



2025

ANNUAL REPORT

SCHOOL OF ISOLATED AND
DISTANCE EDUCATION

ACKNOWLEDGMENT OF COUNTRY

Our school recognises the
Traditional Custodians of the
lands on which our students,
throughout Western
Australia, live and learn.

We pay our respects to
Elders past and present and
acknowledge the enduring
connection that Aboriginal
people have to the lands,
waterways and communities.

A black and white photograph of an outdoor courtyard. In the foreground, there are several modern wooden benches with curved, organic shapes. A large, circular stone fire pit is visible in the middle ground. In the background, a building with a large mural on its upper wall is visible. The mural features intricate, traditional Indigenous patterns. A person is standing near the building, partially obscured by the mural. The scene is lit with strong shadows, suggesting late afternoon or early morning light.

Picture on the front cover:

First day of Term 1 2025, setting the tone for the new year ahead at SIDE with an Acknowledgment to Country and Smoking Ceremony with Ash (Garlett) Penfold. Artist's explanation of mural by Kevin Bynder. Photo featuring Bella Bonney, dancer from Corroboree for Life.

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Principal's Report

The School of Isolated and Distance Education has continued to offer, during its 108-year history, educational opportunities for students unable to access their learning in face-to-face schooling environments. This commitment to offer equity of access to public school students remained as the highest priority during 2025. Last year also marked the five-year point of a significant change agenda the school has undertaken in response to the Functional Scan commissioned by the Director General as I commenced the Principal role at SIDE in October 2020. This change agenda has focused on the domains of the school improvement and accountability framework, resulting in a more culturally responsive and cohort focused approach to working with students and the communities and schools they are connected with.

The annual report reflects the strengths our school demonstrated during 2025 and “even better if” considerations as we commit to our vision, enhancing and expanding learning opportunities for Western Australian students, regardless of their circumstances, through high quality, inclusive and culturally responsive educational programs in a blended learning environment.

Given the range and diversity of the contexts of the 4105 students enrolled during 2025, from every region in WA and 320 schools, measuring success is an ongoing challenge. For some students, measuring academic outcomes, including but not limited to, Australian Tertiary Academic Rank, grades and qualifications achieved is of significance. For other students, reconnecting with learning, engagement and taking steps towards attempting to complete some aspects of an individual educational pathway are paramount. A simple use of traditional face-to-face academic measurements does not always reflect the contexts and/or cohorts of many students enrolled.

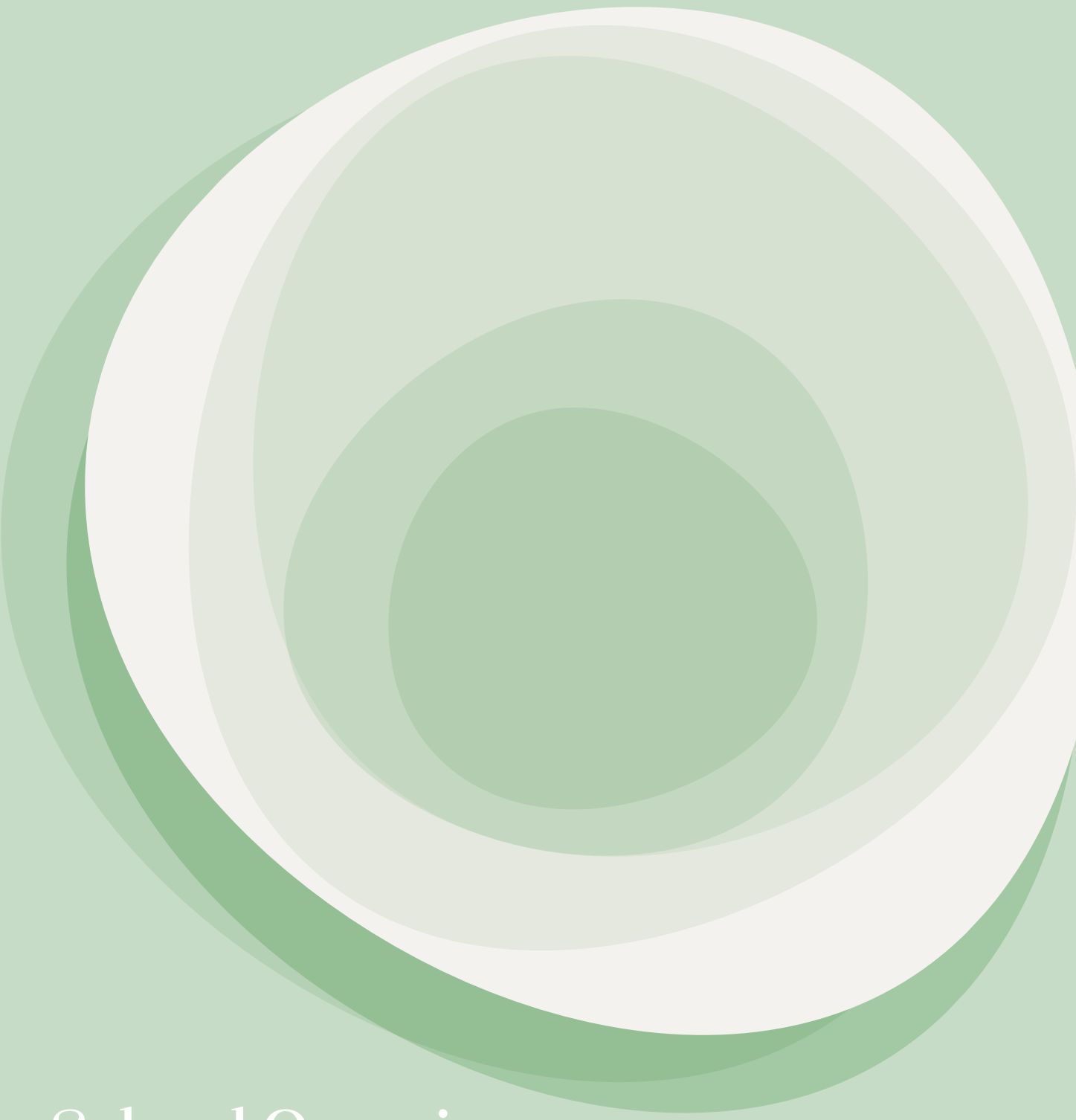
With a growing number of Aboriginal student enrolments, our school is focused on cultural responsiveness and exploring ways to capture how Aboriginal students can succeed as Aboriginal people. We recognise that if we get relationships and inspiring teaching and learning right for Aboriginal students, all students benefit. Aboriginal student enrolment numbers have more than doubled over the last 5 years.

