



## IN THIS ISSUE

- ▶ Inside SIDE ..... 3
- ▶ In Focus ..... 4
- ▶ Arts & Technology ..... 6
- ▶ English ..... 8
- ▶ HASS ..... 10
- ▶ HPE ..... 12
- ▶ Languages ..... 14
- ▶ Learning Support ..... 16
- ▶ Mathematics ..... 20
- ▶ Science ..... 22
- ▶ Online Teaching & Learning ... 24
- ▶ Primary K-6 ..... 26
- ▶ Resource Centre ..... 30
- ▶ Student Services & Careers .....32
- ▶ Workplace Learning.....36
- ▶ Students In Focus ..... 40
- ▶ Calendar ..... 46



Cover photo: Students at La Grange Remote Community School at Bidadanga working with Maths teachers Ron Evans and Raluca Gavrilu, and Student Coordinator Shane Murray.

“online learning  
innovation  
excellence”



Paul Mathews  
Principal

Kaya.

Hello students, parents/caregivers, staff and members of the SIDE community.

In the blink of an eye Term 1, which was only nine weeks, is over and Easter is upon us.

It is with a sense of great relief to write that the term ended in a far more 'normal' manner than it started, when yet again the influence of COVID-19 resulted in shutdowns in the metropolitan and some regional areas. However, for many students in other regional areas it was a relatively normal start to their SIDE education, even if the SIDE teachers were working from home during that first week.

I would like to thank all students and staff for their patience and focus during the disruption and for their positive attitude and 'let's get on with it' approach. Fingers crossed the vaccine and other control factors will reduce the COVID impact.

Term 1 has been exciting at SIDE. We have welcomed some new staff and we have also expanded our curriculum opportunities and started planning for even more in 2022!

SIDE has been busy planning and responding to the review we had at the end of 2020. Reviews are a standard 'health check' for all schools and I am pleased that so many of the strengths at SIDE were recognised during the review, along with recommendations for some changes.

One change recommended in the review was to provide more opportunities for feedback in a formal way for parents and caregivers. To support this, I am thinking through how an online meeting for parents and caregivers could work. Stay tuned for further information about this.

I was pleased to be invited to speak at the Isolated Children's Parents' Association, along with the Director General of Education. This was an opportunity to hear from some parents and students about the important role SIDE plays for many students and the vision for SIDE from the Director General's perspective. After hearing all the feedback, I am sure SIDE is in for a very exciting next few years as we continue to build on our proud standards and explore additional directions.

I welcome your feedback and please don't hesitate to email me directly with your comments and/or questions.

Paul Mathews



Keira and Izzi were proud to show off their Leavers jacket.

## ► SIDE 2021 ENROLMENTS – AT A GLANCE

SIDE provides an education for K-12 students who for various reasons cannot attend classes in a mainstream school. A Term 1 analysis of SIDE's enrolment is interesting. It reveals numbers of students attending part-time and full-time, the type of enrolment, and the location of students.

A Specialist Primary Languages Program in French, Italian, Indonesian and Japanese is also delivered online from SIDE to schools without specialist language teachers.

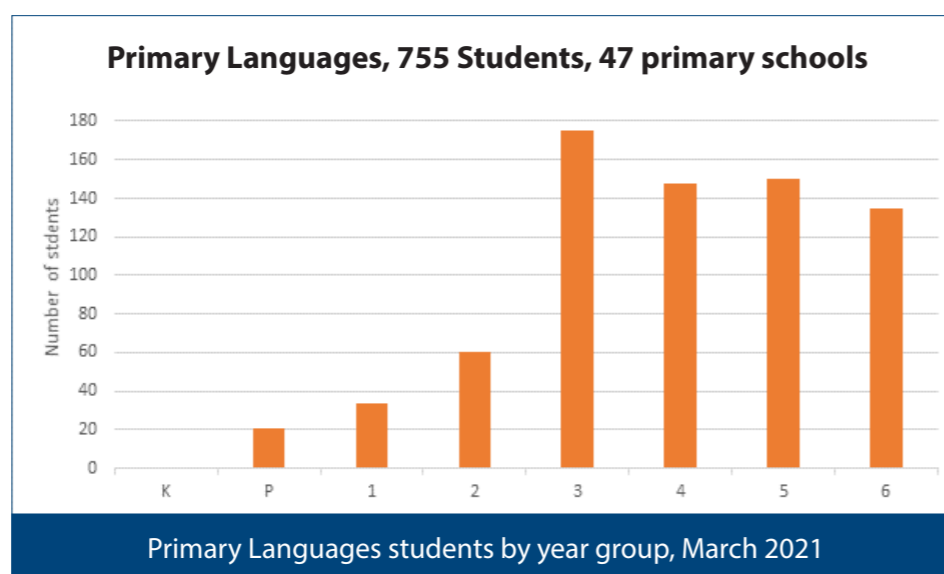
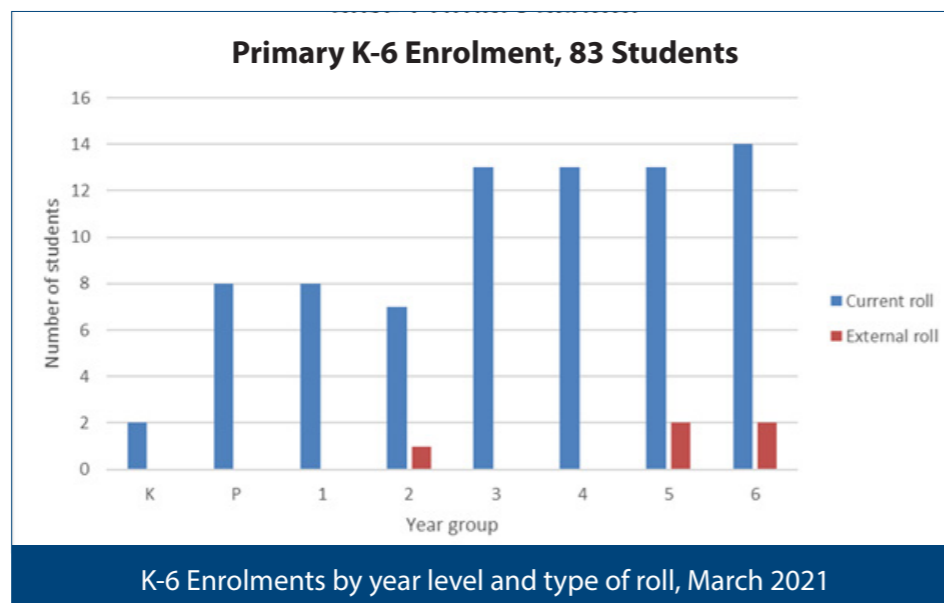
### PRIMARY

Our Primary cohort is largely made up of Western Australian families travelling within Australia or residing/travelling overseas. Due to COVID-19 many Western Australian families who were stranded overseas have also enrolled their children with SIDE.

There is also a small number of students who are enrolled at SIDE due to not being able to access a local school or who have been referred through the special circumstances program.

### PRIMARY LANGUAGES

The SIDE Primary Languages Program currently offers Japanese, Indonesian, Italian and French through online, interactive language classes to regional and remote schools unable to source a face-to-face Languages teacher. Chinese will be offered in 2022. The programs cater for second language learners from Pre-primary–Year 6 and involve 2 x 40 minute weekly live lessons with students at individual computers or via interactive whiteboard or e-screen.



