

INSIDE NEWS



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Year 12 leavers watching the ceremony via Webex at Laverton



Year 12 Leavers

“online learning
innovation
excellence”



Paul Mathews
Principal

Welcome Students, Parents, Caregivers and Members of our SIDE Community to the last SIDE newsletter for 2021.

As usual, schools seem to move through Term 4 quicker than other terms due to the frenetic pace the end of the school year and planning for the next year brings. Of course, the reflections, mindfulness and opportunities to be grateful for so many wonderful experiences during the year and celebrations that come during December make the busy time worthwhile for students and staff.

The 2021 Leavers' Ceremony for our Year 12 students was one of the celebrations held at SIDE this term and was a memorable moment. I congratulate and wish the Class of 2021 all the best on their journey after secondary school as they head into a very different world to that which school leavers ventured into as recently as two years ago. The journey our Class of 2021 has been on leaves them well-placed to make considered, healthy and safe choices and step into an ever changing world.

My thanks to the leavers committee for their selfless efforts in giving up so much time to make the celebrations for the Class of 2021 a success.

I am pleased that I will be able to share with you in the very near future some of our thinking for the draft vision and values staff at SIDE have been working on for a considerable amount of time. Your feedback on the drafts, when they are sent to you, would be appreciated. We are thinking ahead to what SIDE is aiming to achieve by 2025 and what are some key values we should stand for.

You may have seen the Minister's statement about requiring teachers and school staff to be double vaccinated before the start of the 2022 school year and I am pleased that all SIDE staff are intending to meet that requirement. This gives us some certainty with our workforce stability for next year as we move into a time of high demand for quality teachers.

I would like to acknowledge the commitment and efforts of our SIDE staff during 2021. I continually receive positive feedback from the diverse communities SIDE serves and the dedication of our team to connect with students no matter where they are or what their circumstances are.

I would like to publicly thank the SIDE staff as they head into a well earned break. I also wish our community an enjoyable, safe and connected holiday, and if you are celebrating the festive season, do enjoy the moment.

If you are continuing with SIDE in 2022, I look forward to meeting you again in the new year.

Warm regards, Paul



LEAVERS CELEBRATION



► YEAR 11 AUTOMOTIVE ENGINEERING AND TECHNOLOGY

The 'Automotive' students are typically spread out across the state. Fortunately, some are within a day's drive.

Working with Jurien Bay District High School, BP Jurien and with family support, Scott Pyper visited Tayla (Year 11) to complete course tasks in a practical setting.

In this course the support from external stakeholders is always important in achieving the best outcomes for students as it gives them access to specialist industry knowledge, workshops, tools, vehicles and equipment. Clear communication when liaising with stakeholders is essential. We thank Rob, the proprietor of the BP garage for his assistance in making his expertise and premises available at short notice.

We are lucky that there are many industry support networks in our state and that they are supportive of student education programs.



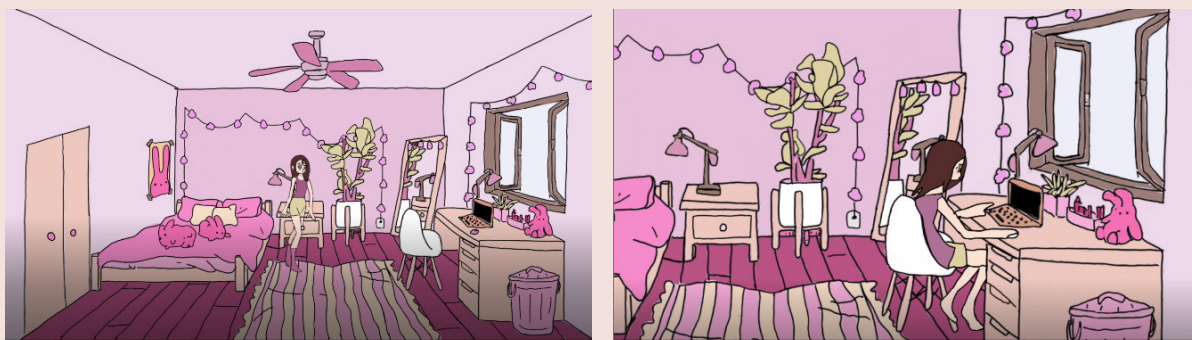
Replacing wheelnuts



Tayla and Rob

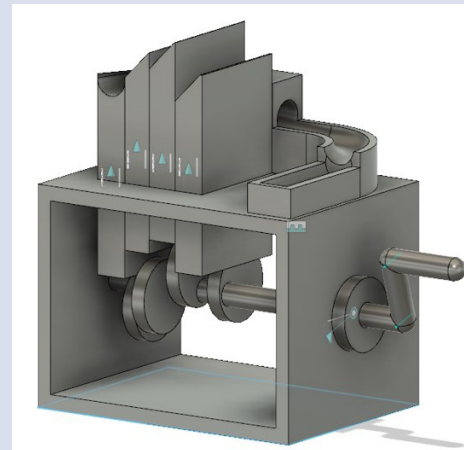
► YEAR 11 APPLIED INFORMATION TECHNOLOGY

Students have been working on animation development recently. Ella used *iMotion* to create her animation. It took her ten hours to draw all the frames for her animation. Great work Ella.

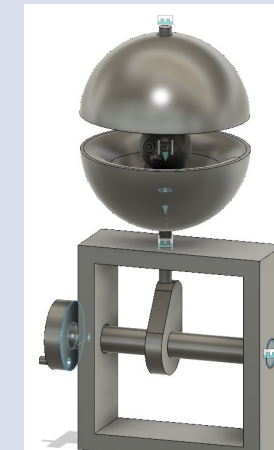


► YEAR 10 TECHNICAL GRAPHICS

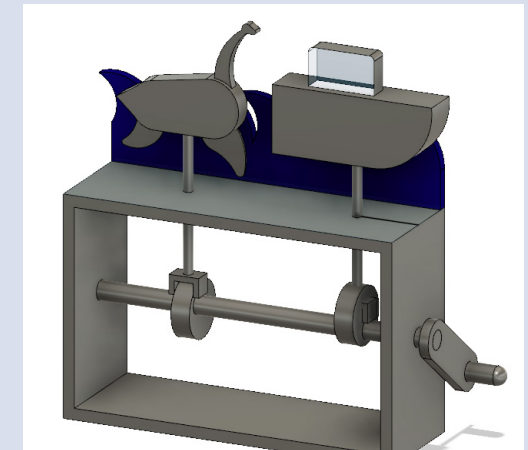
Year 10 Technical Graphics students have been creative in designing desk toys and houses. The designs are created using Autodesk Fusion 360 and are fully animated to show how they move. Teacher, Phil Garnett said he had been very impressed with their skills.



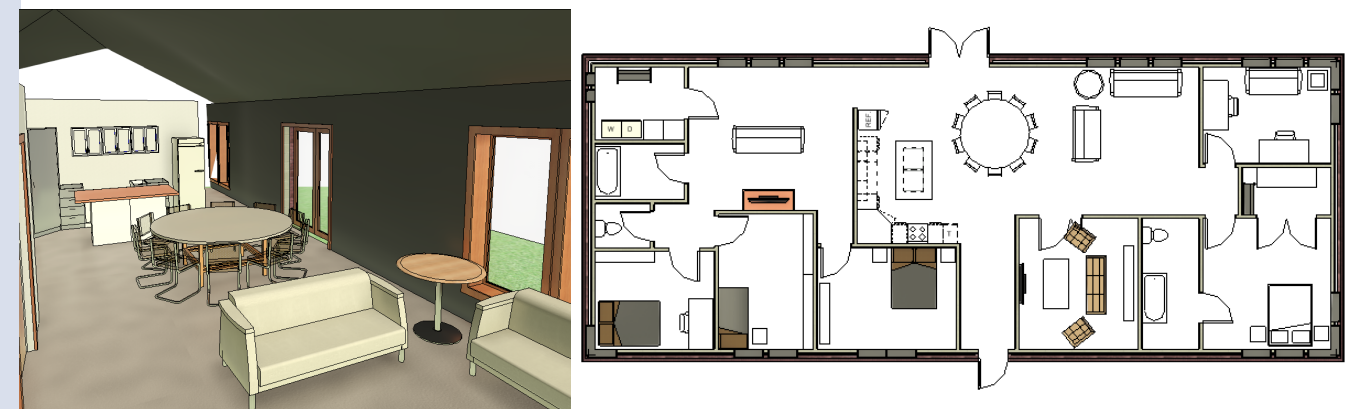
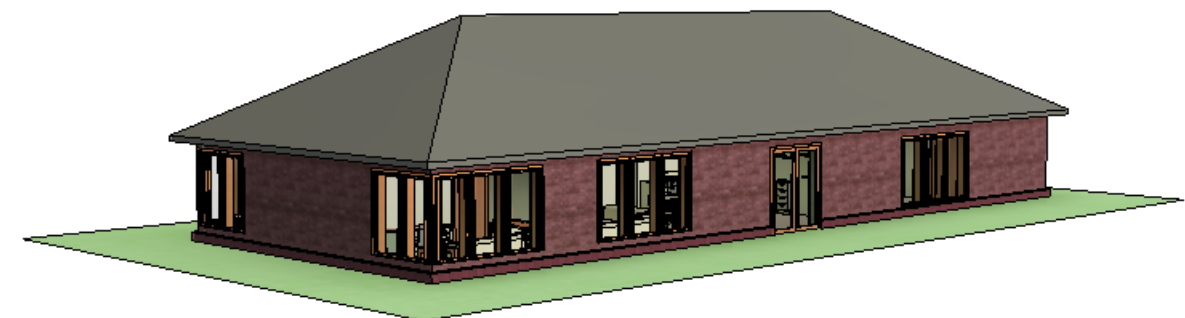
Daniel



Richardus



Marc



House Design by Jen

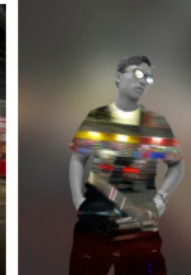
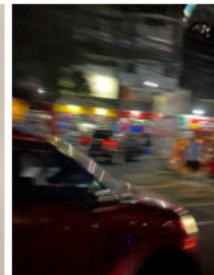
► PHOTOGRAPHY

YEAR 10 PHOTOGRAPHY DOUBLE EXPOSURE

Year 10 Photography students were asked to conceptualise a double exposure image one object/subject and a landscape, then combine the two using digital manipulation to create a piece of art. These are two fine examples.