Measuring these outcomes is a complex requirement and 2025 was our first big step towards establishing ways to identify how the cohorts of students enrolled were coping with the rigors of the online blended learning approach our school offers. The cognitive load of multiple online classes is a challenge for students and teachers, along with comparative measures of success. Student voice and engagement are areas of focus to assist in understanding our effectiveness during 2026, leading into the scheduled school review.

Our journey to inspire our students and support their individual educational success continues, as does our quest for self-reflection and improvement. I endorse the 2025 Annual Report to you as a reflection of some of our strengths and ideas for areas of growth to build on in 2026.

Warm regards,

Paul Mathews, Principal



School Overview and Context

School Overview and Context

The School of Isolated and Distance Education (SIDE) is Western Australia's specialist provider of blended, online education, serving students from Kindergarten to Year 12. SIDE operates from its main campus in Leederville, with shared metropolitan campuses at Canning, Clarkson, North Lake, Midland Learning Academy, and Eaton, plus a statewide Distribution Centre.

SIDE's student cohort spans geographically isolated students on remote stations and farms, Aboriginal students in regional and remote communities, students with medical or social circumstances, elite dancers and athletes, travellers, overseas Australians, and students from humanitarian backgrounds. In 2025, SIDE had one of the largest enrolments of Aboriginal students in the State.

SIDE's model, blending synchronous Webex lessons, asynchronous Moodle content, resource delivery, and regional visits, makes it genuinely unique in the WA public education system.