### SECONDARY

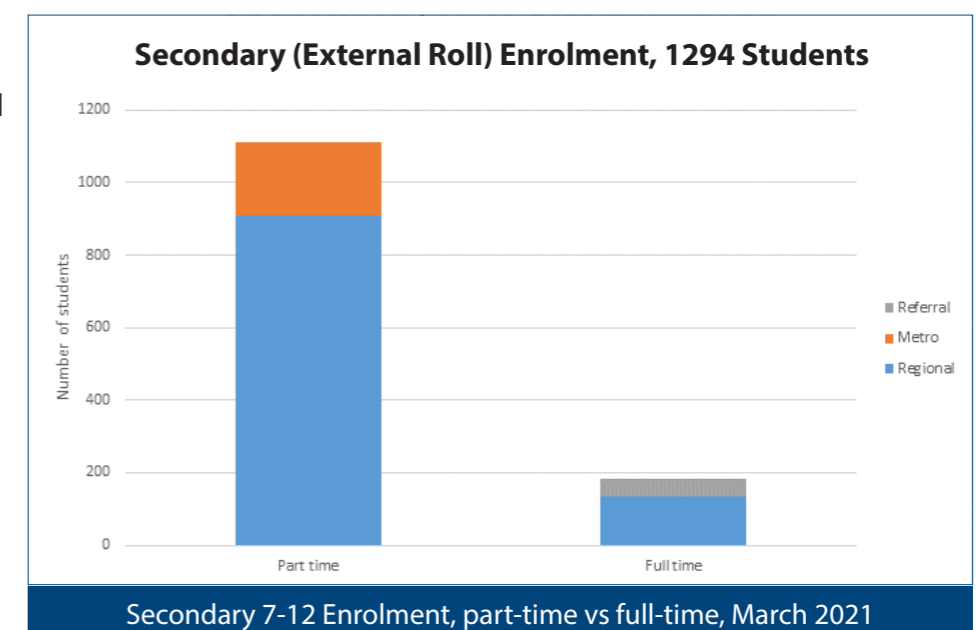
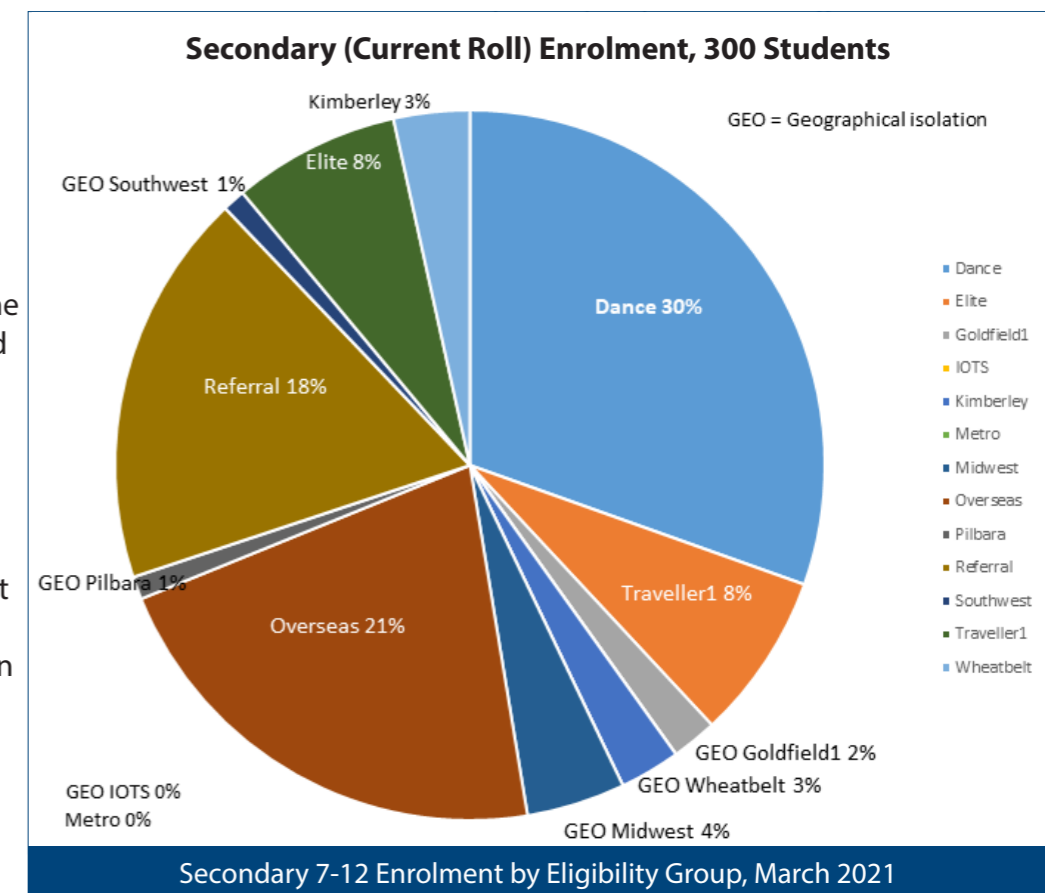
The Current Roll consists of students who are enrolled only at SIDE, while the External Roll indicates students who are enrolled at a SIDE partner school and study at SIDE. Students on the External Roll may be enrolled in one or more subjects or courses. Some students will be enrolled for all of their subjects or courses.

SIDE is only able to enrol eligible students. The biggest cohorts in Years 7-12 at SIDE are Dance, Overseas (Western Australian families who have temporarily relocated) and Referral students (students with long-term physical or severe mental health conditions). 14% of students meet the geographically isolated criteria.

Students on the External Roll are located in schools across metropolitan and regional WA. SIDE delivers curricula that is unavailable at the partner school.

The majority of subjects delivered are senior secondary ATAR courses.

There are close to 200 students studying full-time at SIDE who are enrolled at a partner school and appear on SIDE's External Roll.



#### Note:

- Full-time External Roll Year 7-10 Referral students remain on the partner school enrolment but study off the school site for a variety of reasons, including health.
- Full-time External Roll students are usually enrolled in small regional schools which do not have access to suitable secondary curriculum.

## ► DESIGN AND TECHNOLOGY

The SIDE Technology staff have been working hard with new schools to bring them into our Design and Technology programs. It's a pleasure to announce that Beverley and Brookton District High Schools have been making a great effort to reach the Australian compliance standards so that their existing workshops can be used to conduct lessons. By installing new 'no voltage reset' switches to machinery, the continued emphasis on safety can be achieved.

Kellerberrin District High School and Meekatharra District High School are continuing their programs and the SIDE team are encouraging other schools to become involved for the start of Semester 2.



Scott Pyper in a school workshop



'no voltage reset' switches on machinery



## ► ATAR MEDIA PRODUCTION AND ANALYSIS



Rachael and Issy at SIDE

Students have had a productive and creative start to the year, planning their productions. Year 12 students are currently working on ideas for their Practical Production Exam Submission, which they will be filming next term. Year 11s are busy storyboarding their music videos, with some already at the editing stage.

Rachael Macfarlane has had an opportunity to work with a number of students on developing their ideas and she is looking forward to meeting and discussing production ideas with many more this term.



Rachael at Eastern Goldfields College



L-R: Amanda Malseed, Jennifer Crowe, Silvana Patorniti, Esperanza Stein, Anne Shelley, Craig Campbell, Linley Taylor, Cathy Lamers, Susan Cullen, Julie Hillin, Jessica Kalem, Donella Grieco, Lucy Brookes-Kenworthy

## ► INTRODUCING (AND CONGRATULATING) DR ANNE SHELLEY

Congratulations to Annie Shelley, a recent addition to the English team, on being awarded her PhD. Annie joined SIDE during Semester 2 2020 and is teaching students in Years 9, 10 and 11 ATAR English in 2021. She has a background in English, Literature and Art Education and has taught in a variety of public and private schools, TAFE and universities.



Congratulations Dr Shelley

Annie's PhD dissertation was in Art History and was completed at UWA. She says, "My PhD gave me incredible opportunities - so many resources and friends, and freedom to travel and present at conferences both here and in Europe. I researched the artworks and writings of 19th century European women travellers - I looked for their stories and sketchbooks that had gone missing over the years. I am in the process of trying to publish my research (in and around doing my marking!)"

Reflecting on joining SIDE, Annie commented, "I'm really enjoying being at SIDE. It's been a baptism of fire but I'm grateful to have the opportunity to learn so much about online teaching and have such a diverse cohort of students."

When not teaching Annie loves gardening, working with textiles and drawing. She spends lots of time with family and friends, and hours trying to train her new spaniel puppy.

## ► CELEBRATING HEYWIRE SUCCESS STORIES

The English learning area was thrilled that Rania Adim Habena was chosen as a 2021 regional winner in the national storytelling competition *Heywire*. This competition provides the opportunity for rural, regional and remote people between the ages of 16 and 22 to tell their stories and give voice to their experience. Raina is the fourth SIDE student to win the opportunity to take part in the Heywire Youth Summit – a wonderful achievement. Also recognised by the competition judges were these SIDE students, who were Highly Commended: Veejay (Shark Bay School), Destiny (Morawa District High School) and Grace (La Grange Remote Community School).

We encourage all students to get involved in *Heywire* this year, and will hold workshops via Moodle and Webex to help students shape their stories.

To find out more about Raina and this competition go to:

<https://www.side.wa.edu.au/community/news/965-cocos-islands-student-is-a-storyteller.html>



Rania

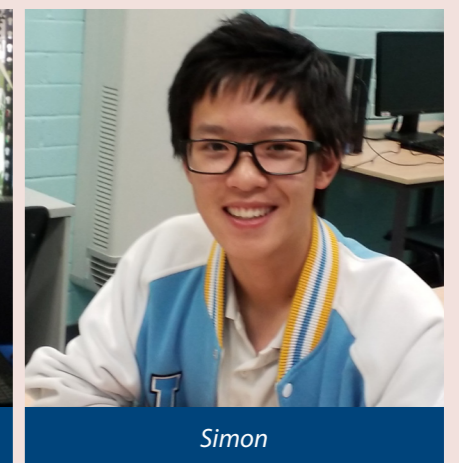
## ► ENGLISH OUT ON THE ROAD

The English team continues to support our English as an Additional Language and/or Dialect (EAL/D) students across the state with regular visits to schools. In Term 1 we visited a number of schools in the South West including Margaret River Senior High School, Newton Moore Senior High School and Manea Senior College, providing our ATAR students with additional, individualised feedback and guidance.

SIDE's growing suite of EAL/D courses and our personalised approach has enabled our students to experience a range of successes and, in many cases, produce outstanding results.



Jack



Simon

2020 was a successful year for our HaSS students. We celebrate the fact that many students in all levels of enrolment achieved to their potential.

We welcome new and continuing students, parents, caregivers and school supervisors, and we look forward to working with you throughout the year. We are excited by our curricula and plans for 2021.

Despite the extended holidays granted to other schools, and mandated COVID precautions we commenced teaching our online HaSS courses with passion at the beginning of February. The following photograph of some of our suitably 'masked' staff is a reminder of the early days of this term.



Back L-R: Craig Campbell, Adele Clarke, Kate McDougall, Brendan Crozier, Patti Morgan, May Hishmeh  
Front L-R: Tori Brolsma, Ros Keron, Peter O'Neill, Tracy Stirling. Absent: Felicia Harris

## ► REGIONAL VISITS

### SHARK BAY SCHOOL

Teachers from HaSS, Maths and Learning Support travelled on a whirlwind visit to meet our Shark Bay students. We spent our day getting to know our students, their learning environments and teaching. Their learning space is open, flexible and collaborative and the students showed independence. It was a wonderful visit.