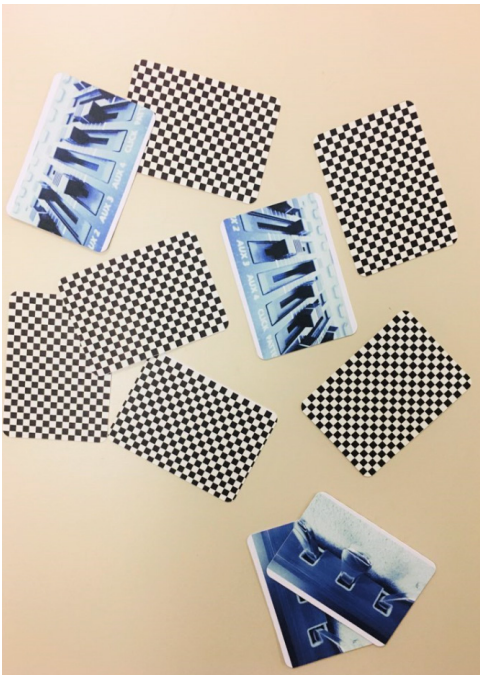
Daniel



Richardus

YEAR 11 GENERAL DESIGN: PHOTOGRAPHY

Students created a series of 12 images to make a Memory Card Game. The images were then professionally printed to produce a set of 24 cards to create the game. Each student now has a set with which to play the pair matching game. Their teacher, Pauline Abordi is thrilled with the ideas and effort that went into creating these designs.



Catrin



Laylah



Alannah



Jordan



Jaslyn

► VISUAL ARTS

Senior (mainly Year 7) students at Pia Wadjarri Remote Community School explored hands-on textile design and print techniques making merchandise for their successful collaboration project with rapper Flewnt and other SIDE students. As part of their English and English as an Additional Language or Dialect studies they learnt about amplifying cultural messages and experiences through writing and music. They chose key words and ideas from the hip-hop song 'Never Forget' and using visual language they developed a range of designs and imagery to illustrate the concepts communicated by the lyrics. They learnt about silk screening using stencils, as well as lino printing and how to choose and adapt designs for each process.

Their t-shirt and tote bag designs are like walking billboards and visually carry their messages of culture and community into the world. And the message from the artists to anyone wanting to wear these shirts is "Let's stand up together. Be proud of who we are – black, white, or yellow. We belong here and so do you."

Nothing is too much of a challenge for this mob. Using Webex they learnt how to handle a squeegee and silk screen, and to work with sharp lino tools and specialty inks for each different technique. Even being stuck in a hospital bed at Perth Children's Hospital only fuelled their creative problem-solving skills.

Jayeleen's hand-cut silk screen stencil tote bag also took out a first prize at the Mullewa Show! Everyone in the community is getting a hand-printed original artwork for Christmas this year.



Jolene and Florrie



Florrie



Jayeleen

► VISUAL ARTS

JOSEPH COOK

Joseph Cook, is a talented young artist and is the Year 12 ATAR Visual Arts course award winner this year. He has answered some in-depth questions about his artwork which was selected for *Pulse Perspectives* 2022 at the Art Gallery of Western Australia.

Why did you make this type of art?

When I was planning the piece, I had just completed a separate oil painting. This process had been quite long-winded and taxing, so I resisted making my final piece (something that I would have to spend a good part of a year on) another conventional portrait. This made me attracted to the idea of creating numerous smaller paintings, which I felt would make the long process seem less intimidating. I was also reflecting on my mental health and identity at that time - noticing how specific events in my life have manifested in some of my unique personality traits. This played a role in my production of various smaller paintings, hoping that they would eventually amount to a single piece reflecting these complex emotions in a holistic way. Joining SIDE for art this year helped in this, because I was encouraged to experiment with how I might present an extensive body of work cohesively.

What does my artwork represent?

My artwork represents my strange feeling of nostalgia for both positive and negative experiences, stemming from personal issues with anxiety and derealisation. The piece includes a self-portrait of me at a young age, and another from this year. The fragmentation of the older self-portrait demonstrates my current unsettled self-perception against the clarity I have when recollecting my younger self. I have included various images of people I am closest to and places I have been, where the removal of my face in some prompts the viewer to fill in the negative space with either the younger or older self-portrait. This indicates my uncertainty over the memories. The amalgamation of these ambiguous images to produce a blanket covering a plaster-cast figure, whose foetal position suggests vulnerability and immaturity, symbolises the emotional comfort I derive from my memories as an older person. This is in spite of whether I truly enjoyed them at the time - indicated by the unified use of yellow and blue hues to symbolise the homogenisation of my 'happy' and 'sad' recollections.

How did I make it?

I created various small oil on canvas panels, cyanotypes of personal photographs, and dyed sheets of fabric in differing yellow tints. I then sewed all these pieces together on a larger sheet of fabric. When this was completed, I used a razor to distress parts of the fabric to give it a worn and aged appearance. For the figure, I made a plaster cast of my girlfriend (who I owe very much for lying in the foetal position for such a long time). I then placed the blanket over the plaster cast, and made various holes that corresponded with holes I cut in the blanket, enabling the viewer to look into the negative space within the sculpture.

What does it mean to me?

Although there are some elements that I would change, I feel very proud of the final product and view it as quite an accomplishment, since many components were time consuming and stressful to complete - especially when I was trying to juggle other ATAR subjects. I feel it gives me a sense of closure for both an intense academic year and the difficulties I have had with my mental health. The deeply personal nature of the work naturally makes me feel intensely connected to it.

How could others connect to my art?

At its core the piece is existential, so any meanings others might apply to it are likely relevant, and are welcomed. Some might perceive the depiction of people who I appear close with to suggest that the piece revolves around the importance of family, emphasising how a person's identity is influenced by their upbringing. However, some might also see the depiction of an older and a younger self-portrait to imply ageing and mortality, perhaps viewing the figure underneath in a more sombre light. The use of blue hues against warm pinks and yellows might also be perceived to suggest that the piece discusses masculinity and gender identity.

"WA's talented young artists are celebrated in this yearly showcase, gauging the pulse of young people who will influence, empower and shape the world we live in.

The selected works provide a window into young people's private, social and artistic concerns. It is an inspiring, rewarding and insightful look at the world through the minds of our most talented young artists."

<https://artgallery.wa.gov.au/learn/pulse-perspective-program>



A tour of the English programs this term would take you into the realms of romance and other worlds. Year 7s are finding out about powerful people who have made a positive impact on the world. Year 8s are writing book reviews based on their Wide Reading. Teachers are reading to Year 9s about the monster in *Frankenstein* and transformations in *Edward Scissorhands*. Year 10s are discussing the balcony scene in *Romeo and Juliet*.

► YEAR 8 STUDENT WORK

The School for Good and Evil, *Wonder*, *Narwhal* and *The Giver* - from battles between good and evil, to the undersea world of the narwhal and the question of what makes a perfect world - these books were among the reading experiences of Year 8 English students this term.

Students prepared power point slides on their books for presentation to their classmates. The goal was to outline the story they read and encourage others to read and explore them too.

Here are some of the power point slides our Year 8s have created. Be persuaded. Put these books on your summer reading list!

Middle School Worst Years of My Life Book Review

- This Book is about a boy who has just started middle school in the United States and he is still trying to find his identity, as we all are. I find this book very relatable as I am about the same age as the character playing Rafe in this book.
- We may struggle to find real friends, Rafe has an imaginary friend called **Leo**. In **Rafe's** family he has a sister called **Georgia**, a Mum called **Julie** and his mum's new boyfriend **Carl**. This book is very intriguing and you don't know what is going to happen next.

By Tyler

The Giver by Lois Lowry

- I recommend this novel for teenagers 12+
- There are some parts of the novel that may require more maturity to understand.
- The main character is a boy named Jonas, he lives in a utopian society.
- It's not until one day he notices the flaws, that he begins to question whether he really is living in a perfect world.

Perfect Flaws
Wisdom
Message

"We gained control of many things, but we had to let go of others"

This book is great to read if you want to understand why we don't want to live in a perfect world.
It points out many things that we should be grateful for and that we are all different.

By Callum

"We are Wolves-a powerful story that will touch the toughest of hearts by Amelia"

WE ARE WOLVES

- "We are Wolves" is about life when the German Army guided by Herr Hitler, fights the Russian Army in the 2nd World War. The Wolf family are a proud German family and Eric Wolf, Liesl, Otto and Mia's papa is called to serve in the glorious German army. However, two months later on Christmas eve the Wolf family receive a telegram informing that Eric is 'missing in action'. Things then start to escalate as all the citizens in East Prussia in Germany are ordered to leave their homes. Liesl, Otto and their baby sister Mia find themselves alone and lost with no mama or papa to look after them. But they must find ways to survive; Liesl has promised their mama that she will take care of her siblings.
- This book explores the themes of resilience, family and love. It is told from the eyes of a 12-year-old girl, Liesl Wolf. It is a breath-taking, tearjerker that sings hope at times of war.
- The genre is historical war fiction.
- I think the target audience is for children 12+ and for adults because even though the language is quite simple, it deals with serious matters like war and loss. I think that because this story is told from the point of view of a girl, it would appeal more to female readers; however, since this story is about war and Hitler, I think that some boys would be interested too!
- I highly recommend this for everyone.
- This book was shortlisted in the 2021 CBCA Book of the Year Awards.