Courage

Connection

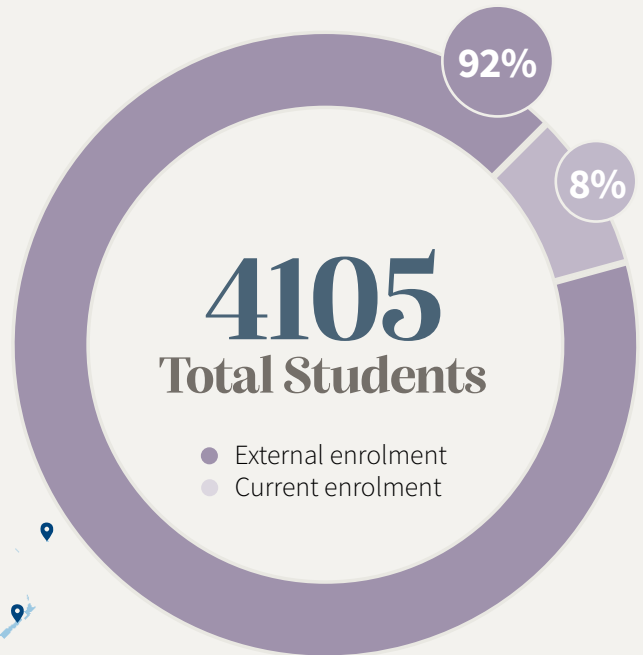
Creativity

Equity

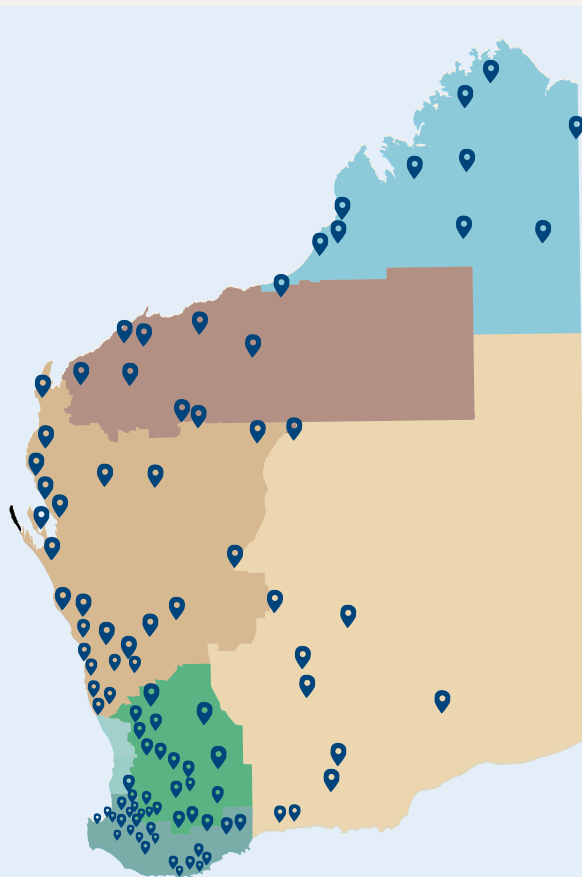
Compassion

SIDE Coverage 2025

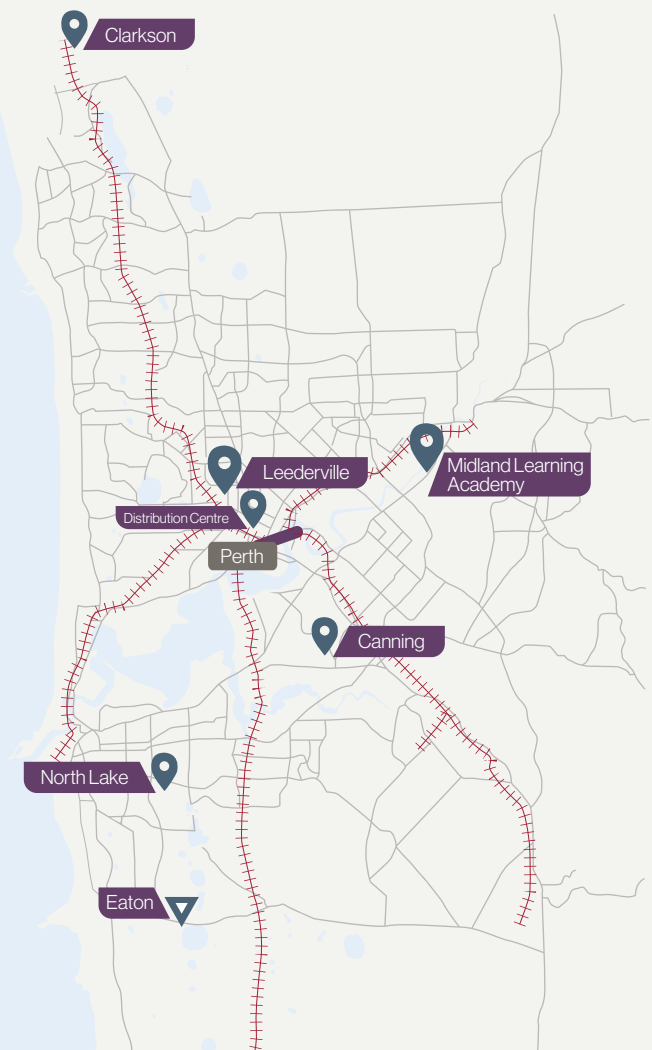
Global Coverage



Statewide Coverage



Metropolitan SIDE Campuses



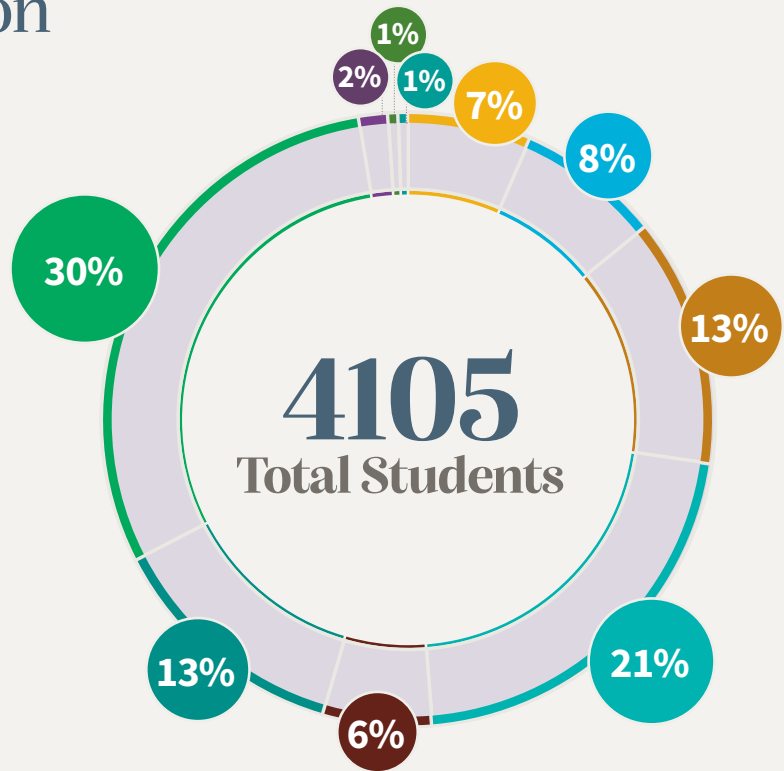
Student Distribution

Overall Student Regional Distribution

* Student data collected 08/08/2025

** Metro includes Referral and Dance/Sports students and external metro students.

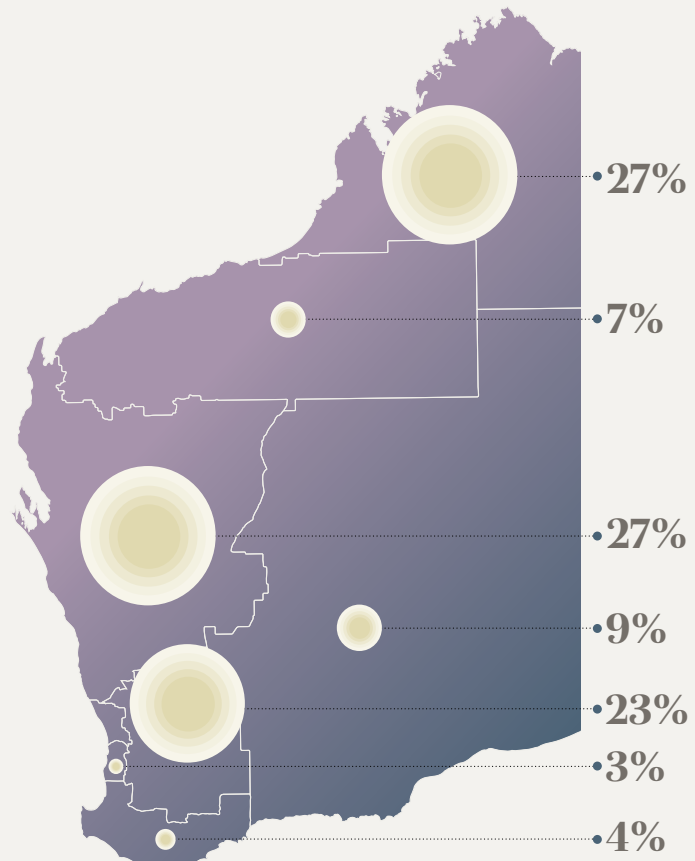
Goldfields	268
Kimberley	313
Midwest	540
Metro	880
Pilbara	236
Southwest	531
Wheatbelt	1231
Overseas	63
Travellers	22
Indian Ocean Territory Schools	21
Total	4105



Aboriginal Student Regional Distribution

* Student data collected 08/08/2025.

Goldfields	65
Kimberley	208
Midwest	204
Metro	24
Travellers	4
Pilbara	52
Southwest	30
Wheatbelt	175
Overseas	0
Indian Ocean Territory Schools	0
Total	762



Comments

SIDE's 2025 enrolment of 4,105 students represents its highest peak on record, that reflects the school's expanding role across the WA education system. Partner school numbers grew from 287 in 2024 to 310 in 2025, with new partnerships established in the Midwest, Pilbara, and across non-government sectors.

Vision

COURAGE

CONNECTION

CREATIVITY

EQUITY

COMPASSION

To enhance and expand learning opportunities for Western Australian students, regardless of their circumstances, through high quality, inclusive and culturally responsive educational programs in a blended learning environment.

Highlights

KEY CHALLENGES

The provision of a contemporary and engaging educational program for Aboriginal students

Increased need for broader and more specialised curriculum

Capturing innovative metrics of student achievement and engagement data that allows effective, accurate measurement of student success and progress for a diverse school cohort

Workforce planning to manage the risk of 45% of the teaching staff being 55 years and over. Maintain a focus on the attraction and recruitment of graduate or recently qualified staff to ensure a blend of experience and expertise

Supply of specialist teachers in regional and remote settings is tightening

Grouped Teaching Staff
Kilometres Travelled

388,360

Individual Teaching Staff
Kilometres Travelled

698,867

Number of
Schools Visits

437

Regional Trips

243

Individual Trips

443

Individual
Schools Visits

118

310
Partner
Schools

*
SIDE Student
Enrolments at Peak
Student Numbers
4,105

*Data collected 08/08/2025.