### PORT HEDLAND SENIOR HIGH SCHOOL

Tori Brolsma and Adele Clarke were pleased to have the opportunity to visit their ATAR students at Hedland SHS. We spent the day with senior school students enrolled in the ATAR Economics and Geography courses for Year 11 and 12.

### CENTRAL MIDLANDS SENIOR HIGH SCHOOL

Tracy Sterling and Patti Morgan visited their Year 11 and 12 students enrolled in the General and ATAR Geography courses. The students engaged well in the mapping activities and were able to tackle some of those tricky mapping skills with teacher guidance.

## ► AUTHOR ONLINE – MARK GREENWOOD

The collaborative efforts of the HaSS Department, Resource Centre, and the Online Teaching and Learning team saw a highly successful presentation with Author Online, Mark Greenwood. Mark is a Western Australian historian who is also known as the 'History Hunter'. His books are in school libraries across Australia and one of them, *Simpson and his Donkey*, is also popular overseas.

Below are comments from two Year 12 students who attended the Online Session:

*This week, SIDE Modern History students had the opportunity to attend a Webex with renowned Australian author Mark Greenwood, who has published numerous historically inspired books. Mark shared some great insights and explained the processes that he goes through when researching for his books. His tips were applicable to our study of Modern History and it was interesting to see what a career based around studying history is like.*

*Mark spoke so passionately and with such enthusiasm it was cool to see where his love of history has taken him. Those who attended had a great discussion with Mark about the history behind his books and we all learnt something new from his wealth of knowledge. This was a wonderful opportunity as SIDE students to connect with someone like Mark without having to be in the city, and it was great to be able to learn from his unique perspectives.*

Nathan, Kununurra

*The session with Mark Greenwood was extremely useful in the way it helped reshape the way I look at my ATAR Modern History course. I realised that I was missing out on appreciating the significance of history in terms of its impact on actual people in the past by solely focusing on stress and task completion. Mark Greenwood brought back into perspective the pleasure that can be found in analysing the past and asking simple questions about the intentions of historical figures before diving into complexities.*

Sencia, Hedland



Tracy, Mark and Ros

The Term start was a little disrupted, however it then quickly sprang back into life and the rest of the term has flashed past very rapidly. Luckily the Health and Physical Education teachers have got this covered. It has been a very busy term with regional visits, settling in a new staff member, plus our Years 7-12 students producing some fantastic work/projects.

## ▶ A NEW STAFF MEMBER FOR 2021

The HPE department would like to introduce Kate Thomson as the newest member of its team. Kate has taken on teaching the Year 12 General Health Studies and Year 10 Health Education with the Thursday Dance students. Kate comes to us from Churchlands Senior High School and is settling in very well to SIDE's online teaching and learning environment.



## ▶ REGIONAL VISIT



Bronwyn Carter with Eastern Goldfields College students

Bronwyn Carter visited Eastern Goldfields College in Kalgoorlie-Boulder on 9 March. It was wonderful to meet with the Year 12 students and school support staff. It was an extremely successful first outing to the school to support students' learning and develop positive working relationships with staff and students at the College.

## ▶ LOWER SCHOOL HEALTH

Year 9 Health Education students completed their first assignment on multiculturalism, stereotypes, prejudice and discrimination. Part of the assignment involved students detailing strategies to overcome prejudice and discrimination. Some top work was submitted.

### 2b. Benefits of multiculturalism

In Australia, multiculturalism can benefit you in many ways such as:

1. More diverse workplace- A more diverse workplace can make you feel more accepted and included, and it can also help you learn new things as employees with different ethnic backgrounds are more likely to have different strengths and skills, which can help a business with new innovations and new ideas. ✓
2. Economic growth- Multiculturalism can lead to growth in the economic society. This is because people from different countries have different opinions about things and start their own business. For example, someone from a country overseas may want to open a restaurant to share their cultural background, expanding the economic society. ✓
3. Learning a new language- Learning a new language does not seem very life changing, but it is a very good skill to have so you can use it to your advantage. For example, if you travel overseas you could use it to communicate or if somebody from another country comes in, you could help to translate their sentences and communicate to them, so they feel more welcome and potentially form a new friendship. ✓
4. Interacting with people all over the world- Interacting with people all over the world can lead to you learning new ways to do things, trying new things, learning about different history, learning to respect different beliefs and cultures and forming new friendships. All these things can lead to a better mental and physical wellbeing. ✓

Annalisa

### Task 1 – We are all equal

Health



#### 4. Strategies to reduce prejudice

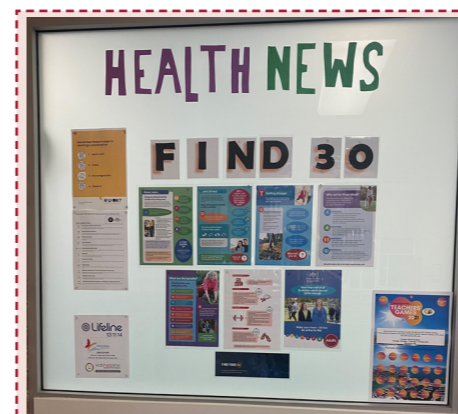
Prejudice is a hard thing to deal with, but there is several useful ways to reduce/prevent prejudice. One way to prevent prejudice is to educate younger children the impact of prejudice and what it has on the other person. Education is the most important and easiest ways to reduce prejudice into the future. ✓

Another strategy to reduce prejudice is to point out when you see prejudice happening. When someone gets pointed out on what they are doing they can learn from their mistakes and get better. ✓

The last strategy is increasing the general consciousness and tolerance for anti-prejudice social standards. This with create more awareness around prejudice and more people not wanting to be prejudice. ✓



Sylvan



## ▶ HEALTH NOTICE BOARD

Located upstairs in Building A, the HPE department have put together a 'Health News' display. Each week a different topic will be posted to support the health and wellbeing of SIDE's staff members. Important contact information is displayed.

Welcome to all our new and continuing students of French, Indonesian, Italian and Japanese.

## ► NEW LANGUAGES STAFF 2021



**LAURA HENRY O'NEILL** Bonjour!

I'm Laura and I have recently joined SIDE teaching French. It's been a steep learning curve for me, but I am so grateful to everyone who has helped me. I teach here on Mondays and Fridays. I have a perfect balance because on the other days I teach French at the International School of Western Australia. I look forward to meeting more of my students during the year. à bientôt,



**GRETA MAGISTRELLI** Ciao!

My name is Greta and I am working as the Italian Assistant at SIDE, Mount Lawley and Eden Hill. I'm from Bareggio, a small town near Milan. I love Milan but I also love languages and travelling. I believe that the more you learn about different cultures and travel, the more you learn about yourself and who you really are. I feel lucky I can share my culture and teach my language here in Perth. I look forward to all the many exciting opportunities this year may bring!



**KUMIKO SUE** Hi, kon-nichiwa!

My name is Kumiko. Sue is my family name and pronounced as Su-Eh. I am from Tokyo, Japan but I have lived in France, Switzerland, Germany, China and Thailand. Becoming a teacher was my dream job when I was at university. I have worked in other schools and this year commenced teaching Year 11 ATAR Japanese at SIDE.



**BIANCA CAPELLO-DIMOPOULOS** Selamat pagi!

Nama saya Bianca. This is my first year working for SIDE as an Indonesian teacher, however I was an Indonesian Language Assistant at SIDE in 2010. I always feel welcome whenever I come to SIDE. I'm really looking forward to going on school visits and meeting my students and their supervising teachers.



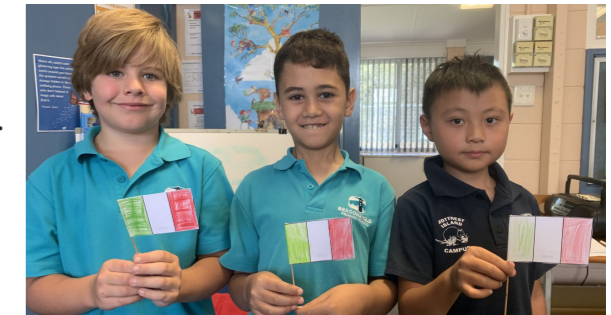
**RUTH LESTARI** Halo!

Nama saya Ruth Lestari (Ari). I am from Biak Island – Papua, Eastern Indonesia. I work at SIDE on Tuesday and Thursday and at Butler Primary School on the other days. I have enjoyed speaking with the SIDE students during lessons and sharing my knowledge of Indonesia with them.

## ► BENVENUTI AND BENTORNATI

Benvenuti to all of our new students of Italian and bentornati to those continuing with their Italian studies.

Finn, Xavier and Yuxuan are learning Italian for the first time. They attend the Rottne Campus of Beaconsfield Primary School. We have been studying the origins of the modern Italian flag which is called the Tricolore (three colours). We discussed the several meanings of the colours and made flags together.



Finn, Xavier and Yuxuan

## ► JAPANESE REGIONAL VISIT TO BUNBURY

In February Miss Sao (Language Assistant) and Ms Haththotuwa Gamage (Japanese teacher) visited secondary Japanese students in three South-West schools. Ms Gamage reflected on the visit.

It was wonderful to meet our Japanese students at each of these schools and to focus on their specific Japanese learning needs. The visit has also led to improved collaboration with the SIDE supervisors and Deputy Principals from these schools.

