department of Employment indicates that “the completion of on-the-job training, while at school, is a key aspect in improving the employment prospects of young Australians.”

SIDE and school-based training programs

Since the introduction of school-based training programs, SIDE has initiated 131 Australian programs for students across the state. In 2020 seven SIDE students are involved in SBT programs, completing their on-the-job training in a variety of industry areas in Automotive, Sport & Recreation, Business and Hospitality. One of these is Jesse who is completing a School-based Traineeship in Automotive Servicing. He works at the Pilbara Motor Group in South Hedland.

Jesse says “I have been really enjoying my on-the-job training at Pilbara Motor Group and what I have learned so far through TAFE”.

The support of youth by local employers across the state is fantastic. These employers are at the leading edge in offering high school students exciting and relevant training options and should be held up as role models for other regional towns to follow their lead. These school-to-work programs have many hidden advantages to all stakeholders. Students, parents, the school and community.

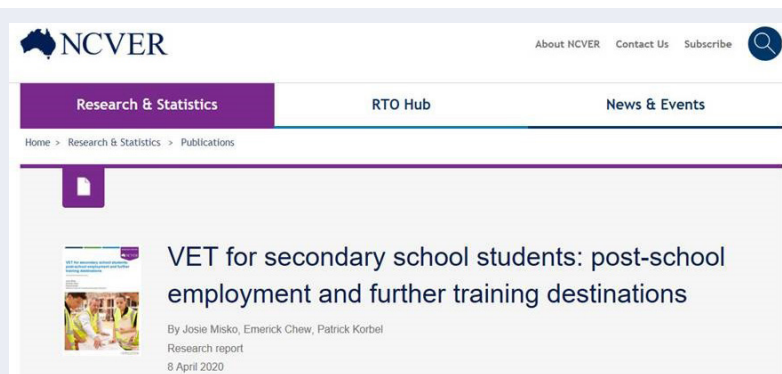
A big thank you to these local employers and their businesses for their commitment to local youth. This leadership and support is valued by SIDE and is to be highly commended!



Jesse at North Regional TAFE in South Hedland

The important role of VET in schools

According to a recent research report, *VET for secondary school students*, released in April 2020, secondary school students who undertake school-based apprenticeships and traineeships are among the most likely to be in full-time permanent employment five years later.



WHERE ARE THEY NOW?

DR JOSHUA JUNIPER

When did you graduate from SIDE?

I finished high school in Mt Barker WA in 2000, with SIDE subjects in my final years there.

What did you do after finishing school?

I left Cranbrook and worked for a gap year on farms and boats around WA before studying Medicine at UWA for 6 years, getting married to the beautiful Catherine during uni. After another 6 years I had my GP ticket, and I've been working as a GP in Perth since, occasionally referring kids to SIDE when they're too unwell for regular school attendance.

What are you doing now?

I work in a great GP practice and in nursing homes, and have four great kids to train up when not at work. Actually sometimes I take them on my nursing home rounds (photo above) so I get to combine the two! We're about to move to a new GP job in the Torres Strait for some pre-high school adventure.

How did SIDE prepare you for life after school?

SIDE is great practice for the self-directed learning style it takes to get through uni and other types of training. Plus Geometry/Trigonometry helps when you're reversing a boat trailer up a steep driveway!



Josh and his family

FORMER STUDENTS IN THE NEWS

Betty McGeever (Correspondence School, 1943-1948) was mentioned in an article the Post, a local newspaper in the Perth western suburbs (Post, June 13, 2020, p.62.) She is spokesperson for a group of Perth residents who are raising funds to support two refugees from Nauru to resettle in Canada as part of the Canada Private Sponsorship of Refugees program.

In the same issue of the Post (p.50) an article celebrated the achievement of Eleanor Beidatsch (SIDE, 2011) who has recently been awarded a Friends of UWA Albany Verna Rowbotham Scholarship. Eleanor has a neuro-muscular disability that causes reduced mobility and muscle weakness. She is juggling studies in marine sciences at UWA, palaeontology at the University of New England and journalism at Deakin University as well as being actively involved in her local community.



Eleanor Beidatsch with UWA Albany director Jennifer O'Neil

Gail Allen (SIDE, 2002-2003) was featured in The West Australian (Saturday May 30, 2020, p.11). Gail was nominated in the Crown Perth and The West Australian Healthcare Heroes campaign to honour the extraordinary work of WA nurses during the COVID-19 health emergency. She has three children and works in the Emergency Department of a public hospital.

SIDE

TERM 3 CALENDAR

21 JULY

TERM 3 BEGINS - STUDENTS

1-3 SEPTEMBER

OLNA

23-27 SEPTEMBER

YEAR 12 ATAR EXAMS

25 SEPTEMBER

TERM 3 ENDS

SIDE AWARD POINTS



BRONZE



Christian A
Oliver B
Erzulie B
Jack C
Hayley F
Wyatt G
Rhani G
Angie H
Lori H
Phoenix H
Ismail J
Keesharhree K

Bridgett K
Loki M
Storm M
Connor Mc
Rylee O
Daniel O
Chad R
Patricia S
Laura S
Krystall T
Jameelah W



SILVER



Brandy B
Mitchell H-S
Bronson M

Leesharnie P
Wesley P
Shanelle W



GOLD



Kyle D
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



facebook.com/DistEdWA/



[sideschoolwa](https://www.instagram.com/sideschoolwa)