5 star rating ★★★★★

Amelia

Coraline

Book cover

Photo of author

Coraline is an engaging horror book for Ages 10-16. The book is well written & thought out. In the book Coraline ventures off to the other world where she meets The beldam/other mother.

In the movie you get to see the horrific truth behind the pink palace and Coraline's journey to the other side where everything is not as it seems.

"Coraline shook her head. 'why don't you play with me' she asked. 'Busy,' he said. 'Working,' he added he still hadn't turned around to look at her."

Coraline was unhappy with the way her parents treated her, she retaliated by spending time with the "other mother/beldam" who treated her with games and sweets.

I feel you should read this book because it gives you awareness of the people around you. It is not uncommon for people to be in situations with family or friends where one is manipulating the other. In the movie, the Beldam is constantly giving Coraline all she wants to manipulate Coraline. In the end it was a trick as she had malicious desires.

This book does take a long time to read and is defiantly interesting enough to be fun and entertaining. It likes to keep you on the edge of your seat. I found it was pretty hard to putdown after a session of reading.

By Laila

Laila

► ENGLISH OUT ON THE ROAD

English teachers have visited students and partner schools across Western Australia this term, including visits to Christmas Island and Norseman.

Donella and Esperanza visited Norseman District High School with Bronwyn from the Health and Physical Education team. During the visit students reviewed the year's work and worked towards completing their English assessments.



Norseman students Emelia and Mya with Bronwyn and Esperanza



Norseman students Shane and Anton working with Donella

Lucy went to Christmas Island District High School and worked with students across a range of courses including the Year 11 ATAR, Foundation English as an Additional Language or Dialect (EAL/D) students, Literature and the Media Production and Analysis students. The Deputy Principal and staff took Lucy and Science teacher, Natalie on some adventures. They even got to hold very large Robber Crabs!



EALD students with Qaylah and Janani with Lucy



Syifa and Simone with Lucy

► EXTENDING STUDENTS

ZY REPRESENTS SIDE AT UN YOUTH VOICE WA STATE JUNIOR FINAL!

Congratulations, well done and thank you to Year 7 student, Zy, for representing SIDE in the UN Youth Voice WA State Junior Final on Friday 29 October.

Zy spoke on the topic: How can we ensure the benefits of globalisation are realised around the world?

The speakers were enthusiastic. It was delightful to see their level of engagement with highly complex topics. The event was fantastic and it showcased the amazing talent of Western Australian students in Year 7-9.

Zy enjoyed the experience immensely and intends to enter again in 2022!



Zy at the UN Youth Voice WA State Junior Final

► WONGAN HILLS AND DALWALLINU STUDENTS VISIT SIDE

Students from Wongan Hills and Dalwallinu District High Schools spent a week this term working with their teachers at SIDE. Year 11 Foundation English students analysed print and digital magazines and took a street art tour of Leederville following their studies of Street Art in Australia!



Josh and Jodie on a street art 'search and find'.

► JOHNNY GARLETT REFLECTS ON CULTURE AND LEARNING

We were thrilled to have musician, performer, state high jumper, WAFL player and cultural representative Johnny Garlett visit SIDE to create some video resources for our senior school EAL/D Moodle courses. Johnny shared his story of growing up in two worlds and spoke of the importance for students to stay connected to their culture in order to reach their potential. We look forward to students working with these resources next year.



Johnny Garlett in the multimedia studio at SIDE



Johnny Garlett and teacher Amy Rosato in the multimedia studio at SIDE

Term 4 has been a busy and exciting time for our Humanities and Social Science (HaSS) students. All lower school students studied Civics and Citizenship in various contexts. We wish all our lower and senior school students a relaxing holiday.

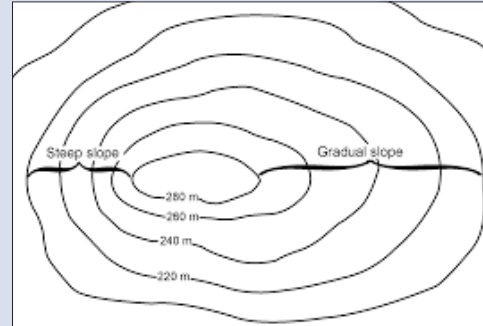
Highlights of the term included regional and metropolitan school visits, guest speakers, and increasing use of drone technology in teaching programs.

In 2022 Adele Clarke will take leave for the year. Also leaving our learning area at the end of this year are Gavin Chadwick, Georgia Bullock, Erin Gisborne and Maureen Sanderson. We thank them for their highly valued work.

A new senior school course will be offered in 2022. Year 12 General Politics and Law was developed in response to student requests and follows on from the Year 11 course which was offered this year. HaSS now offers engaging online lower secondary HaSS programs, in addition to the Year 11 and 12 ATAR and General courses in History, Geography and Politics and Law. We also offer ATAR Economics courses. We encourage our Year 10 HaSS students to join our senior school classes in 2022.

► 2021 ENHANCED MAPPING LESSONS

We are using Unmanned Aerial Vehicle (UAV) photo/video footage to enhance our Year 7-12 mapping lessons. This additional feature of our lessons has created many exciting new possibilities to make mapping even more fun and 'real' for students. We have purchased UAV footage of the maps we use to teach mapping skills, which overcomes the abstract aspect of looking at maps with various symbols. The concept of scale, proximity, relief and changes in vegetation are more easily understood with this additional teaching aid. Seeing images of actual physical features and relating them to maps greatly assists our students to read maps and the mysteries of the contour lines are revealed.



Map Source: Wikipedia

► FLANDERS POPPY

The Flanders poppy has become the symbol of Remembrance Day. Its significance arises from soldiers' lore that the vivid red poppy which emerged from the devastated battlefields of Western Europe came from the blood of their comrades soaked in the ground.



Image Source: Pixabay

► REMEMBRANCE DAY

On 11 November HaSS classes reflected on the significance of Remembrance Day and its impact on contemporary Australia.



At the start of the First World War, Laurence Binyon wrote:

They shall grow not old, as we that are left grow old:
Age shall not weary them, nor the years condemn.
At the going down of the sun and in the morning,
We will remember them. (*For the fallen*, 1914)

There were 32,231 Western Australians sent into battle during the First World War – well above expectations, with more than one-third of all WA men aged 18 to 41 enlisting. In our Year 7-10 lessons we noted that these people volunteered from all parts of our society: rich, poor, working class, migrant, Aboriginal, rural and city dwellers. In our lessons we discuss individuals from these groups including examples drawn from an e-book, *No Less Worthy*, that narrates the stories of 135 Aboriginal men who volunteered to fight in the First World War.

Remembrance Day is a day when as a society we express our gratitude to those who served in that war and honour their service.

Term 4 has been extremely busy for all of us here at SIDE. Presentations, school visits and exams are just a few of the things we have been involved in. Our students in Year 7–12 have also produced some fantastic work.

REGIONAL VISITS

In October Bronwyn Carter and two English teachers, Esperanza and Donella visited students at Norseman District High School. This trip was third time lucky and it was a pleasure to meet Mya and Emelia who are studying Year 11 General Health Studies with SIDE.

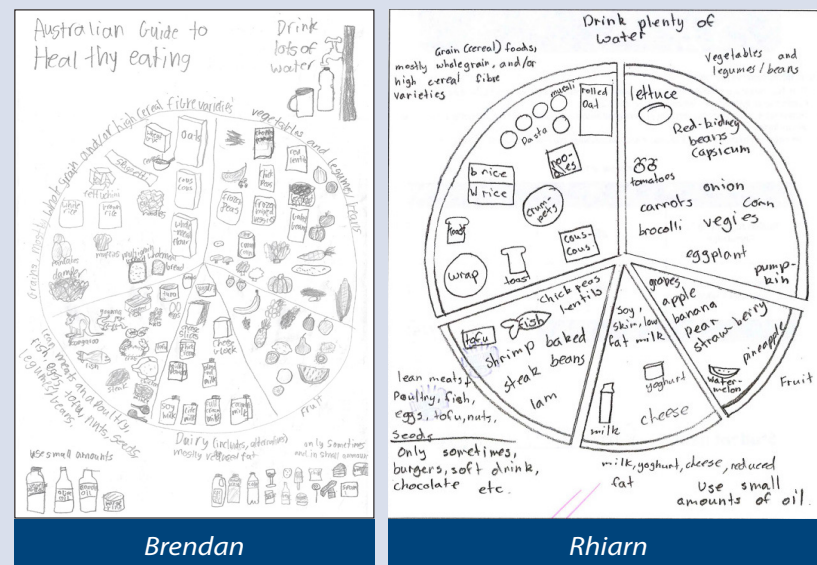


Bronwyn and Esperanza with Mya and Emelia

LOWER SCHOOL HEALTH

YEAR 7

Year 7 students have been completing a health inquiry on the topic of Nutrition. Part of their assignment was to draw the Australian Guide to Healthy Eating plate. There were some fantastic, detailed, hand-drawn 'plates' that were submitted.



Brendan

Rhiann

SENIOR SECONDARY ATAR HEALTH STUDIES

YEAR 11

Students created a social media campaign to raise awareness of a chosen health issue. These were excellent examples.