### Manea Senior College



Qing and Shaine with SIDE teachers

Qing and Shaine from Manea Senior College enthusiastically participated in several hands-on activities including calligraphy, especially writing Kanji characters, and playing some Japanese traditional games such as Hanetsuki (Japanese badminton) and Kendama (Sword ball). We were able to discuss cultural events and also some study strategies for achieving good results for the spoken interaction component of assessments and examinations.

### Australind Senior High School

At Australind Senior High school, we met Ahron. He is in Year 12 so we focused on oral conversation strategies and how to improve answers to oral questions incorporating Year 12 grammar points in writing tasks. Ahron suggested sharing student essays in OneNote so that all students could learn from each other. This idea was welcomed by the other Year 12s.

### Bunbury Cathedral Grammar

Our visit at Bunbury Cathedral Grammar focused on improving students Katakana knowledge. We began by using a game which allowed each of them to show their Katakana skills. We also discussed the importance of stroke order in Japanese. It was also a good opportunity to discuss using Moodle.

The Learning Support team would like to welcome back continuing students, parents, caregivers and partner schools. A special welcome to new students who have accessed Learning Support for the first time in 2021.

The Learning Support team provides a range of educational programs across many learning areas in Years 7-12. The programs are individualised to allow students to achieve success, in the context of their particular needs and the challenges that may be present in their education.

This term we welcomed Tess Knight to the Team. Tess has previously worked in SIDE Primary and she has already proven to be a valuable team member in Learning Support.

## ► THE LEARNING SUPPORT TEAM



After the uncertainty of the Statewide lockdown in the first week of Term 1, it has been a very busy term.

We have had an increase in student enrolments this year and we welcome students from Leonora and Southern Cross. The Learning Support team look forward to working with you throughout the year.

All students in Learning Support will have a SEN plan, targeting their individual needs. These will be sent at the end of Term 1. Please feel free to contact your child's teacher if you wish to discuss your child's plan. Schools can also receive a copy of SEN plans upon request.

It is very important that students consolidate their learning. For best results students should:

- maintain regular attendance so they do not miss any classes
- complete all set tasks in their online Moodle courses.

Parents and carers can assist by:

- ensuring children attend every lesson and completing all work in Moodle
- asking children what they have learnt and asking them to show their understanding.

If you have any concerns, please contact your child's teacher or [Richelle Troode](#), Program Coordinator for Learning Support.

## ► REGIONAL VISITS

It has been a real pleasure to be able to get out and visit students in schools this term. Teachers have been to Dalwallinu, Shark Bay and Laverton. We look forward to further visits next term.



Richelle with Savannah at Shark Bay



Karen with students at Laverton School

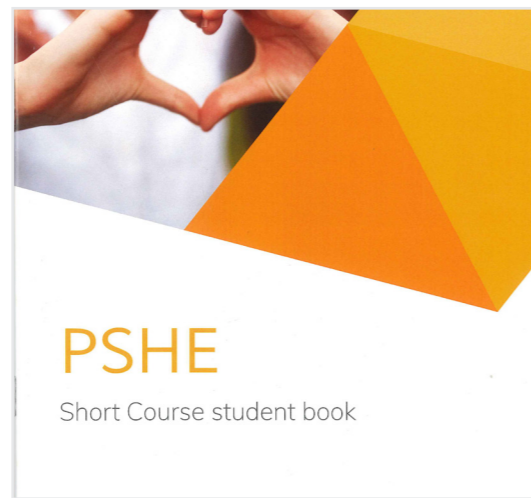
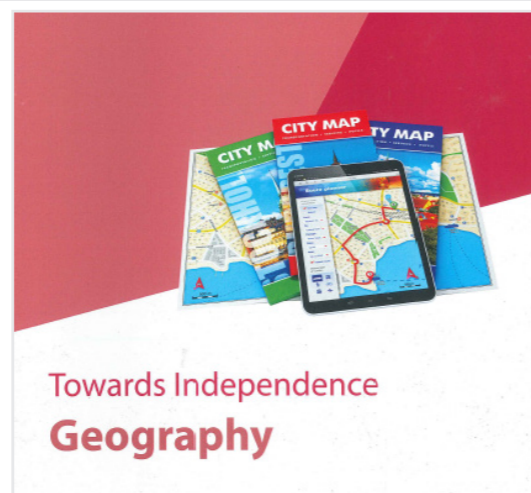
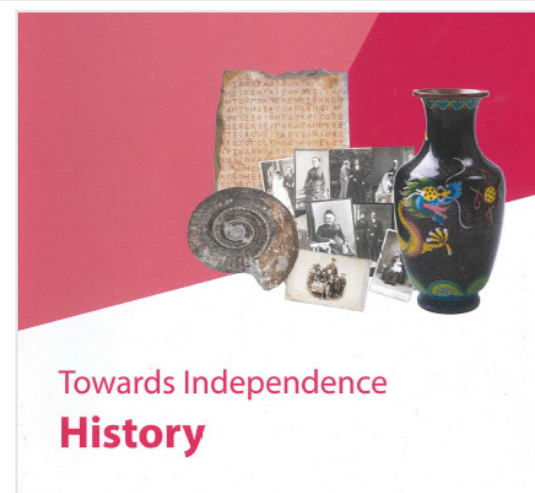
## ► ASDAN

This term we have had many new enrolments in our ASDAN courses. These courses are proving to be quite popular with students as they offer engaging, personalised learning pathways. We have a wide range of courses available which can be viewed on the SIDE website at [www.side.wa.edu.au](http://www.side.wa.edu.au). Follow the relevant links.

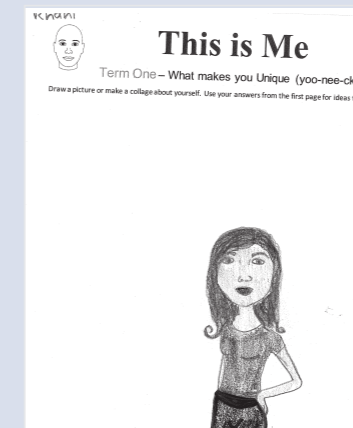
Years 7-10 courses are in the [Lower School Curriculum Handbook](#). Click the relevant links for [Year 11](#) and [Year 12](#) courses.

We have developed four new courses which will be available for enrolment for Semester 2.

Towards Independence Courses	Short Course
E-Safety	PSHE (sexuality, relationships and health) program
History	
Geography	



## ► STUDENT WORK IN THE SPOTLIGHT



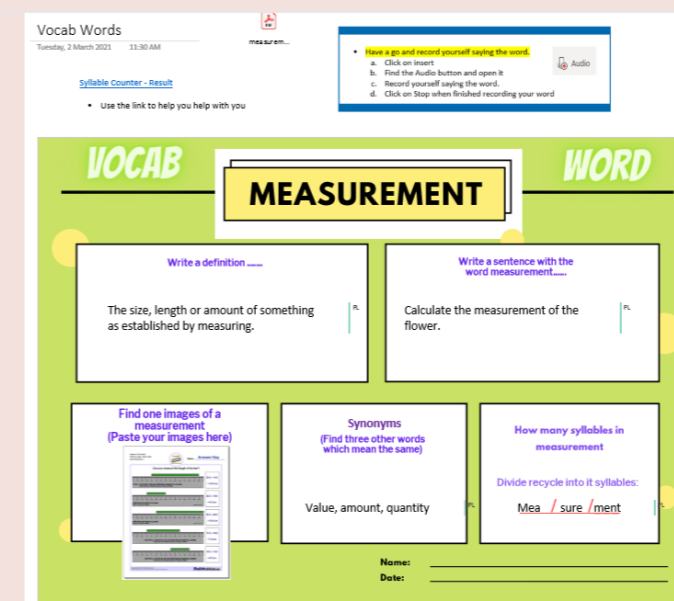
Students in Year 8 completed a task 'This is me' which included creating a drawing of themselves. Teacher Ann Werndly was very impressed with their artistic skills.

## ► PROFESSIONAL LEARNING FOR LIFTING LITERACY

During Term 1 two members of the Learning Support team attended a three day conference on 'Lifting Literacy'. Many schools from WA were represented by their Literacy Leaders. The Leaders shared and elaborated on programs they have introduced to their schools and the success of these programs.

It was an inspirational conference and the two staff were very keen to share ideas with their colleagues in Learning Support. These ideas for Lifting Literacy are ongoing and across all subject areas.

## ► IMPROVING LITERACY



Learning Support teachers have been integrating scaffolded strategies in Moodle to improve student word knowledge.

In this example, five new words in each topic are chosen by the teacher to explore so that students understand the special words used.

What an interesting start to the year – lockdown for Perth but teaching across the state continued. Maths staff were busy getting students organised and settled into Moodle and teaching tasks.

You will by now have met your teacher. We welcome new staff in Raluca Gavrilu and Katherine Bayly. Giang Nguyen is covering for Kym Grange who is on leave Term 1 and will continue at SIDE in Term 2 when she covers for Ron Evans who is taking long service leave.