Strategic Plan 2025-2027

1
Building culturally
responsive, cohort
focused pathways
and learning
opportunities

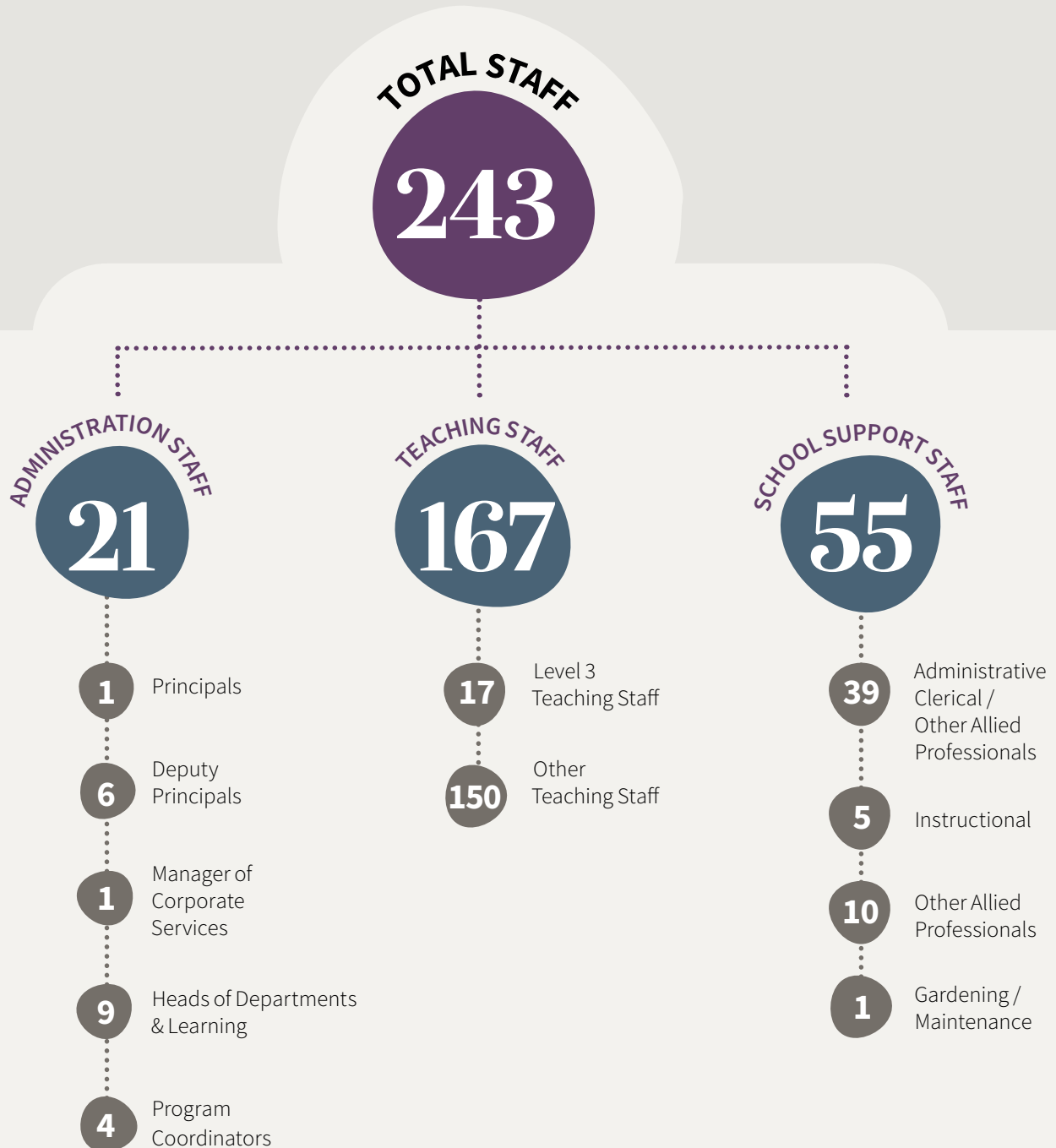
2
Embedding highly
effective and
inspirational
teaching in every
classroom