Cervical cancer CAN be prevented in 3 steps:

- 0.1 HPV Immunisation
- 0.2 Screening (Pap test or Pap smear)
- 0.3 Early detection

#screeningsavestives

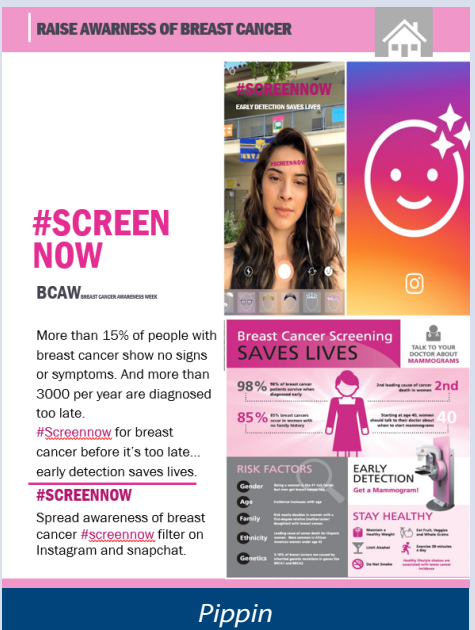
Keep them regular
To prevent the irregular

Are you sexually active?
If so it is vital you attend a screening (Pap test or Pap smear) in order to prevent potential development of cervical cancer

Share the hashtag
#screeningsavestives

Share the hashtag
#screeningsavestives
Spread awareness

Ella



Pippin

YEAR 12

Students finished off the year creating Health Promotion tools. The Advocacy Project aimed to raise awareness of their chosen health issue. Some excellent examples included:



Jasmine



Jordann



Nicole

The end of the year has been very busy with teachers making visits to their Primary Languages students in the regions, lower secondary students finalising their assessments, and senior secondary students preparing and sitting their exams.

FRENCH

Every year the Alliance Française High-School Examinations provide another way in which French language students can practise their French in an examination setting.

Félicitations!

Myles, a Year 11 ATAR French student, sat the Alliance Française written examinations where he was ranked in the top 20 students, and was selected for an oral interview. This year over 330 Year 11 students participated in the examinations and results varied from 13.5% to 96%, statewide.

This is a fantastic result! Well done Myles!

INDONESIAN

The last day of Term 3 was full of Indonesian activities for the students at Yealering Primary School.

The students designed and painted batik bags with spectacular results. Meanwhile Ibu Lisa Nelson and Ibu Bronte Adams made Mie Goreng with the students. Enak sekali!

After a short walk to the magnificent lake at Yealering, the students dressed up traditional costumes and played Indonesian outdoor games.



Yealering Primary School

ITALIAN

It was a pleasure visiting the students at Yerecoin Primary School this term. We made Girelli di Prosciutto e Ricotta and the students ate them for lunch. The students also enjoyed their Bocce game. In our afternoon session the students worked in partners to write a verse for our *Italy, Italy* song.

They sang it beautifully.



Yerecoin students eating their Girelli

JAPANESE

The Japanese teachers have recently visited Kondinin and Ongerup Primary Schools. At Kondinin Primary School the students were treated to activities such as making a cherry blossom print and cooking Yakisoba. Ongerup Primary School students enjoyed making Onigiri and learning a traditional Japanese dance with Sao Sensei.



Kondinin Primary School



Ongerup Primary School

Term 4 has been a very productive term for everyone. Teachers were busy finalising their teaching and learning programs, culminating in the writing of student reports. Students should feel very proud of their achievements this term.

Teachers have continued to visit students in regional areas, such as Laverton, Narembeen, Lake Grace and Kellerberrin. Visiting students and schools is an essential component of our teaching and learning programs and this gives us all the opportunity to develop stronger relationships. We look forward to getting out into the regions again in 2022.

At the end of this term we said goodbye to Mary Noonan who will be on parental leave in 2022. We wish Mary and her new baby all the very best.

A number of Learning Support teachers completed their ASDAN training in 2021. This will enable them to teach ASDAN courses in 2022 which will cater for the growing number of students being enrolled in these courses.

Thanks are extended to every member of the Learning Support team, all the staff in partner schools for all their amazing support throughout the year, and importantly, all the students for striving to do their best. Best wishes everyone for a wonderful and safe Christmas break and we look forward to seeing you all in 2022.

KANDIWAL STUDENTS VISIT SIDE IN NOVEMBER

During this term the SIDE supervisor at Kandiwal Community in the Kimberley organised for the high school students; Leesharnie, Wesley and Wyatt to participate in the Djinda Ngardak Program in Albany. On the way to Albany the students and supervisor stayed three nights in the onsite accommodation at SIDE.



Their SIDE teachers took the opportunity to meet with them on their first night of their stay and have a meal in Leederville.

What a great experience for these three students.



ASDAN TRANSITION CHALLENGE COURSE

As part of our ASDAN course, Transition Challenge – Knowing How, Tyrese and Kaleb from Narembeen District High School completed ‘Modern Foreign Languages’ module where students take part in an activity using things from a foreign country.

Tyrese and Kaleb enjoyed dancing to the Macarena and cooking Spaghetti Bolognese. They really liked these activities.



ASDAN 2021

This year we have had the following ASDAN courses completed by Learning Support students. This is a great effort by these students and they have received their certificate of accreditation.

ASDAN Course	Student Name
Animal Care Short Course	Maureen
Horticulture and Work Awareness	Riley
Work Awareness	Ashton
Work Awareness	Lochlan
Workright Unit 1 and 2	Leesharnie, Wesley
Workright Units 1 to 4 and Meal Preparation	Derek
Workright Units 1 to 4	Jeff, Keaton
Work Awareness and Using ICT	Wyatt
Using ICT	Caleb
Meal Preparation and Cooking	Lily, Marcellus, Eli, Eliza
Transition Challenge-Knowing How	Tyrese, Kaleb

► DISPROPORTIONATE HEADS-MATHS MEETS THE ARTS

Year 8 students have been studying volume and capacity of prisms including 'trenches' and other objects. In one in-class activity students used 500 mL of clay to design and produce a 'normally proportioned' head, however they had to choose one part of the head which was out of proportion. The laughter and discussions about the size of various parts of a head demonstrated some excellent estimation skills.

Students used an estimate of $1 \text{ mL} = 1 \text{ cm}^3$ to make some statements, or answer some posed questions:

- "All of our faces are the same size!" Yes, each student made a 500 cm^3 model.
- How much clay did you use on the ears? "Well the whole head is 500 mL, and the ears look like about a quarter of the size, so the ears are 500 mL divided by 4, divided by 2. So that is 125 mL."
- How much clay did you use in those lips? "Well I used some Botox. 😊 No, my lips are about half of the clay, so about 250 cm^3 ."
- "Can we have fun in maths like this all the time?" No, said the teacher

In their Visual Arts lesson Year 8 Ballet students have also been working on a sculptural project focussing on the body. Exploring ideas by making figurative drawings with a focus on form and proportion, they are working to create a sculptural figure.

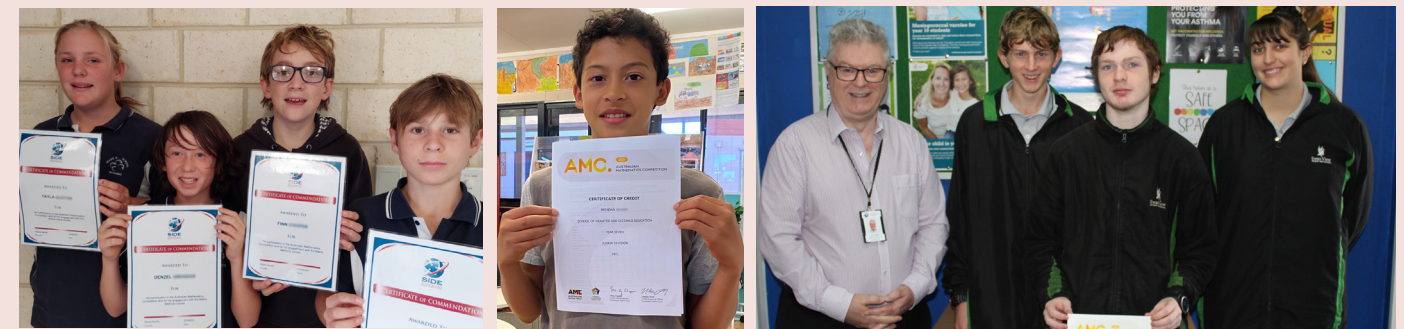
Being able to connect Maths and Art in this practical way made learning activities relevant, engaging and productive.



► THE FUTURE BELONGS TO PROBLEM SOLVERS

The Mathematics Learning Area is committed to providing every child living and learning in Western Australia with opportunities to appreciate the beauty of Mathematics through problem solving. We invited all our students to participate in this year's Australian Mathematics Competition. Everyone had the opportunity to engage in this big competition kind that demonstrates the importance and relevance of Mathematics in everyday lives.

We could not be any prouder of all our participants and their achievements and would like to congratulate all students from Year 7-12 for their efforts prior to, and on competition day. Every student displayed high levels of mathematical thinking. We would like to make special mention of Adam in Year 11 and Caitlyn in Year 7 who achieved Distinction Awards and placed in the top 20% of all participants.

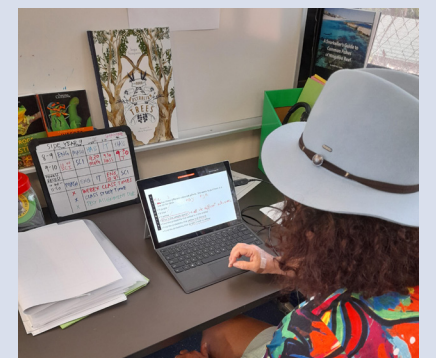


► LOOK! TEACHING ANY TIME ANY WHERE

During a recent visit to One Arm Point Remote Community School in the Ardyaloon Community Raluca Gavrilu was able to remain at the school to work with her students over a week, and also taught all her other classes online from the school instead of teaching from Leederville.

Raluca was enthusiastic about the success of her visit saying, "Everything was great in terms of the internet and having the right space to deliver my lessons, however this is a very small part of the whole experience. The bigger picture is about being part of the school and the community, and truly engaging with the cultural values and traditions of all the children, families, and the elders. In that week, a new 'me' was born, someone that hopefully will someday be as unique and special as the Aboriginal children we teach".