## ► 2021 STAFFING



**JIM O'NEILL HOLA**  
Year 12 Methods  
Year 12 Foundation



**LORRAINE BACKHOUSE**  
Year 11 Essentials  
Year 8



**KATHERINE BAYLY**  
Year 12 Methods  
Year 7



**TORI BROLSMA**  
Year 8



**RON EVANS**  
Year 11 Specialist  
Year 11 Methods  
Year 8



**RALUCA GAVRILU**  
Year 11 Methods  
Year 11 Foundation  
Year 11 Essentials  
Year 7



**KYM GRANGE**  
Year 11 Methods  
Year 8  
Year 9



**ANDREW GRIEVE**  
Year 12 Foundation  
Year 11 Foundation



**ANGUS HOGAN**  
Year 12 Specialist  
Year 9



**CARMEL RANKIN**  
Year 12 Essentials  
Year 11 Applications  
Year 10



**GREG PIGGOTT**  
Year 12 Applications  
Year 12 Essentials  
Year 10



**MIIKA RAUTAVIRTA**  
Year 12 Essentials  
Year 11 Essentials  
Year 9



**ROBERT STURGES**  
Year 11 Applications  
Year 11 Specialist  
Year 10



**KIM WINTON**  
Year 11 Applications  
Year 10



**GIANG NGUYEN**  
Term 1: Kym Grange  
Term 2: Ron Evans

## ► REGIONAL VISITS

A number of teachers have already made visits to students and schools this year. Raluca Gavrilu and Ron Evans enjoyed time at La Grange Remote Community School. Greg Piggott visited Canarvon Community College and Raluca Gavrilu also visited Shark Bay School.

## ► SHENTON COLLEGE DEAF EDUCATION CENTRE

SIDE Mathematics has been working to establish closer links with Shenton School for the Deaf. This year we are pleased that two staff visit different groups of students in Years 11 and 12. Jim O'Neill and Raluca Gavrilu spend an hour or so with students each week working through interpreters to help deliver the Foundation Maths curriculum. This is such an interesting experience. We love the joy and feedback for staff and students when new concepts are acquired, and the student feedback is exceptional.

## ► SO, WHAT IS A NUMBER?

Number sense is an inherent ability developed in humans and animals from an early age. Many animals can select the larger pile of food or treats, just as young children and Maths teachers do. It is no surprise that counting and number sense are such an important skill for all. At SIDE we are working to develop a unit on number sense. It will be designed to support number development in our students from Years 7-10, helping build the skills that we all need to work, live and play in Australia. We will keep you posted as this develops over the year.

# NUMBER TALKS

## ► PI DAY

Did you miss Pi Day? In America Pi Day (3.14 or March 14) is a celebration of all things about the number pi. It is an irrational number – not mentally deranged like Maths teachers, but a number that cannot be written as a ratio or fraction. In fact it forms a never ending, never repeating decimal that begins with the well-known value 3.14 and has its own symbol  $\pi$ . Some pi factoids:

- The symbol for pi has been in use for over 250 years. The symbol was introduced by William Jones, a Welsh mathematician, in 1706. The symbol was made popular by the mathematician Leonhard Euler.
- Pi is actually a part of Egyptian mythology. People in Egypt believed that the pyramids of Giza were built on the principles of pi. The vertical height of the pyramids have the same relationship with the perimeter of their base as the relationship between a circle's radius and its circumference. The pyramids are phenomenal structures and are one of the seven wonders of the world.

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 2021 with you.

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

## ► SCIENCE VISITS DURING TERM 1

The Science staff have travelled far and wide this term to visit as many students as possible. Here are some of the places we visited:

Date	Teacher visited	School
3 March	Suri Naidoo, Natalie Cooper and Gillian Hardingham	Dalyellup and Eaton Community College
5 March	Gillian Hardingham	Central Midlands Senior High School
9 March	Rachel Amonini	Katanning Senior High School and Collie Senior High School
16 March	Rachel Amonini and Owen Randell	Exmouth District High School
18 March	Brendan Forbes	Pinjarra Senior High School
22 March	Brendan Forbes	Carnarvon Community College
23 March	John Stritof	Exmouth District High School
24 March	Rachel Amonini	Karratha Senior High School
30 March	Brendan Forbes	Newman Senior High School
31 March	Diana Tomazos, Natalie Cooper and Cindy Gold	Jurien Bay District High School



Gillian Hardingham and Natalie Cooper



Suri Naidoo

## ► SCIENCE STAFF

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.

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.

 <p><b>SURI NAIDOO HOLA</b> Yr 12 Human Biology Yr 11 Psychology T: 9311 1448</p>	 <p><b>RACHEL AMONINI</b> Yr 11 Biology Yr 11, 12 Psychology</p>	 <p><b>ALEX BERENTZEN</b> Yr 11 Physics Yr 12 Integrated Science Yr 8, 9 Science</p>
 <p><b>NATALIE COOPER</b> Yr 11 Human Biology Yr 11, 12 Biology Yr 7 Science</p>	 <p><b>BRENDAN FORBES</b> Yr 11, 12 Physics Yr 9 Science</p>	 <p><b>CINDY GOLD</b> Yr 11 Human Biology Yr 11 Psychology Yr 10 Science</p>
 <p><b>GILLIAN HARDINGHAM</b> Yr 11, 12 Psychology Yr 11 Human Biology Yr 9 Science</p>	 <p><b>ROBBERT HARTLAND</b> Yr 11 Biology Yr 8, 9, 10 Science</p>	 <p><b>AI KAMIYA-MURRAY</b> Laboratory Technician</p>
 <p><b>JIM MARSHALL</b> Yr 12 Biology Yr 11, 12 General Human Biology Yr 9 Science</p>	 <p><b>GERRY NOLAN</b> Yr 11 Chemistry Yr 11 Integrated Science Yr 8 Science</p>	 <p><b>OWEN RANDELL</b> Yr 11, 12 Chemistry Yr 11 General Integrated Science Yr 9 Science</p>
 <p><b>DIANNE SAUNDERS</b> Yr 12 General Human Biology Yr 12 General Integrated Science Yr 7, 10 Science</p>	 <p><b>JOHN STRITOF</b> Yr 11, 12 Human Biology Yr 11 General Human Biology</p>	 <p><b>DIANA TOMAZOS</b> Yr 11, 12 Chemistry Yr 9, 10 Science</p>

## ► WHAT DO THE OTL AND ICT TEAMS DO?

The Online Teaching and Learning (OTL) and the Information and Communication Technologies (ICT) teams work together to support SIDE staff, students and supervisors, to deliver and access their teaching and learning programs.

Our OTL team includes teachers from different learning areas across the school and technical specialists. The teachers are accomplished users of Moodle and Webex and in their OTL work they:

- collaborate with teachers to assist in organising, planning and delivering engaging lessons in our online classrooms
- assist class teachers by problem solving and investigating different solutions that they can use to support student learning
- explore new features and ways of making the most out of our online learning platforms
- share information and tips with students via SIDE Launchpad and SIDE Essentials
- together with the ICT team, respond to Helpdesk jobs from teachers, students, parents and supervisors
- support organisers of special events such as the Year 12 Leavers Ceremony and Authors Online.

The team also includes technical staff who work in the SIDE Studio where audio and video are recorded for use in online lessons and courses in specialist recording facilities. The Studio is also used for special events.

Our ICT team are highly skilled information technologies specialists who implement and support software applications and systems at SIDE. They make sure that all systems to support student learning are secure and able to be accessed by students and staff. Many Student Helpdesk Jobs are passed on to the ICT team for assistance and include issues such as login details, accessing Webex in a school and troubleshooting hardware failures where possible.



Back row: Adrian Jelavic, Steven Jancso, Gavin Rogers (ICT Manager), Matt Reverzani, Halina Sobkowiak  
Front row: Gina Lau, Tracy Sterling, Cathy Scott, Narelle Carlon, Veronika Popp  
Absent: Steven Dans and Ross Manson (Head of OTL)

## ► ONLINE APPLICATIONS AT SIDE

SIDE teachers use a variety of online tools and applications to support learning. These applications provide students with opportunities to experience a broad range of rich learning activities. Programs such as *Mathletics* and *WordFlyers* support numeracy and literacy. Teachers can tailor these online applications to meet the individual learning needs of students. Other programs, such as *Tinkercad*, *Trinket* and *Gamefroot*, allow students to explore and develop skills in online design and coding. Online applications provide many exciting opportunities for students to develop ICT skills.

Recently the Western Australian Department of Education has required that schools inform parents about the range of online applications used in the curriculum and gather parent/carer consent for many of the online applications used. SIDE has been working hard to ensure that parents are informed, and that the need to obtain consent for these third party services does not disrupt educational programs.

We've had a fantastic response to the completion of consent forms. Thank you to all parents and carers.

If you haven't yet completed a form for your child, please access the form via Connect or contact the school for a paper copy.

## ► BE AN ONLINE DETECTIVE

Fake news is an issue for all of us who spend time online. How do we know that a fact is real? Is the image related to the facts or simply an out-of-date image added to the content? Is the person we are 'chatting' to the person they seem to be?

The Office of the eSafety Commissioner delivered a session to SIDE Year 3-6 students at the beginning of this term that discussed some of the real situations we may encounter. The Commission suggests that we all need to be online detectives and look for clues about whether something is fake. Visit the website at [www.esafety.gov.au/kids/i-want-help-with/how-do-i-know-if-something-fake](http://www.esafety.gov.au/kids/i-want-help-with/how-do-i-know-if-something-fake) and check out some of the recommended ways for working out whether the information, image, opinion or person is real.

### How do I know if something is fake?



## ► WELCOME TO THE NEW SCHOOL YEAR!

2021 is different to SIDE Primary's previous years, as the majority of our families are travelling around Australia. We have a few families who are based overseas either for the long haul or trying to get home. Regardless of where our families are located, everyone has commenced the year with a bang!

To our new and continuing families in Primary, we look forward to working with you and hearing about your adventures.