3
Strengthening
Student and
Staff Wellbeing

5
Leading with
shared purpose

4
Enhancing relational
ways of working with
our community and
system partners

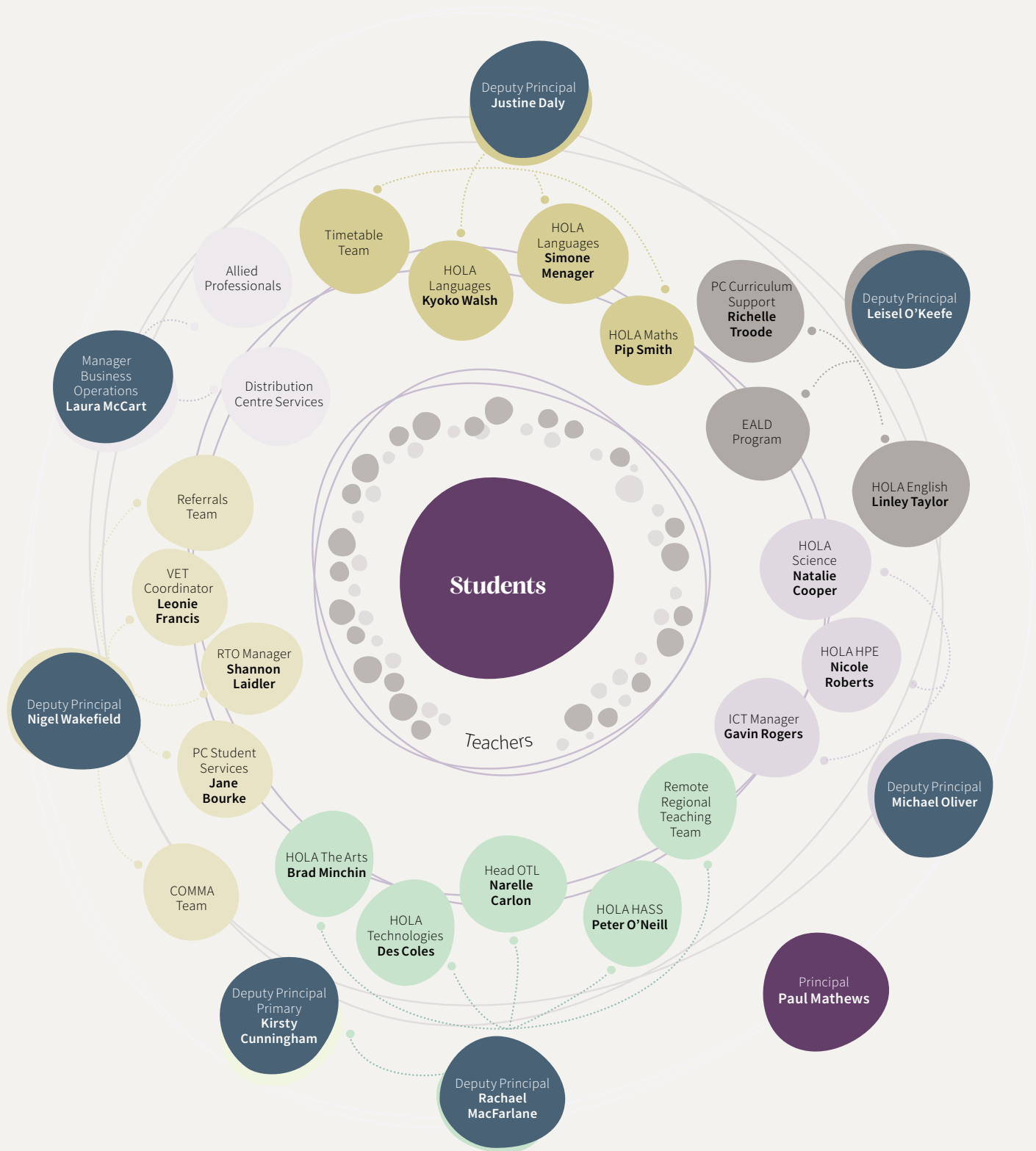
Workforce Composition

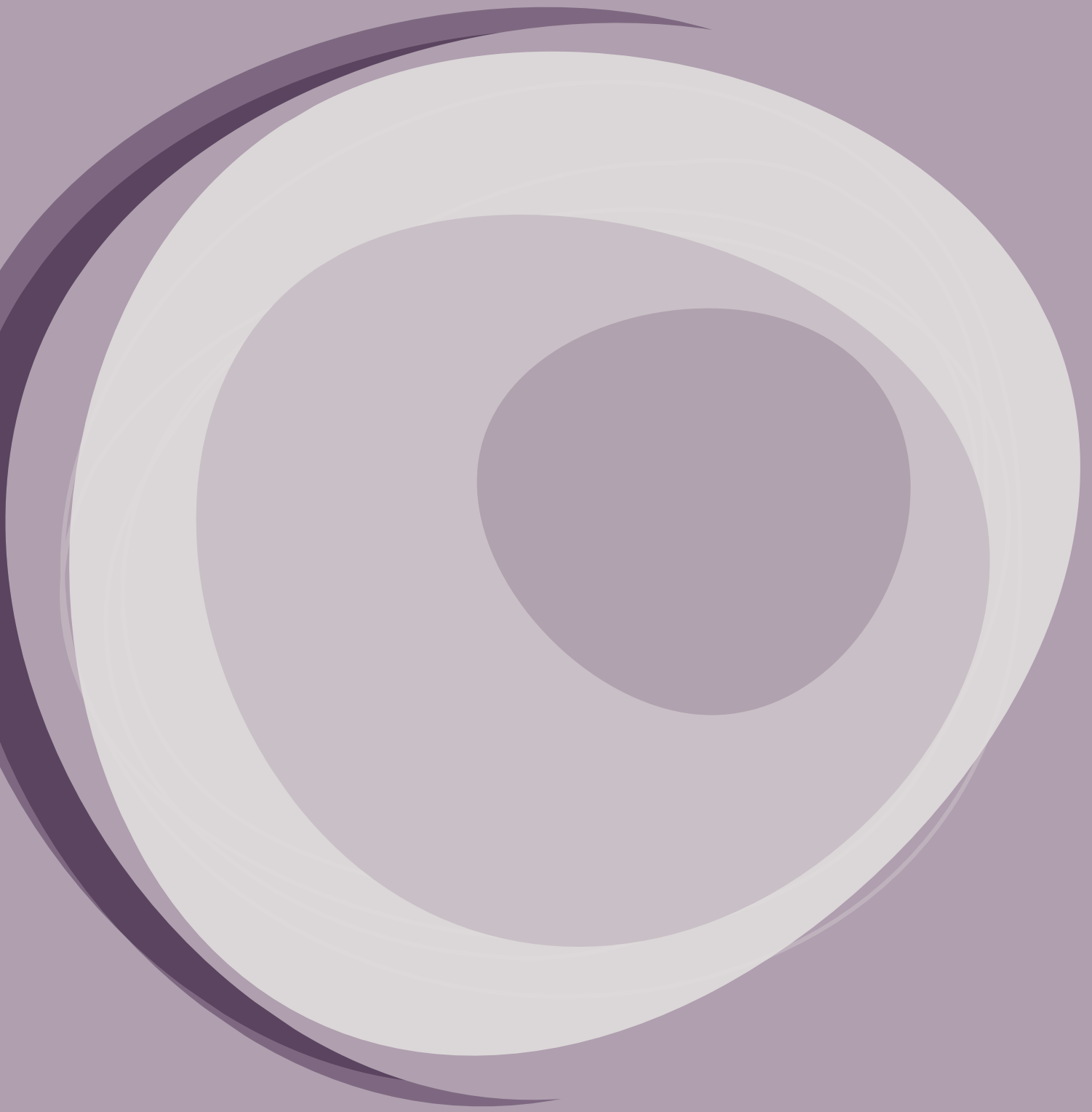


Comments

Workforce planning remains a strategic priority. With approximately 45% of teaching staff aged 55 and over, targeted recruitment of graduate and early-career teachers is essential. In 2025, 22 new teachers and 35 relief teachers were trained in online pedagogy by the OTL team, building a blend of specialist experience and contemporary digital expertise.