Every great thing has to start somewhere and how wonderful it is that no one has to wait, but can start right now to change the way learning and teaching looks like at SIDE, one community at a time! This time, it was the Ardyaloon Community at One Arm Point!"



The Science team would like to thank all students, supervisors and parents for their hard work this year. Being organised and maintaining regular contact with teachers helps students succeed in distance education.

We are always very proud of our students' achievements, and 2021 is no exception. Students from all over Australia and different parts of the world have worked hard to achieve their best under what are quite often, very challenging circumstances: internet connections can be intermittent, differing time zones make it hard to attend Webex classes, and trying to adapt to a different culture may have an impact on students trying to do their best.

Term 4 has been busy for all of us: students completing units and assessments and teachers writing exams and getting organised for 2022. Science staff have visited students in many metropolitan and regional locations this year as well as worked with students on site at SIDE during student visits. Here are some images of our students and teachers in action this term.

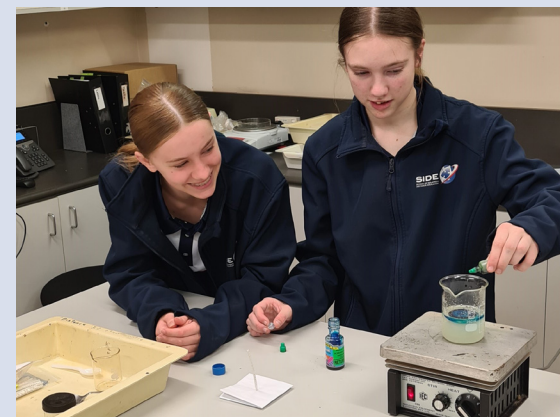
Next year, we will continue to meet as many students as we can. Talk to your teacher and find out if they are going to be able to visit you. Teachers always enjoy being invited into your world and it's a great way to get to know them so you can make your time at SIDE more personal.



Year 7 - Lachlan testing his parachute for the Physics Investigation



Year 8 Chloe and Ruben - learning about the rock cycle



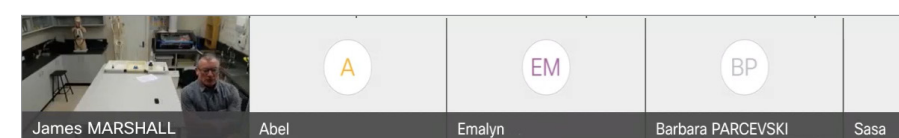
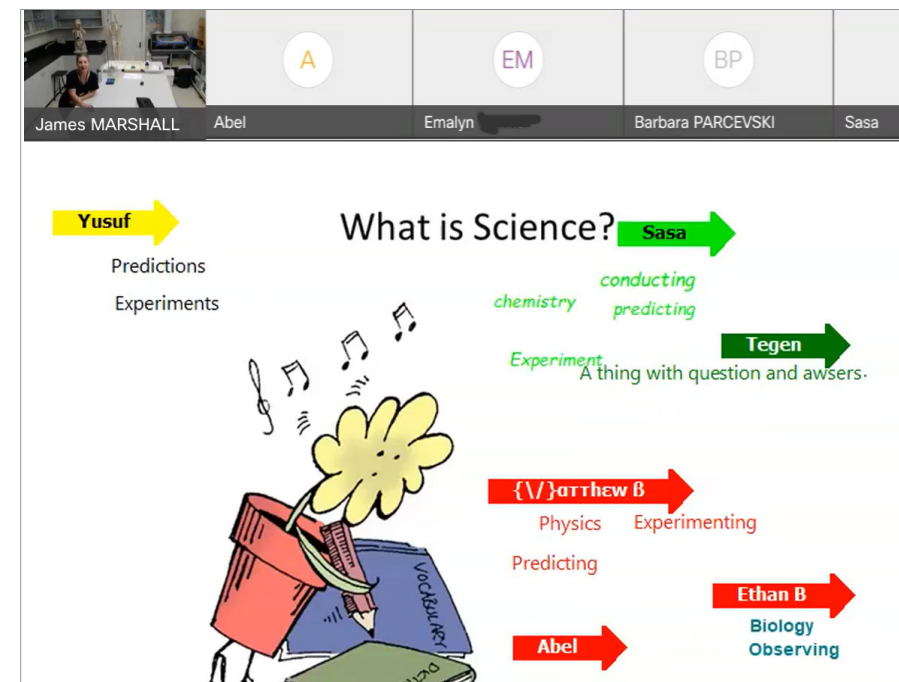
Year 8 Ella and Helayna - working on their sugar crystal investigation



Brendan Forbes and Steve Dans filming a video on circular motion for Year 12 Physics

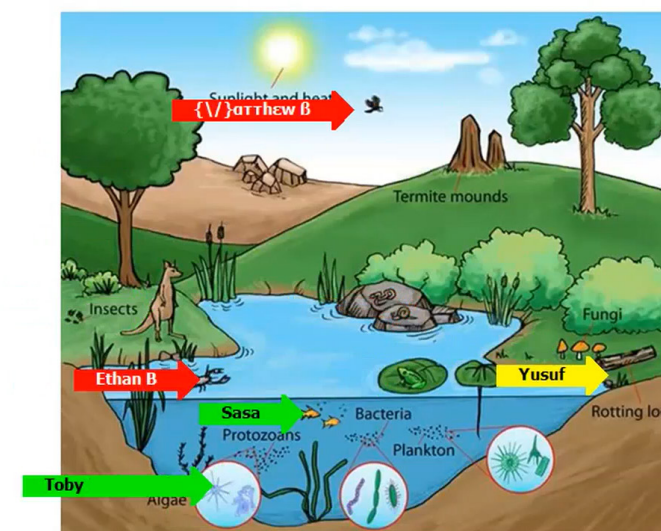
► YEAR 7 ORIENTATION

As part of the Year 7 orientation James Marshall and Rachel Amonini presented some exciting Science activities that the students can expect when they enrol in Science at SIDE in 2022.



Ecosystems

Which parts are Living? Which parts are Nonliving?



Welcome to Science Orientation at SIDE
Conquering Distance Challenging Minds



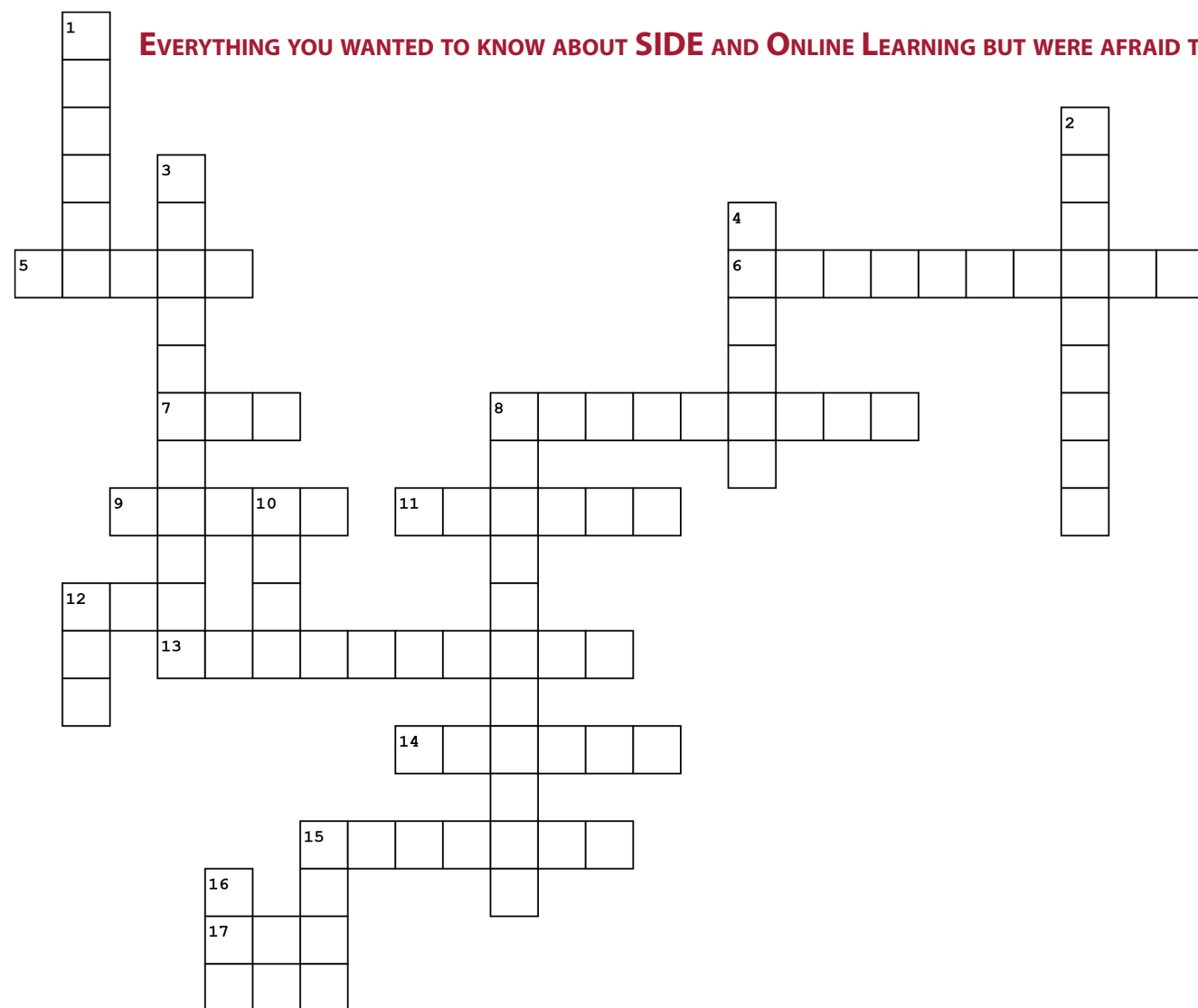
► SCIENCE KITS

A REMINDER TO ALL STUDENTS

Your 2021 coursework should now be finished. **NOW** is the time to pack up the Science Equipment Kit you have been sent during the year, and return it to SIDE Dispatch. Please **follow the instructions** in the email you have been sent.