The Primary team

## ► EARLY CHILDHOOD

This may be the first year of formal education for many of our students in ECE. Being both the parent and home tutor is challenging but it is also very rewarding. We have plenty of tips and tricks to help you and we are only an email or phone call away.

### FOUR TOP TIPS

- Start every day with a positive attitude. You are the role model for your child.
- Create a suitable workspace.
- Establish a routine and a timetable.
- Prepare for the day's work. Read the lesson notes prior to the lesson.

More tips can be found on our [website](http://www.side.wa.edu.au) at [www.side.wa.edu.au](http://www.side.wa.edu.au).

## WEBEX

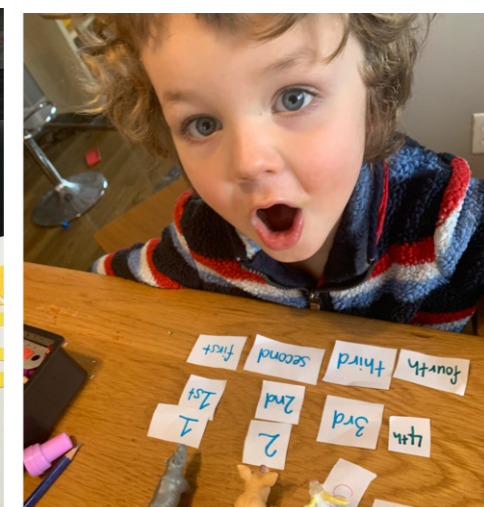
Our focus in online lessons is speaking and listening. Students have the opportunity to read aloud, showcase their work, discuss current events and share news with their peers.



Ari at work outside



Kaleb working at SIDE



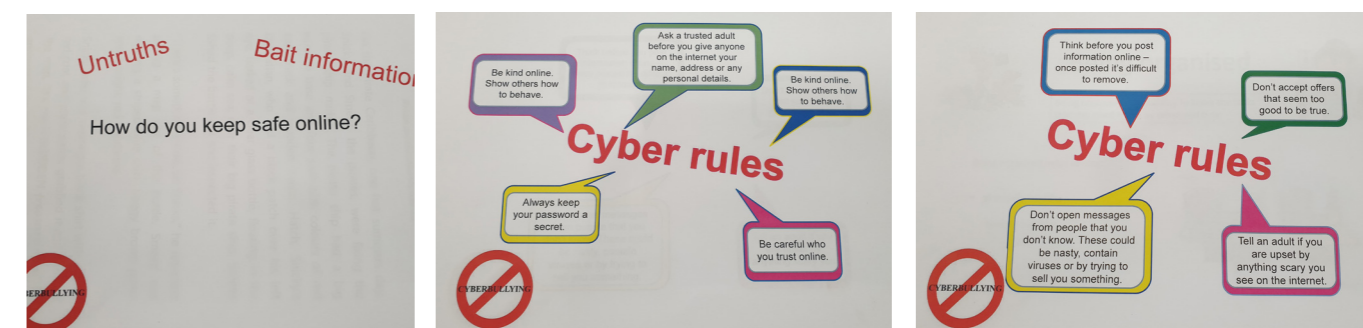
Hamish Pre-Primary Maths

## ► MIDDLE PRIMARY

### WEBEX

Students have already discovered how their laptop/computer screens suddenly become interactive whiteboards and are now adept users of the Webex tools. They enjoy the opportunity to see one another, make connections and often use the emojis to participate and express their feelings.

Cyber safety is important to all online activity. In Term 1 our students learnt about how to stay safe when online, aware of the potential dangers and the steps needed to protect themselves. We kicked off this topic with a webinar presented by the Office of the eSafety Commissioner.

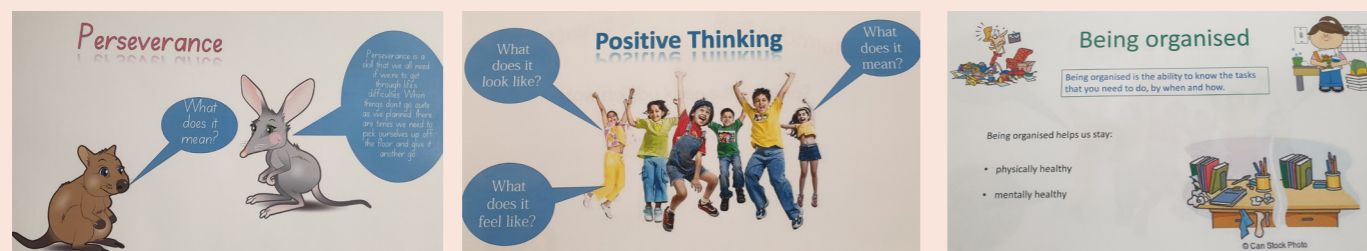


Staying safe online

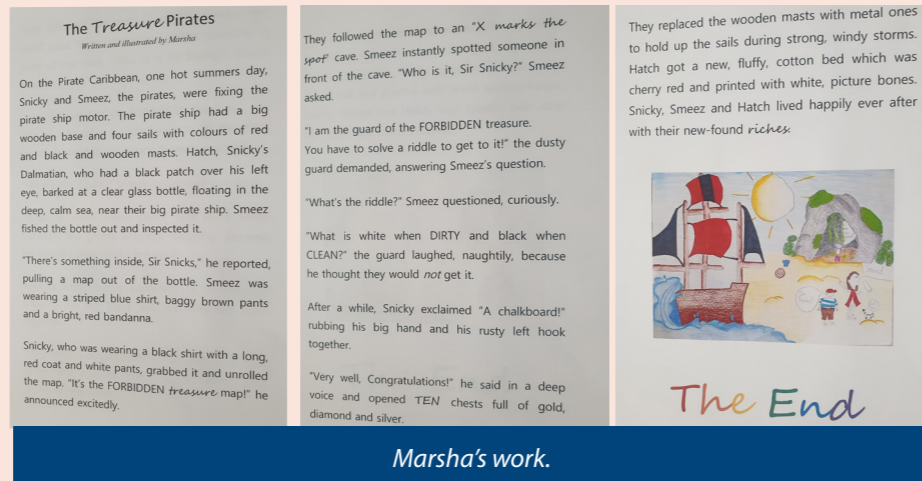
The Middle Primary teachers have also begun incorporating student health and wellbeing into their Webex lessons. This is an area that impacts on our students each day, either personally through family members or the wider community. The lessons cover different topics throughout the year, allowing students to become aware of both their physical and mental wellbeing.

In Weeks 7 and 8, the Year 3s and 4s discussed 'Perseverance' in online lessons. Perseverance is a skill that we all need if we're to get through life's difficulties. When things don't go quite as we planned, there are times we need to pick ourselves up off the floor and give it another go.

We discussed various strategies to cope in some situations and the students had an opportunity to share their feelings and experiences. We have had positive feedback from home tutors on the importance of including these topics in our lessons.



The Year 4 students have been working on the English module *Story Pot*. Each student has learned different techniques used in writing a narrative, especially using adjectives to develop characters and setting. We are proud of the efforts the students have put into their own narratives, including learned techniques. They have followed the writing process from a plan, to an edited draft, right through to the published copy.



We are also learning about the importance of Harmony Week and why it is important to celebrate the amazing cultures that make up our country. Australia is one of the most multicultural countries in the world. Australia has the oldest continuous Aboriginal culture, and 49% of Australians have been born overseas or have a parent who was.

## ► UPPER PRIMARY

### WEBEX

The Year 5 and 6 Webex sessions have been very successful with approximately ten 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.

### YEAR 5

Students started the year producing their student biographies for the Upper Primary Moodle page, and for display in the Upper Primary classroom here at SIDE. It's a great way to learn about others in the class.

Year 5 students have also been studying adaptation in *Biological Science* and have been creating diagrams of their own plants and creatures showing adaptations to their unusual environments.

They have been learning about Australian government and our voting system. Creating our own How to Vote cards and discussing what it means to be a good citizen has been fun in the HaSS unit *Citizenship*.



### YEAR 6

Students have been working hard to complete the modules, *History Australia* and *Biological Science*. Students also shared their classroom setups in the Webex activity 'Show Me Your Classroom!' Many home-based and travelling students have excellent classrooms.



## ► AUTHOR ONLINE MARK GREENWOOD

This term the Library Resource Centre and HaSS teams worked collaboratively to host guest presenter Mark Greenwood. On 17 March, Mark presented two sessions via Webex from our studio in Leederville for Year 7-10 students and Year 11 and 12 students. Mark is a writer, researcher and investigator, who delves into Australian history and produces texts which tell stories of our history in an engaging way. Mark calls himself a 'history hunter'. He says "My task as a writer is to fossick stories that 'sparkle' and make us want to read, hear and understand".