Organisational Structure





Student Achievement and Progress

Year 12 Outcomes

Year 12 Numbers

Student Numbers						
	2025	2024	2023	2022	2021	2020
NUMBER OF STUDENTS						
SCHOOL SEMESTER 2 CENSUS	56	60	75	89	73	82
SCHOOL SEMESTER 1 CENSUS	57	60	84	93	78	84
STUDENTS REPORTED TO SCSA	70	62	84	104	79	96
STUDENTS IN THE COHORT	89	87	111	131	101	105

Alternative Pathways (Students In The Cohort)						
YEAR 11 REPEAT						4
LEFT SCHOOL – NOA	5	14	8	12	11	4
LEFT SCHOOL – OTHER VERIFIED	6	4	11	10	3	4
LEFT SCHOOL – UNVERIFIED	13	4	10	13	8	8
Total (%)	24 (27%)	22 (25%)	29 (26%)	35 (27%)	22 (22%)	20 (19%)

Completion Rate						
	51.1%	47.3%	36.4%	42%	41.4%	43.9%

Completion rate relates to WACE achievement rate for the actual and potential Year 12 cohort (students who enrolled in or attended Year 12 of the cohort year or were enrolled in or attended Year 11 the year prior to the cohort year). Both full-time and part-time students are considered.

Outcomes

Western Australian Certificate of Education (WACE)						
	2025	2024	2023	2022	2021	2020
NUMBER OF STUDENTS ELIGIBLE FOR WACE: COUNT (%)						
SIDE	46 (52%)	45 (52%)	57 (51%)	61 (47%)	50 (50%)	51 (49%)
State	71%	69%	68%	64%	70%	70%
ACHIEVEMENT RATE: COUNT (% OF ELIGIBLE STUDENTS)						
School (WACE eligible)	44 (96%)	40 (89%)	53 (93%)	56 (92%)	42 (84%)	46 (90%)

Source: SCSA data files

Year 12 Outcomes

(continued...)

Outcomes

Vocational Education and Training (VET)

	2025	2024	2023	2022	2021	2020
VET PARTICIPATION RATE (COUNT; ENROLLED IN VET AS % OF COHORT)						
School VET enrolments	24 (27%)	20 (23%)	29 (26%)	44 (34%)	29 (29%)	53 (50%)
LEVEL OF HIGHEST QUALIFICATION ACHIEVED (OF VET ENROLLED STUDENTS)						
Diploma	1 (4%)			2 (5%)		
Certificate IV	3 (13%)	5 (25%)	5 (17%)	4 (9%)	3 (10%)	2 (4%)
Certificate III	2 (8%)	3 (15%)	5 (17%)	4 (9%)	1 (3%)	3 (6%)
Certificate II	13 (54%)	6 (30%)	5 (17%)	11 (25%)	12 (41%)	25 (47%)
Certificate I						1 (2%)
No certificate completed	5 (21%)	6 (30%)	14 (48%)	23 (52%)	13 (45%)	22 (42%)

Source: Department data

Outcomes

Australian Tertiary Admissions Rank (ATAR)

	2025	2024	2023	2022	2021	2020
ATAR PARTICIPATION RATE: COUNT (%)						
School count (% Cohort)	14 (16%)	15 (17%)	17 (15%)	21 (16%)	27 (27%)	20 (19%)
School (% WACE eligible)	28%	31%	26%	33%	50%	35%
ATAR PERFORMANCE – COUNT OF STUDENTS (% OF ATAR STUDENTS)						
70-98.95	10 (72%)	10 (67%)	13 (77%)	9 (43%)	13 (48%)	12 (60%)

Source: SCSA data files and Department calculations

Comments

In 2025, 72% of ATAR students achieved an ATAR of 70 or above. A Year 12 overseas student who entered SIDE on a General pathway transitioned to ATAR English and achieved a result in the top 5 in Western Australia. ATAR English student Beatice Ong was awarded a SCSA Subject Certificate of Excellence.

In 2025, SIDE RTO completed **209 full qualifications** and received Ministerial approval to expand its scope by 10 new courses. The accreditation of the **Certificate III in Teaching Aboriginal and Torres Strait Islander Languages** was a landmark achievement, a nationally recognised qualification supporting the preservation of Aboriginal language and culture.

SPECIAL AWARDS

SCSA AWARDS

CERTIFICATE OF EXCELLENCE: ENGLISH	Beatrice Ong
CERTIFICATE OF DISTINCTION	Amy Findlay
CERTIFICATE OF DISTINCTION	NFP*
CERTIFICATE OF MERIT	NFP*
SPECIAL SCHOOL AWARDS	
ADF LONG TAN LEADERSHIP AND TEAMWORK AWARD	Ellie Williams
PRINCIPAL'S ART AWARD: PARTNER SCHOOL: NORTH ALBANY SENIOR HIGH SCHOOL	Neve Schoof
AUSTRALIAN DEFENCE FORCE FUTURE INNOVATORS AWARD	NFP*
NMERO COMMITMENT TO EXCELLENCE AWARD	Amy Findlay
AMPOL BEST ALLROUNDER	Arianna Collie
STUDENT LEADERSHIP AWARD PATRICK GORMAN: FEDERAL MEMBER FOR PERTH	Annie Yancazos

ATAR COURSE AWARDS

ENGLISH

English as Additional Language Dialect	Karen Banda	Dalwallinu District High School
English	Beatrice Ong	School of Isolated and Distance Education
English	Aleisha Smith	School of Isolated and Distance Education
Literature	Biana Pearce	Hope Christian College

HEALTH PHYSICAL EDUCATION

Health Studies	Sue Yen Lim	Fremantle College
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HUMANITIES AND SOCIAL SCIENCE

Accounting and Finance	Jood Al Jashammi	North Lake Senior Campus
Economics	Sarah Morrow	Albany Senior High School
Geography	Elise Highman	Applecross Senior High School
Modern History	Ashwin Anandharaj	The King's College
Politics and Law	Amariah Stenton	Eastern Hills Senior High School

LANGUAGES

French: Second Language	Sophia Sherring	Swan Valley Anglican Community College
Indonesian: Second Language	Dylan Atkins-Walters	Aquinas College
Indonesian: Second Language	Samuel Richards	Rehoboth Christian College
Italian: Second Language	Vanetia Lazidis	Penrhos College
Japanese: Second Language	Devery Swartzentruber	Greenwood College
Chinese: Second Language	Mia George	St Hilda's Anglican School

MATHEMATICS

Mathematics: Applications	Jood Al Jashammi	North Lake Senior Campus
Mathematics: Methods	Damon Williams	School of Isolated and Distance Education
Mathematics: Specialist	Nathan Oliver	Bunbury Senior High School