► FAREWELL

For those students finishing with SIDE this year. We wish you all the best for the future. To returning students have a great break and we will see you back ready to work hard in 2022.



EVERYTHING YOU WANTED TO KNOW ABOUT **SIDE** AND **ONLINE LEARNING** BUT WERE AFRAID TO ASK.

ACROSS

5. What we use for our online lessons.
6. To draw in Webex you use the _____ tools.
7. The SIDE Resource Centre's Moodle course (shortened).
8. What we celebrated in 2018.
9. SIDE provides teaching and learning across all _____ learning areas.
11. SIDE's learning management system.
12. Another name for a web address (shortened).
13. Where you'd find technical help on our website.
14. What you can use to find things on the SIDE website.
15. Most common operating system on students' computers.
17. A common portable document format.

DOWN

1. SIDE provides education for students from Kindergarten to Year _____.
2. A suite of productivity software provided free to every student.
3. The main SIDE campus is located in this suburb of Perth.
4. Surname of SIDE's first principal (headmaster).
8. A person at SIDE you contact for support at SIDE.
10. Markup language used in web pages.
12. The type of headset connector we recommend.
15. How you connect to the internet when you visit SIDE.
16. Our recommended format when submitting videos.

▶ BEHIND THE SCENES

The Online Teaching and Learning (OTL) and Information and Communication teams (ICT) provided technical support for the recent Leavers' Ceremony.

Year 12 students attended the ceremony in the Theatrette while their guests watched the Webex event from other buildings on the Leederville campus.



OTL and ICT facilitating the Year 12 Leavers event in the Theatrette



OTL hosting the Year 12 Leavers event in the Resource Centre for parents



OTL hosting the Year 12 Leavers event in Building F for parents

2021 has been a rewarding year for the staff and students in the Primary School. The success of our students is paramount and it is wonderful to celebrate their achievements and endeavours. Teachers, home tutors and students are a team and we rely heavily on our home tutors for their valued input and feedback. Thank you to our parents and carers for the time and effort they have dedicated to their children's education. Our annual awards allow us to acknowledge the efforts of our home tutors and students. Congratulations to our award winners. We are very proud of you.

We say farewell to our Year 6 students. It has been a pleasure to have them as part of our school. Leaving primary school is a significant milestone in a child's life. It is a time filled with mixed emotions: a sense of pride in a school that nurtured and protected them through their early years, nostalgia as they look back over the countless happy, sad, proud, and embarrassing memories of their journey through primary school, and excitement and nervousness as they anticipate the new opportunities and the challenges and adventures that change brings. We wish them all well in their future.

I would like to acknowledge the great work that the Primary team has done in 2021. We have been very fortunate living in Perth, however many of our students have felt the full effect of COVID-19. Our teachers have been mindful of this, and student and family wellbeing has become an increasing focus for our team.

We look forward to welcoming many of our students and their families back next year.

On behalf of the primary staff, I wish you all the best for 2022.

Tundie Jones, Deputy Principal, Primary

► EARLY CHILDHOOD

We can't believe the year is almost over and what a year we've had! Despite the continuation of COVID-19 restrictions in various locations, our travelling and overseas families have shown resilience and made huge strides in their learning.

A big thank you to all our home tutors who have worked tirelessly to assist in delivering the SIDE program and for ensuring work is completed and submitted on time. The videos and photos sent in to support the schoolwork have been fabulous. We have enjoyed working with our home tutors.

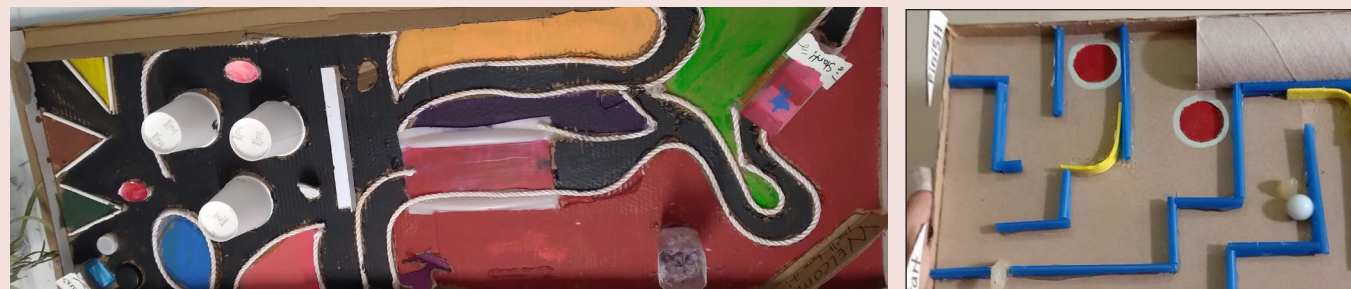
Here are a few photos showing our students' learning.



► MIDDLE PRIMARY

The Middle Primary teachers would like to thank our families for their hard work and support throughout this year. Many families were faced with restrictions to travel plans, quarantining and the stress of being separated from extended family and friends. Working together and being flexible has brought about the best possible results for students.

This term, Year 4 students have been looking at the properties of materials in Science, in particular the strength of materials for packaging. They have also designed and made marble maze games, considering in their designs the smoothness of materials, the strength of the obstacles, and the level of difficulty. The students have designed and produced some amazing mazes.



It has been wonderful to see the many returns of persuasive texts for this term's moderation task, 'What's the Best Superpower'. We have been very impressed with the texts we have read so far and the variety of superpowers students have imagined: to be a weather queen, to have the power of nature, to be able to fly, the power of teleportation, the ability to see into the future, the ability to breathe underwater, the power of telekinesis and super strength among others.

WEBEX CLASSES

GEOGRAPHY

Each Monday the Year 3 and 4 Webex students have spent time getting to know one another a little better by sharing and listening to news. These opportunities have given the students time to chat with others of their own age in a secure environment, especially for those who have been isolated in different countries and situations.

Students have also delved into the topic of natural resources provided by the environment, specifically water, timber, coal and cotton. Using prior knowledge and what they have learnt during the lessons, students have discussed the importance of these resources, sustainability, the environment and its protection. There have been some interesting discussions.

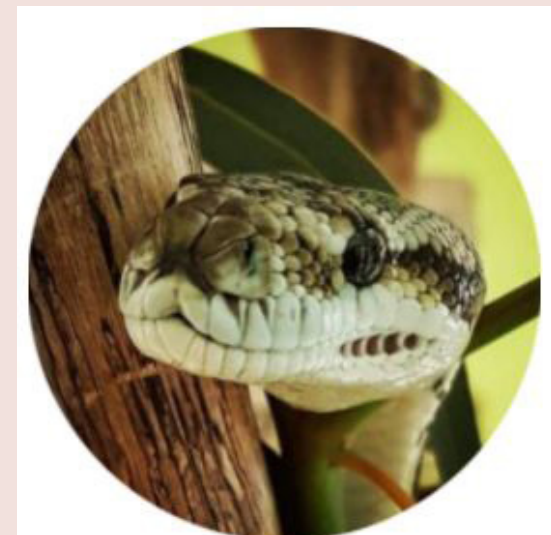
MATHEMATICS

Every Tuesday the Mathematics sessions are thoroughly enjoyed by teacher and students. There is always a lot of fun during the lessons while important new Mathematics concepts are learned. It has been wonderful to connect with the students and to catch up on their news.

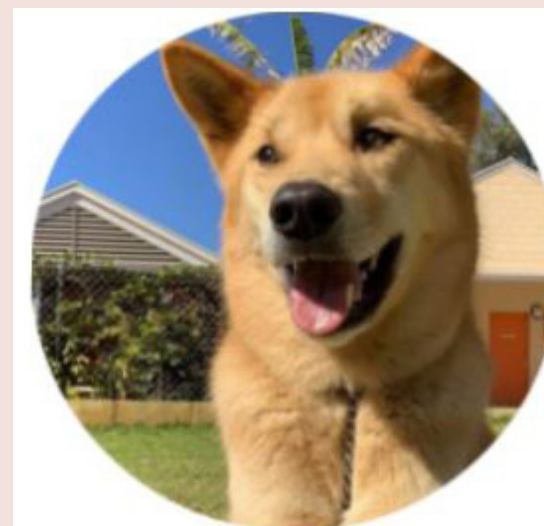
LITERACY

Remembrance Day is a significant occasion that marks major historical events involving the whole world. Students discussed why Australia went to war, and the impact it had on our soldiers and our country. We read texts about the importance of the day and date, and what the red poppy symbolises. We shared our stories of family members who have served their countries in different wars and what it means to us today.

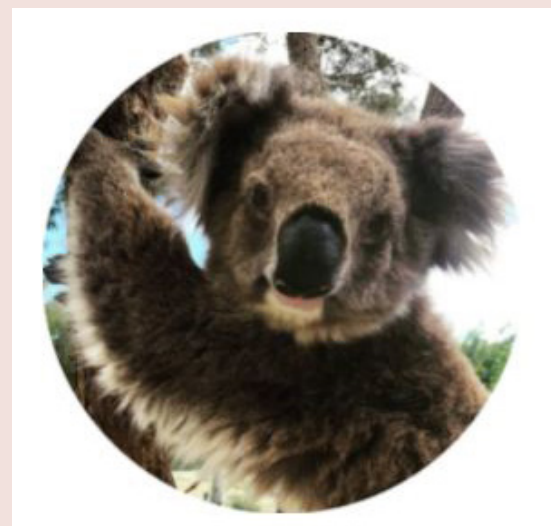
On Wednesday 24 November we were very excited to meet some cuddly creatures in our online lesson. West Oz Wildlife is a small family-owned business that is passionate about animals and the environment and we had the pleasure of having them as our important guests on this day. We met Yappa the Dingo, Judah the Koala and Ninja the python.