Mark Greenwood

Mark's visit was timed to link with the historical inquiry research of all Year 7-10 HaSS students. The second presentation for Year 11 and 12 Modern History students provided an opportunity to consider stories that are embedded in major historical events and to discuss the steps in delivering key information. He used examples from his books *Simpson and his donkey*, *Jandamarra*, *The Happiness Box* and *Boomerang and Bat*. The Library Resource Centre has all of Mark's books, some in print and some in ebook format. Search our [catalogue](#) or follow our [Learnpath Guide](#) at [oliver.side.wa.edu.au/oliver](http://oliver.side.wa.edu.au/oliver)

Thank you to our HaSS and OTL Departments for assisting in the presentation of this special event, and Ros Keron for hosting duties. Some student responses to the sessions can be read in the HaSS report in this newsletter. You may like to check out Mark's website [www.markgreenwood.com.au](http://www.markgreenwood.com.au)

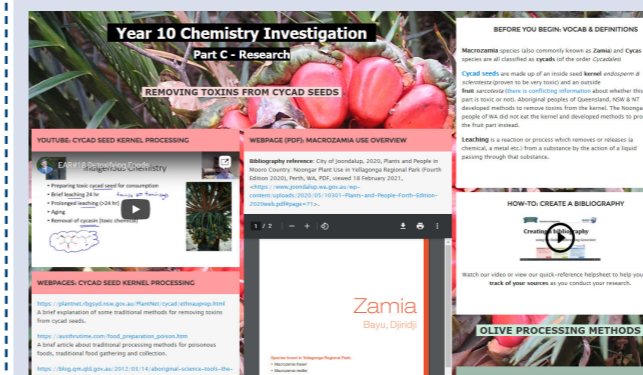
## ► HARMONY WEEK

The Library Resource Centre celebrated this year's Harmony Week around the theme 'Celebrate WA's cultural diversity'. Supporting materials included physical display materials, promotion of print and ebooks and other digital resources in our library catalogue. A fantastic playlist on SoundCloud called 'Voices in Harmony: Artists representing WA's vibrant culturally and linguistically diverse community' is included. There are also links to some great videos and trail maps to check out, which have been put together by the Western Australian government's Office of Multicultural Interests. Here are some interesting facts related to our cultural heritage.

- Nearly half (49%) of Australians were born overseas or have at least one parent who was.
- Since 1945, more than 7.5 million people have migrated to Australia.
- Apart from English, the most common languages spoken in Australia are Mandarin, Arabic, Cantonese, Vietnamese, Italian, Greek, Tagalog/Filipino, Hindi, Spanish and Punjabi.
- At the time of European colonisation, there were at least 250 Indigenous Australian languages spoken. Currently, only around 120 of these are spoken at home.

(Facts taken from [ABS 2016 Census Data](#))

## ► YEAR 10 SCIENCE - TERM 1 CHEMISTRY INVESTIGATION



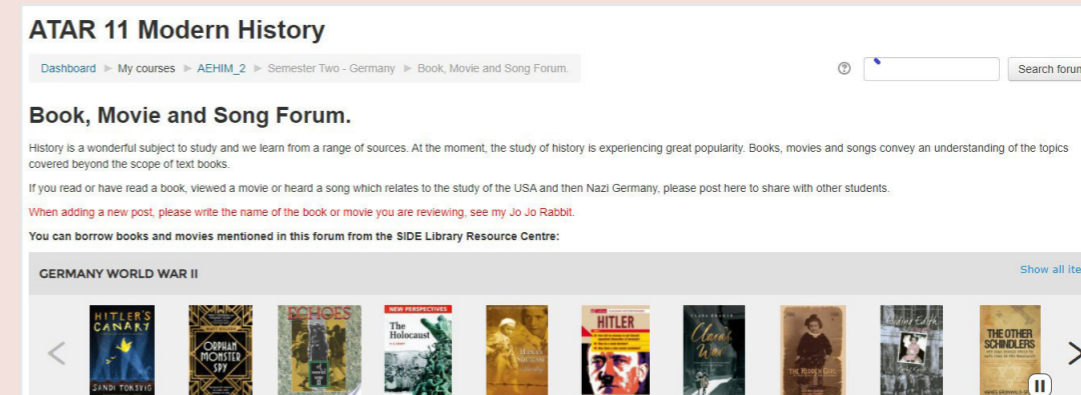
In collaboration with Year 10 lead teacher Dianna Tomazos, we developed a supporting research guide for the Term 1 Chemistry investigation. Students were asked to research traditional processing methods used by Aboriginal Australians across the country, to process toxic cycad seeds for human consumption. The guide incorporates resources from the library, recommended keywords and phrases for online searches, and links to specific reliable websites

and online articles. [Click here to check it out](#). Year 10 students can expect similar research support for their investigations through Terms 2, 3 and 4. We are also working on similar resources to support the Year 7 Science students. Follow the link at [oliver.side.wa.edu.au/oliver](http://oliver.side.wa.edu.au/oliver)

## ► YEAR 12 FOUNDATION EAL/D

We worked with EAL/D teacher Donella Grieco to develop a set of [recommended reading lists](#) which will be incorporated in the EAL/D Moodle course this year. These lists connect directly to our library catalogue where students can browse and borrow recommended resources. The lists included books written in Aboriginal English, poetry by Aboriginal authors and graphic novels.

## ► YEAR 11 AND 12 HISTORY



Working with HaSS teacher Ros Keron, we developed some recommended reading lists for the topics covered in the [Year 11](#) and [12](#) ATAR Modern History courses. These lists are now integrated into the Moodle courses. We are developing similar lists for the General Modern History courses. In response to a request from the HaSS team we have also put together a collection of graphic novels relating to topics covered in the Year 11 and 12 [Political and Legal studies courses](#). There are some great new titles on American, Middle Eastern and North Korean politics, as well as on the American Civil Rights movements.



## ► WHAT DO WE DO?

The Student Coordinators (SCs) and School Psychologists are responsible for all aspects of establishing and monitoring educational programs, student and supervisor support and career education. All Student Coordinators have a teaching role in their area of specialisation.

## ► 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 well-being.

## ► SCHOOL VISITS

Another important part of the Student Coordinator role is to coordinate school visits. In Term 1, the Student Services team enabled SIDE teachers to visit approximately 41 metropolitan and regional schools. To date 51 itineraries (visits) have been created. These visits involve travel to all parts of the state and require the relevant Student Coordinator to coordinate aspects of the visit including the selection of teachers, a proposal to visit, itineraries, and travel and safety sign offs. These visits support student learning and strengthen the partnerships between SIDE and its stakeholders.



SIDE teachers Sao Sei and Kathy Lamberto boarding flight to Esperance

## ► NEW FUTURE (CAREER DEVELOPMENT)

A new promotional campaign titled 'New Future' was launched this term. The campaign targets young people and their parents and teachers. The aim of the campaign is to:

- support young people as they explore a range of pathway options
- provide information to parents to support a career conversation with their children
- provide information that supports professional learning currently underway.

The first phase of this campaign will run to 30 June 2021 and is focused on career development. A key part of the campaign is the launch of a [new website www.newfuture.wa.edu.au](http://www.newfuture.wa.edu.au) for young people. The website will allow young people to explore their interests and identify the many pathways available to them.

Parents will be directed to the [public education site](http://public.education.wa.edu.au) for more information. Follow the link from [www.education.wa.edu.au](http://www.education.wa.edu.au)

## ► LEAVERS' JACKETS

Westwear have completed the first round of Leavers' Jackets to SIDE Year 12 students who made an order. Second round orders have been submitted with delivery to students planned for May.



## ► INDUCTION AND ORIENTATION SUPPORT FOR 2021 STUDENTS

In Term 4 2020 the Student Services team continued to support 2021 students through two transition programs: an Induction program for students in partner schools on Webex, and an onsite Orientation program for parents, caregivers and prospective students.

### INDUCTION PROGRAM

The focus in the 2020 Webex Induction sessions during Weeks 7, 8 and 9 included increased interactivity and the use of Appshare to navigate the SIDE website and Moodle courses. Students at partner schools and their SIDE Supervisors attended the sessions. For the first time School of the Air (SOTA) students were invited to participate as they no longer participate in the SIDE onsite induction session.

Some historical comparison data shows that participation in the program has grown over the last three years.

	2019	2020	2021
Number of schools participating	17	39	30
Total sessions presented	21	66	48
Number of students participating	145	312	361

The sessions were popular and effective as indicated in these comments.

- Today's Webex session was extremely helpful and eased much of my worry surrounding the SIDE programme next year. The session was informative and provided me with lots of insight with which I will be able to use for various queries and activities next year.
- Thank you for your SIDE induction session this morning. All of the students found it informative and most are feeling more confident about studying through SIDE next year.
- The introduction of the SIDE Induction session for transitioning Yr 10 students was a fabulous idea.

### ORIENTATION DAY

75 new 2021 students and parents/caregivers attended the SIDE Orientation Day in December 2020.

Parents and students expressed their appreciation at the opportunity to participate in the program which included key information about SIDE, a tour of the Leederville campus and immersion into the world of online learning.

The enthusiasm of attendees to know more about SIDE's operations and learning tools was evident throughout the morning. Although daunted by the challenges, all parents were willing to learn more about how best to support their child. Some of the feedback comments follow.

### PARENTS AND CAREGIVERS

- Great program and information.
- Lovely staff and facilities.
- It has given us piece of mind that we have made the right decision for our daughter.
- Extremely impressed with all of the information provided.

### STUDENTS

- I can't wait for next year.
- Got everything I needed to know.