SCIENCE

Biology	Talita Botha	Bunbury Senior High School
Chemistry	Phillip Whitford	Collie Senior High School
Human Biology	Jake Heald	Kelmscott Senior High School
Physics	NFP*	School of Isolated and Distance Education
Psychology	Amy Findlay	School of Isolated and Distance Education

TECHNOLOGIES

Applied Information Technology	Kaven Collin Letailleur	Melville Senior High School
Computer Science	Kaya Jose	Karratha Senior High School

THE ARTS

Media Production and Analysis	Cassandra Nacino	Ellenbrooke Secondary College
Visual Arts	Neve Schoof	North Albany Senior High School

*NFP: Not for publication

GENERAL COURSE AWARDS

Automotive Engineering and Technology	Muhummad Danish Sharom	Christmas Island District High School
Business Management and Enterprise	Lily Wallis	Dalwallinu District High School
Career and Enterprise	Darcy Buchanan	School of Isolated and Distance Education
Children, Family and Community	Casey Dicker	Narrogin Senior High School
Computer Science	Rawdon Stott	Karratha Senior High School
Design: Photography	Dhia Sumayyah Anwar	Christmas Island District High School
Design: Technical Graphics	Beatrice Ong	Karratha Senior High School
English	Keely Eversden	School of Isolated and Distance Education
English as Additional Language Dialect	Dean Polkinghorne	Halls Creek District High School
English as Additional Language Dialect-CALD	Joey Salcedo	Wongan Hills District High School
Geography	Sophia Rutherford	Penrhos College
Health Studies	Darcy Buchanan	School of Isolated and Distance Education
Health Studies	Visuda Pontong	Shark Bay School
Human Biology	Alice Stevens	School of Isolated and Distance Education
Materials, Design and Technology: Woodwork	Benjamin Dickinson	Merredin College
Mathematics: Essential	Beatrice Ong	School of Isolated and Distance Education
Modern History	Lincoln Duckett	Applecross Senior High School
Politics and Law	Malley Baker-Doran	School of Isolated and Distance Education
Science in Practice	Beatrice Ong	School of Isolated and Distance Education
Visual Arts	Eliza Bishop	East Kimberley College

FOUNDATION COURSE AWARDS

English	Ethan Cameron	School of Isolated and Distance Education
English	Lichelle Dixon	Tom Price Senior High School
English as Additional Language Dialect	Lydia Kingsford	
Mathematics	Brandon Smith	Wongan Hills District High School
Career and Enterprise	Tina (Azreal) Dawe	Dowerin District High School
Health Physical and Outdoor Education	Hamza Abdullahi	School of Isolated and Distance Education

PRELIMINARY UNITS AWARDS

English Preliminary Unit 3	Dustin Yewers	Morawa District High School
Mathematics Preliminary Unit 3	Dustin Yewers	Morawa District High School

CAREERS AND VET AWARDS

Certificate II in Applied Languages (Japanese)	Claire Whisson	Eastern Goldfields College
Certificate II in Financial Services	Aleisha Smith	School of Isolated and Distance Education
Certificate II in Active Volunteering	Charlotte Fanciulli-Herron	Dalwallinu District High School
Certificate II in Visual Arts	Tanami Fitzgerald	Broome Senior High School
Workplace Learning	Enzo Pescante	Wongan Hills District High School
Workplace Learning	Carly Mearns	School of Isolated and Distance Education
Community Arts Performance	Hannah Withers	School of Isolated and Distance Education
Elite Sports Performance	Eleanor (Ellie) Williams	School of Isolated and Distance Education
Recreational Pursuits	Keely Eversden	School of Isolated and Distance Education
Keys for Life +	Amna Zidan Abdelhadi Abu Shwisha	School of Isolated and Distance Education
ASDAN Short Course - Animal Care	Monika (Mori) Marczak	Home based
ASDAN Towards Independence	Jordan Ross	York District High School
ASDAN Bronze International Award	Tina (Azreal) Dawe	Dowerin District High School
ASDAN Workright	Dustin Yewers	Morawa District High School
ASDAN Workright	Tom Molloy	School of Isolated and Distance Education

RTO AWARDS

Certificate I in Agriculture	Bella Gianatti	Exmouth District High School
Certificate II in Conservation and Ecosystem Management	Finn Cortenbach	School of Isolated and Distance Education
Certificate II in Skills for Work and Vocational Pathways	Christina Curley	Carnamah District High School
Certificate II in Sport and Recreation	Denika Ryan	Dalwallinu District High School
Certificate II in Applied Digital Technologies	Elias Wright	Broome Senior High School
Certificate II in Workplace Skills	Alexis Russell	Shark Bay School

STUDENT SERVICE AWARDS

HOME-BASED

Awarded to the following home-based students who have studied in difficult circumstances and achieved commendable results.

Amelia Marson	School of Isolated and Distance Education
Aleisha Smith	School of Isolated and Distance Education
Beatrice Ong	School of Isolated and Distance Education
Amna Zidan Abdelhadi Abu Shwisha	School of Isolated and Distance Education
Malley Baker-Doran	School of Isolated and Distance Education

SCHOOL-BASED

Awarded to the following full-time SIDE students from partner schools who have studied in difficult circumstances and achieved commendable results.

Kealy O'Neill	Onslow Primary School
Alyssa Storer	Fitzroy Valley District High School
Ben Alford	Derby District High School
Cassandra Airoidi	Halls Creek District High School
Ruthvik Konda	Halls Creek District High School
Safira Shanks	Wongan Hills District High School
Joey Salcedo	Dalwallinu District High School
Steffi Aquilor	Dalwallinu District High School
Jesse Quinn	Kulin District High School
Rhani Green	Menzies Community School
Brandon Smith	Wongan Hills District High School
Gian (Fitz) Catindoy	Shark Bay School

ENDEAVOUR

Awarded to a student who performs to the best of their capability in their schooling.

Dustin Yewers	Morawa District High School
Tom Molloy	School of Isolated and Distance Education
Eamon Rock	School of Isolated and Distance Education
Damon Williams	School of Isolated and Distance Education

Online Literacy And Numeracy Assessments (OLNA)

The Mathematic team’s expansion of OLNA support programs and introduction of multi-tiered diagnostic assessment have contributed to measurable improvement, particularly in Numeracy, where Year 12 OLNA standards were met by 96% of WACE-eligible students in 2025, up from 93% in 2024.