Ninja the Python



Yappa the Dingo



Judah the Koala

► UPPER PRIMARY

As 2021 draws to a close, we have been reflecting on what an amazing year this has been for the Year 5 and 6 students and their families. Despite COVID-19 still having an impact on so many of our lives, students and parents have been persistent and committed in their approach to learning.

YEAR 5

Year 5 students have been learning about digital technologies and what it means to be a responsible digital citizen. They learnt coding skills which enabled them to design their own games and had fun playing these with friends and family.

'Flying High', the Visual Arts unit of work taught students sketching skills and new paint techniques to design and decorate the Japanese kites they made. As well as the beautiful designs, their construction and sewing skills were also excellent.

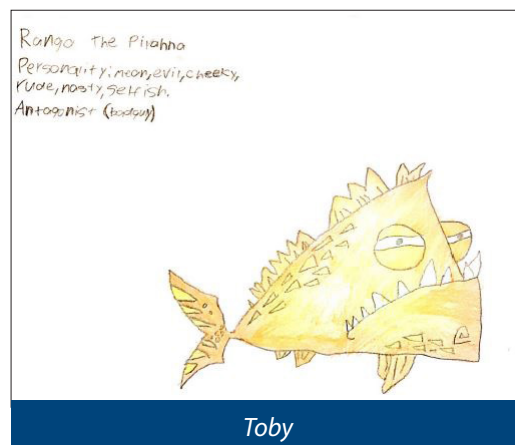
YEAR 6

Year 6 students have been learning about the personal and financial costs and benefits of owning a pet. In 'The Great Pet Debate' they created mind maps of the pets in the set and their selected pet. A final presentation was submitted outlining the costs and benefits of their chosen pet.

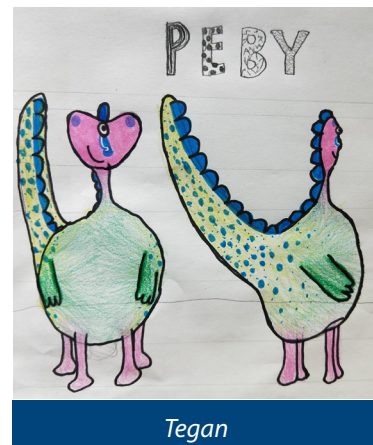
In the Visual Arts set 'Sweet Creatures' students developed original ideas and creativity through the creation of an imaginary creature. They developed skills and techniques of contour drawing and 3-D modelling. They were able to reflect, describe and discuss key features of their art.

WEBEX

Recently Year 5 and 6 students started an online course with James Foley, a talented Western Australian author and illustrator. Students have been learning to write and illustrate their own comic books. James shared his writing process and taught us skills for developing and drawing characters. Here are some of the character drawings our class worked on.



Toby



Tegan



Abel



► RURAL AND REMOTE EALD SUPPORT PILOT

Kirsty Cunningham and Melissa Hopkins have joined SIDE in a pilot program to provide system support for English as an Additional Language or Dialects (EAL/D) students, tailored to meet student and school needs. They work with the whole school and individual teachers in schools that have recently arrived Stage 1 and 2 students. Kirsty and Melissa consult and co-design with schools to integrate EAL/D strategies into teaching programs, support regular teachers with EAL/D strategies and provide broader systemic support to teacher and administrator networks in regional areas. They have been busy working with rural and remote schools to provide the same opportunities for EAL/D students as they would receive if they were residing in the metropolitan area.



► YEAR 8 ENGLISH BOOK REVIEWS

This term the Year 8 students have been reading voraciously and writing book reviews – both in person and online!

Susie Cullen's dance students visited the library for a session to write some *Reader-to-Reader* recommendations, which they added straight to our shelves for anyone who might be looking for their next great read. Many other Year 8 students have posted their book reviews in our Resource Centre Online in Moodle.

Some excerpts from the forum:

I chose to read this book because I was drawn to its political views and its unfairness. After reading this book I realised our world is so messed up and is completely unfair. We need to help. (*The Hate U Give* by Angie Thomas)

The main theme of *Akarnae* is growing up and never giving up. When Alex is sent to a school away from her parents she has to grow up and do a lot of things on her own. Things that normally you would rely on your parents to do for you. A message to take away from this book is that no matter what situation you get yourself into, if you don't give up you'll get where you want to be eventually. (*Akarnae* by Lynette Noni)

To browse our catalogue head to the [Resource Centre Online](#) in Moodle.



► BOOK BITES

DID YOU KNOW THAT GINGER MEGGS IS 100 YEARS OLD?

To celebrate 100 years of the iconic character and Aussie legend Ginger Meggs, author Tristan Banks and illustrator Jason Chatfield have released four new original stories. On 13 November 1921 Ginger Meggs first appeared in *The Sunday Sun* comic strip 'Us Fellas'. The author is the great-great nephew of creator Jimmy Bancks. The illustrator, the fifth in one hundred years, is Jason Chatfield from Perth. He is currently living and working in New York. These days the Ginger Meggs character appears in a range of formats – print, Twitter, Facebook, Instagram and soon to be in animated form on screen.



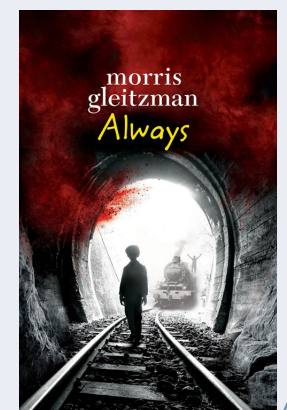
MEET STELLARPHANT



Western Australian author James Foley's latest illustrated picture book *Stellarphant*, is suitable for readers of all ages. It tells the story of Stella, an elephant who wants to be an astronaut. The book's winning combination of interesting text and delightful artwork create an inspiring tale of success against all odds. *Stellarphant* encourages young readers to follow their dreams with patience, creativity and persistence and is sure to ignite interest in STEM subjects. Its themes of diversity and feminism, along with space exploration, astronomy, and biology, make it a valuable addition to any school or home library.

THE ONCE SERIES IS COMPLETE ...

This wonderful series by former Australian Children's Laureate and best-selling author Morris Gleitzman is now complete with the recent publication of the final book *Always*. The stories are about a Jewish boy named Felix who lived in Poland, and is on a quest to find his bookkeeper parents after he sees Nazis burning the books from the Catholic orphanage where he has stayed for over three years. He discovers Zelda, a girl who is unconscious and the brave young hero embarks on the first of his unforgettable and emotional journeys. Gleitzman was inspired by the story of Janusz Korczak who devoted his life to caring for young people who were abandoned in war, the events of World War II and Hitler's attempt to exterminate the Jewish population of Europe. Check out *Once*, *Then*, *Now*, *After*, *Soon*, *Maybe* and the newly published final book *Always*. Go to the SIDE Library Catalogue to take a look at these books and lots more for your holiday reading <https://oliver.side.wa.edu.au/oliver/home/news>



It has been a busy term for the Student Services team with end of year reporting, new and continuing enrolments for 2022, the Leavers' Ceremony, the Webex Induction program and the onsite SIDE Orientation Day for new students. 2022 is literally just around the corner!

► TALK TO YOUR STUDENT COORDINATOR

SIDE students are allocated to regions which are related to their geographical location or circumstances. The Student Coordinator attached to each region is responsible for establishing and supporting all aspects of student enrolment. Access more information and make contact. Check out the list of Student Coordinators at this link.

<https://www.side.wa.edu.au/7-12-enrolment/student-support/student-coordinators.html>

► WHERE TO FIND INFORMATION ABOUT SIDE?

The SIDE website <https://www.side.wa.edu.au> contains important information about eligibility and enrolment as well as other general information such as supervision, support, attendance, charges, booklists and financial assistance. Parents and supervisors are encouraged to read as much information as possible with the recommended starting point the 7-12 ENROLMENT tab and the following two links below.

- **Fast Track to SIDE** – An introduction to SIDE for new students, parents and supervisors
- **Supervisor Support** – Support for parents and school-based supervisors



FAST TRACK TO SIDE

2022

► GETTING STARTED AT SIDE

New to SIDE students: Students should look for the *Getting Started at SIDE* email (received in January 2022) and read the information and follow instructions.

Continuing at SIDE students: Should log in to Moodle at the start of the 2022 school year using their 2021 username and password.

► HAPPY RETIREMENT SHANE MURRAY

On behalf of SIDE, the Student Services Team wishes one of their most respected, well-liked and long-serving colleagues a happy and much-deserved retirement. Shane will be missed for his compassionate and understanding approach to teaching and nurturing his students, especially in the Workplace Learning programs and Careers Education. Over the years at SIDE, Shane has travelled countless kilometres and connected with many communities and students. While he will be sorely missed, we are sure he will continue to clock up a few more kilometres in the pursuit of rest and recreation.



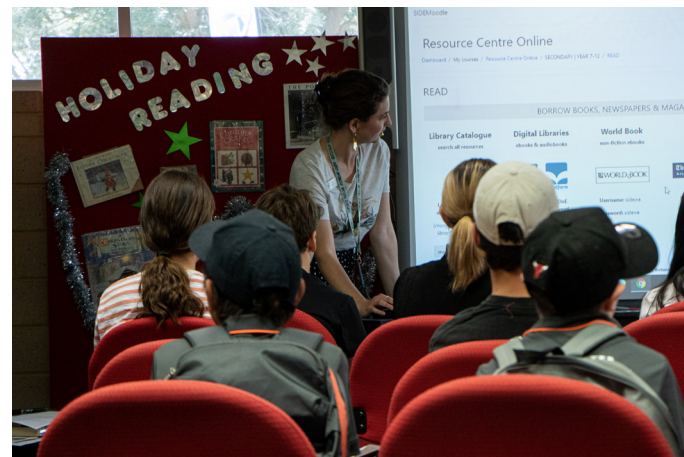
Before coming to SIDE in 2004, Shane worked at Central Midlands Senior High School. During his time there, he implemented a revolutionary change to the school timetable which saw all Year 11 and 12 students being released on a Friday, allowing them to engage in Workplace Learning (WPL). This included ATAR (then TEE) students. Why? Shane was motivated by his own challenges and experience in transitioning from school to work. He had been personally unsure of what he wanted to do post-school, and his passion in helping young people find a career pathway and a healthy work-life balance remains unwavering. The change in timetable was well received and the feedback was a testament to the outcomes achieved. Students learnt to acknowledge the life skills they were acquiring at school, they communicated with adults in relevant and meaningful conversations based around the world of work, and they engaged in industry specific learning.