New students participated at the Orientation Day

## ► 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 - Australian Government Department of Human Services](#)

The Student Subsidised Travel Scheme can provide financial and practical assistance for targeted Year 12 students to attend WACE revision seminars. Subject to scheme conditions, students deemed eligible for student travel subsidies may be entitled to a number of travel supports each academic year:

- 8 round road trips per family under the road travel subsidy
- 4 return air/bus/train trips for school students under a subsidised fare
- 4 return air/bus/train trips for first year tertiary students (less than 20 years old) under a subsidised fare who have not claimed previously
- 3 return air/bus/train trips for first year tertiary students aged less than 20 years of age who have claimed previously
- 2 return air/bus/train trips for all other tertiary students

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

“ **Workplace Learning (WPL)**  
Choosing the right career pathway as part of secondary schooling can make a substantial difference to students looking for a direct transition from school into full-time ongoing employment. ”

## WORKPLACE LEARNING VISITS THIS TERM

### GOLDFIELDS

Norseman District High School, Kalgoorlie,  
Laverton Sachool, Leinster,  
District High School

### METROPOLITAN

Burswood

### MIDWEST

Mukinbudin District High School

### KIMBERLEY

Jarlmadangah Community

### PILBARA

Tom Price Senior High School

### SOUTH WEST

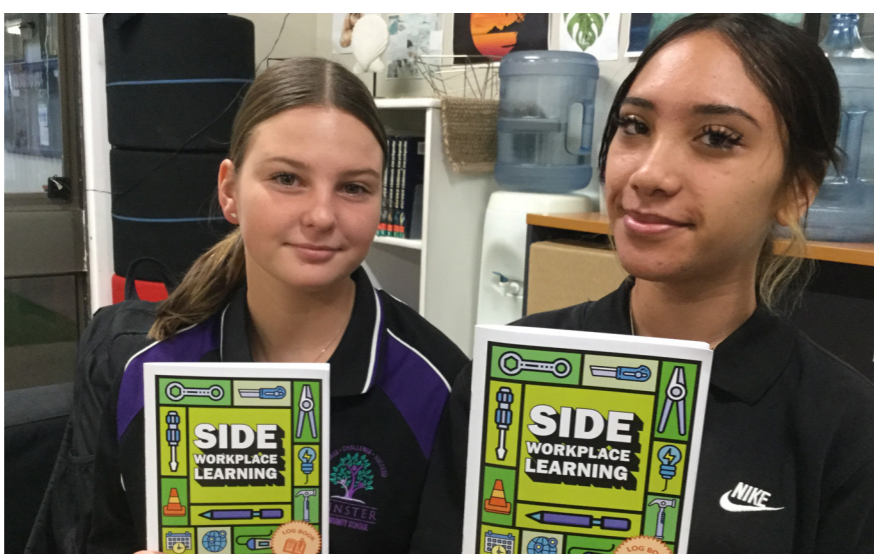
Gnowangerup District High School

### WHEATBELT

Dalwallinu District High School, Lake Grace District High School, Wagin District High School



Shenneille, Wiki, Tina Induction at Jarlmadangah



Tori and Azxyay Induction at Leinster



Abbi on the job at Ag Implements AML in Mukinbudin



Jordan attending Induction in Wagin



Caitlin, Jane Bourke and Neha Induction in Lake Grace



Ashaelah and Jane Gnowangerup



Tao at Laverton

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

## SCHOOLS & LOCATIONS

### METROPOLITAN

Carmel School  
Eastern Hills Senior High School  
Governor Stirling Senior High School  
Kelmscott Senior High School  
Kent Street Senior High School  
La Salle College  
North Lake Senior Campus  
Shenton College  
Shenton College Deaf Education Centre  
St Brigid's College  
Swan Valley Anglican Community School

### MIDWEST

Carnarvon Community College  
Dongara District High School  
Exmouth District High School  
Jurien Bay District High School  
Shark Bay School

### PILBARA

Tom Price Senior High School  
Newman Senior High School  
Hedland Senior High School  
Karratha Senior High School  
Pannawonica Primary School

### KIMBERLEY

La Grange Remote Community School  
Jarlmadangah School  
Derby District High School  
Broome Senior High School  
East Kimberley College

### GOLDFIELDS

Eastern Goldfields College  
Laverton School

### WHEATBELT

Beverly District High School  
Brookton District High School  
Central Midlands Senior High School  
Jerdacuttup Primary School  
Kellerberrin District High School  
Merredin College

### SOUTH WEST

Australind Senior High School  
Bunbury Cathedral Grammar School  
Bunbury Senior High School  
Busselton Senior High School  
Collie Senior High School  
Dalyellup College  
Eaton Community College  
Grace Christian School  
Katanning Senior High School  
Manea College  
Margaret River Senior High School  
Newton Moore Senior High School



Raluca with Katie and Shakira at Shark Bay School



Jen and Helen at Tom Price Senior High School



Lisa Simpson, Erin (Year 11), Linley Taylor during SIDE visit by Wongan Hills District High School



SIDE Supervisor Anouska Davis, Tracy Sterling (HaSS), Gillian Hardingham (Science) and Patti Morgan (HaSS)



Eastern Goldfields



Kade at Shark Bay School completing his HaSS work

## WHERE ARE THEY NOW?

### FORMER SIDE STUDENTS HAVE BEEN IN THE NEWS THIS TERM

**Dwes Wiggan-Dann** (SIDE 2004) and his cousin **Katherine Dann** (SIDE 2005) appeared in *The Amazing Race Australia* earlier this year. After being eliminated in the first leg, they were invited to return when another team decided to leave. The Kimberley duo lifted their performance and competed with renewed confidence, steadily gaining ground in the ladder before a final elimination in the tenth leg. Vicki Masters, now Program Coordinator of SIDE's Student Services remembers Dwes from his time at SIDE. She visited him at One Arm Point and shared these photos from that trip. Dwes also attended a SIDE camp in 2004 where he met all of his teachers.



Vicki Masters visited Dwes at One Arm Point (2004)

For more about Dwes and Katherine's time on *The Amazing Race* check out these links.

- [The Amazing Race's Dwes and Katherine are Proud First Nations People and Are Back in the Game by Lyndsey Rodrigues.](#)
- [10 Play, 'We had to earn our spot again': Kimberley cousins Dwes and Katherine eliminated from The Amazing Race.](#)

**Alice McCullagh** (SIDE 2009) studied ATAR 12 Applied Information Technology because her school's timetable did not allow for her to fit in this extra computing course. Since completing university she has worked in a variety of organisations, mainly developing apps and websites for big companies. She is also a stand-up comedian. One of her recent ventures that combined her love of comedy with her computer programming skills was featured in *The West Australian* magazine on 6 March. She and a fellow stand-up comedian reworked one of his ideas to create a funny online video game, *Sonny Yang's Incredibly Inconvenient Pandemic Game*. They used a grant provided by the City of Vincent, which created COVID Arts Relief grants to support the arts. Read the article from *The West Australian* below.

## PASSION PROJECT

COMEDIAN AND COMPUTER PROGRAMMER **ALICE MCCULLAGH** COMBINED HER TALENTS TO CREATE A VERY FUNNY VIDEO GAME

**At the start of 2020** ... I was planning a big year in stand-up comedy. Things were going great for me. I'd just performed in my first Fringe show, and I'd gotten through to the State final of the RAW Comedy Competition. I remember the last time I performed on stage before the first wave of lockdowns, in March of 2020. Despite frightening headlines, the venue was packed, and everyone was having a fantastic time – including me. I'd just come off stage when a friend leant over to me and said: "I think this is going to be bad. I think this will be the last comedy gig for a long time." Unfortunately, she turned out to be right. All comedy venues were closed overnight, the Melbourne comedy festival was cancelled, and the creative plans of every performing artist in the world were thrown out the window.

**The idea to make a video game came about** ... because I wanted to find a new outlet for entertaining people, while traditional stand-up comedy was off limits. I collaborated with a fellow stand-up comedian, Sonny Yang, to rework an idea of his into an online video game. Together, we created Sonny Yang's *Incredibly Inconvenient Pandemic Game*. It's a choose-your-own-adventure game set in Perth, where you have to rush about town gathering quarantine supplies under the looming threat of 'YOGID-19' (a mysterious virus caused by someone eating bad yoghurt). **In my day job**, I ... work as a computer

Alice McCullagh Pic: Ross Swanborough



programmer. I love my job. It normally involves developing apps and websites for big companies, so there's not a huge amount of creative wiggle room.

**The biggest challenge was** ... keeping up my motivation, especially during the middle of lockdown. It was hard to find the energy to be productive, when all I wanted to do was binge watch old TV shows. Getting grant funding (from the City of Vincent, as part of their COVID Arts Relief grant) was a big help with staying motivated. Winning the grant made me feel like our idea for a game was something other people would enjoy. Plus, once we'd accepted grant money, that was obviously an effective motivator to actually finish the thing. You can play Sonny Yang's *Incredibly Inconvenient Pandemic Game* at [pandemic-game.com.au](https://pandemic-game.com.au).

**In the future, I would like to** ... keep mixing up comedy, technology and art. I'm already working on a new game where you have to survive a semester at uni, on Youth Allowance. Each week, you have to allocate a budget to rent, food etc. A lot of "taking comedy online" has involved normal routines, broadcast via Zoom. The idea of doing something like this doesn't appeal to me, but, I think there's so much cool, weird stuff you can do when you mix comedy and technology.

**Do you have a passion you would like to share? Email** [play@wanews.com.au](mailto:play@wanews.com.au)

Courtesy of The West Australian

# SIDE

## 2021 TERM 2 CALENDAR

**19 APRIL**

**TERM 2 BEGINS - TEACHERS SCHOOL  
DEVELOPMENT DAY**

**20 APRIL**

**TERM 2 BEGINS - STUDENTS**

**11-13 MAY**

**NAPLAN**

**12-14 MAY**

**EXTERNALLY SET TASKS**

**31 MAY - 4 JUNE**

**YEAR 12 SEMESTER 1 EXAMS**

**8-11 JUNE**

**YEAR 11 SEMESTER 1 EXAMS**

**2 JULY**

**TERM 2 ENDS**



**SCHOOL OF ISOLATED & DISTANCE EDUCATION**

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