After his success at Central Midlands, Shane built up the School Based Traineeship program at SIDE. Over the years it has evolved to what it is today, engaging around 130 SIDE students in School Based Traineeships (Certificate II level) and School Based Apprenticeships (Certificate III level) throughout Western Australia. A quarter of the students in these programs are Aboriginal.

The significance of these qualifications for students is immeasurable. School Based Traineeships introduce students to industries in which they may have an interest or are simply available in their local communities, such as hospitality and childcare. School Based Apprenticeships see students beginning a four-year qualification, three of which are completed post-school. WPL is another avenue that allows students to explore their future options. While WPL is most commonly taken up by Year 10 or Vocational Education and Training (VET) students, it is available to all Year 10-12 students. Shane has seen an increasing number of senior school students making the most of this opportunity to uncover possible careers and achieve up to four Endorsed Course Units as a contribution towards WACE.

► ORIENTATION DAY

Students new to SIDE in 2022 were welcomed by Principal, Paul Mathews and Student Coordinators, Paula Bowen and Dylan Reid. Students and parents were introduced to the school and participated in practical activities related to online learning and the Library Resource Centre.



► IMPORTANT DATES 2021/2022

Friday 3 December 2021	Year 11 reports were released
Thursday 16 December 2021	Year 7-10 reports were released
Thursday 16 December 2021	End of Term 4 (students)
Friday 17 December 2021	End of Term 4 (teachers)
Sunday 19 December 2021	Western Australia 2021 WACE results and Universities Admission Advice Letters online
Friday 17 December 2021 to Sunday 30 January 2022	School Holidays
Monday 31 January 2022	Term 1 2022 commences

► SCHOOL UNIFORMS 2022

SIDE now has available two optional school uniform items; a school polo shirt and a jacket. The uniforms must be ordered and paid for online and will be managed by our uniform partner **ID Athletic**. Orders will take approximately four weeks to arrive and will be distributed from SIDE.

To order a uniform item, ready for the start of the 2022 school year, visit our SIDE uniform partner's online shop: idathleticshop.com/product-category/schools/side/

Order enquiries: For all enquiries regarding your order please email glenn@idathletic.com

Delivery enquiries: For all enquiries regarding picking up or postage of the order contact SIDE.



School of Isolated and Distance Education
SIDE – Sublimated Polo



School of Isolated and Distance Education
SIDE – Softshell Jacket

► HAPPY HOLIDAYS!

As the end of the 2021 school year approaches, the Student Services team would like to thank all students, parents, supervisors and teachers for their hard work and support throughout this unique year. Have a very happy festive season and holiday, and stay safe and well!

“ 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 locations visited this term

GOLDFIELDS

Laverton, Leinster.

MIDWEST

Badgingarra, Jurien Bay.

PILBARA

Onslow, Port Hedland.

WHEATBELT

Brookton, Corrigin, Kulin, Lake Grace.



► HAPPY TRAILS SHANE MURRAY

Farewell to our most well-travelled Workplace Learning Coordinator, Shane Murray. Shane started at SIDE in 2004. He has worked in schools for the Department of Education for 43 years. He is known for his genuine care and support for students, their families and school communities; his extensive experience and knowledge of career development; and his honesty, reliability, humour and respect for everyone.



Shane Murray with the Workplace Learning team.

► WORKPLACE LEARNING A BIG POSITIVE FOR STUDENTS IN MEEKATHARRA!

Exciting times continue for students at Meekatharra DHS who study through SIDE. They use WPL program to develop key employability skills and plan for their career goals.

WPL is a program where students can access the world of work exploring different career paths and developing core employability skills. It assists students to become competitive in the employment/training market. The program also contributes towards the Western Australian Certificate of Education (WACE). It is a win, win situation all round for Meekatharra students.



Asharnta and Marissa use their creative skills when working with kids at the Meekatharra Youth Centre

The important role of work and training while at school

Secondary school students who undertake Workplace Learning are among the most likely to be in full-time permanent employment five years later.

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.

Research 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.”

Asharnta and Marissa have been really enjoying their on-the-job training at the Meekatharra Youth Centre and have become valued team members.

“The support of local youth by local employers is fantastic” says SIDE Workplace Learning Coordinator, Shane Murray. “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.”

The school-to-work programs have many advantages to all stakeholders: students, parents, the school and community.

A big thank you to the Meekatharra Shire, Lachlan Macdonald and Andrew Binsiar for their commitment to local youth. This leadership and support is to be highly commended!



Asharnta Anderson (L) and Marissa Thorne at the Meekatharra Youth Centre

WHERE ARE THEY NOW?

CHAKRIS SRISUWAN attended SIDE from Kindergarten to Year 10 in the 2000s as an overseas student. They returned to Western Australia for senior secondary schooling at a metropolitan senior high school.

What did you do after finishing school?

It's an understatement to claim that my formative years began with SIDE as I was with the school since Kindergarten. My family lived on an isolated island in southern Thailand and my mother was my home tutor. I flew the coop and returned to Boorloo (Perth) upon finishing my studies with SIDE. I was later accepted into the University of Western Australia for a Bachelor of Arts in Philosophy and Indonesian Studies, the latter providing me with the opportunity to receive two New Colombo grants that allowed me to live in Java, Indonesia. First, I interned at a creative studio in Jakarta, where I designed illustrations for a World Wildlife Fund campaign; and then I completed a field research project in Jogjakarta, which investigated *cerita rakyat* (folklore) and how it establishes and maintains our relationship with the natural environment around us.

What are you doing now?

At the moment I'm completing my Honours in Philosophy at the University of Western Australia. Having grown up in a thoroughly Buddhist area, I decided to write my dissertation on the epistemic injustices of *arahantship* in Theravada Buddhism. While I was completing my dissertation, I was invited to participate as a camp counsellor for Eureka Oz! The camps were holistically designed to encourage children's natural curiosity, introduce them to the process of philosophy, and provide them with critical thinking skills that can last for the rest of their lives.

Aside from these academic pursuits, I co-organised a pilot project called *Love Bite*, a stunning pride disco which was sponsored by Drug Aware and the Shire of Kalamunda. My co-organiser and I essentially wanted to create a safe and intimate space for young people who identify with the LGBTQIA+ community and don't have access to events held at licensed venues. Despite the gradual pressure of putting together our first large scale event, the project was a definite success, and we envision that this has inspired our local community to encourage the creation of more inclusive events.

I have also just started another creative project with my previous housemate called *Electrique Boogaloo* where we are incorporating jazz improvisation and electronic hardware to produce dance tracks that can be performed live on stage. Don't forget the name - come join us for a boogie at a local venue near you!

How did SIDE prepare you for life after school?

I feel the most important aspect of SIDE that prepared me for life was in teaching me not to separate the process of education from my everyday life. I do not believe that academic life and

our immersion with the world are mutually exclusive. In fact, these domains of engagement should inform one another. I am so grateful for the fact that being schooled by SIDE has encouraged me to never lose sight of a child-like state of wonder: this characteristic will forever be a part of me and has thoroughly influenced all my achievements thus far. My experience with SIDE taught me not only how to be self-disciplined in an ever-changing environment, but that I can choose what is valuable to me and that I should never be afraid of going my own way.



Chakris at Love Bite

MORE NEWS OF FORMER SIDE STUDENTS

Two former students who are successful international models have been featured online recently.

Imogen Caldwell (SIDE 2013) is featured a website article where you can read more about her life and ambitions. *Sophisticated Banter with Hard Charging Surfer & Model Imogen Caldwell* (<https://us.otiseyewear.com/blogs/news/sophisticated-banter-imogen>)

Nicole Harrison (SIDE 2012) is a New York based model. Read this article about her life and return to Perth in 2020. Top model Nicole Harrison returns to Perth after whirlwind year in United States (<https://www.perthnow.com.au/lifestyle/fashion/top-model-nicole-harrison-returns-to-perth-after-whirlwind-year-in-united-states-ng-b881738556z>)

SIDE

2021 TERM 4 CALENDAR

16 DECEMBER

TERM 4 ENDS - STUDENTS

31 JANUARY 2022

TERM 1 COMMENCES

SECONDARY ASSISTANCE SCHEME

you may be eligible for up to:

\$350

towards school expenses

The Western Australian Department of Education provides an allowance to assist eligible families with secondary schooling costs.

For more information please contact the Business Support Officer on 08 9311 1423 or discuss with the Student Coordinator at the time of enrolment.



BRONZE



Keaton A	Lily F	Ruby M
Marcellus B	Dwight F	Tiarna Mc
Elektra B	Savannah F	Baneen M
Angel C	Kaleb G	Laillah S
Izaac C	Ayden J	Jameelah W
Joshua D	Ismail Said J	Lykisha Y
Zekiel D	Katelyn L	



SILVER



Dean B	Lily H	Andie W
Derek C	Tuutanga L	Zacary W
Abigail G	Tyrese T	



GOLD



Meshach B	Rylan H	Riley O'D
Ashton F-J	Archie L	
Rhani G	Jeffrey L	



PLATINUM



Eliza R	Patricia S	
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