Online Literacy and Numeracy Assessments (OLNA)						
	2025	2024	2023	2022	2021	2020
NUMBER OF STUDENTS WHO MET THE STANDARD: COUNT (%) SOURCE: SCSA DATA FILES						
READING						
School (WACE eligible)	46 (100%)	45 (100%)	57 (100%)	61 (100%)	50 (100%)	51 (100%)
School (Cohort)	67 (75%)	61 (70%)	81 (73%)	99 (76%)	77 (76%)	86 (82%)
WRITING						
School (WACE eligible)	46 (100%)	45 (100%)	57 (100%)	60 (98%)	50 (100%)	51 (100%)
School (Cohort)	68 (76%)	61 (70%)	76 (68%)	99 (76%)	76 (75%)	86 (82%)
NUMERACY						
School (WACE eligible)	44 (96%)	42 (93%)	55 (96%)	59 (97%)	50 (100%)	49 (96%)
School (Cohort)	66 (74%)	57 (66%)	76 (68%)	99 (76%)	74 (73%)	82 (78%)

Comments

100% of WACE-eligible students met the minimum standard in Reading and Writing in 2025 -- a result sustained across all six years of data shown. Numeracy improved to 96%, reflecting the direct impact of SIDE’s multi-tiered intervention model. Across the full Year 12 cohort, 74–76% met OLNA standards, a continued improvement trend across all three domains

SIDE’s 2025 WACE achievement rate of 96% is a 7-percentage-point improvement on 2024, and 25 points above the state average. This result reflects targeted intervention, personalised pathway planning, and 100% WACE achievement among Dance and Traveller cohorts. The SIDE Academic Dux was a Traveller student who excelled in six ATAR courses.

NAPLAN

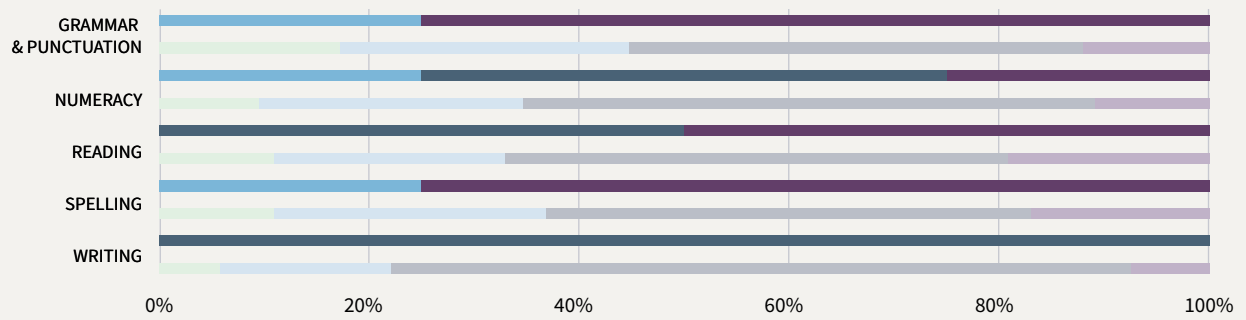
NAPLAN results for SIDE students are reported at Years 3, 5, 7 and 9 across Reading, Writing, Spelling, Numeracy, and Grammar and Punctuation, compared against Department of Education averages.

NAPLAN data continues to confirm that targeted literacy and numeracy intervention is essential.

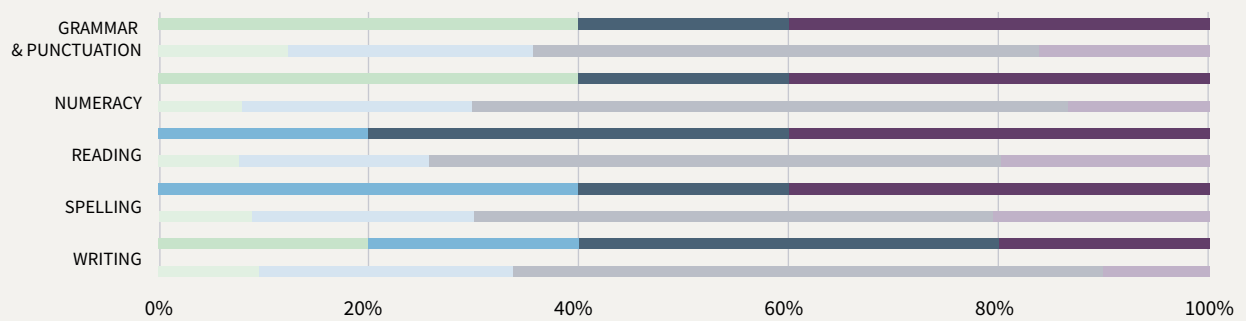
Planned Actions:

Continue using NAPLAN alongside classroom evidence, Brightpath Writing assessments, PAT testing, and culturally responsive diagnostic tools to identify learning needs and target support. Develop consistent assessment moderation across year levels.

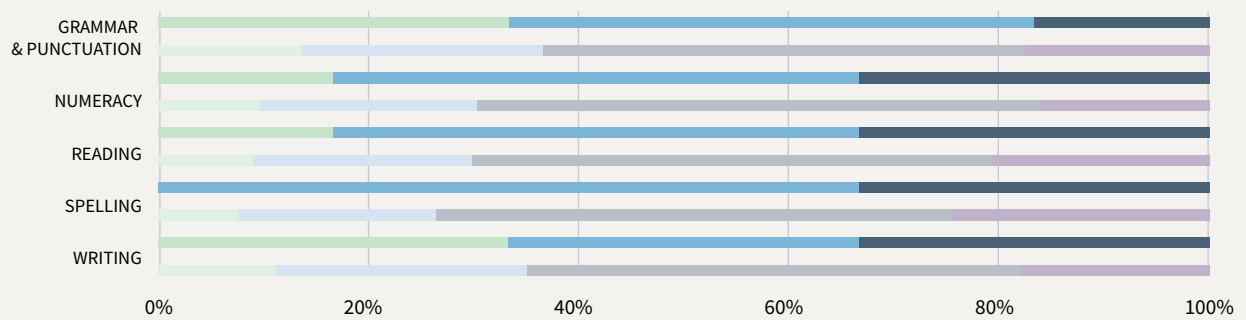
Year 3 SIDE results compared to Department of Education



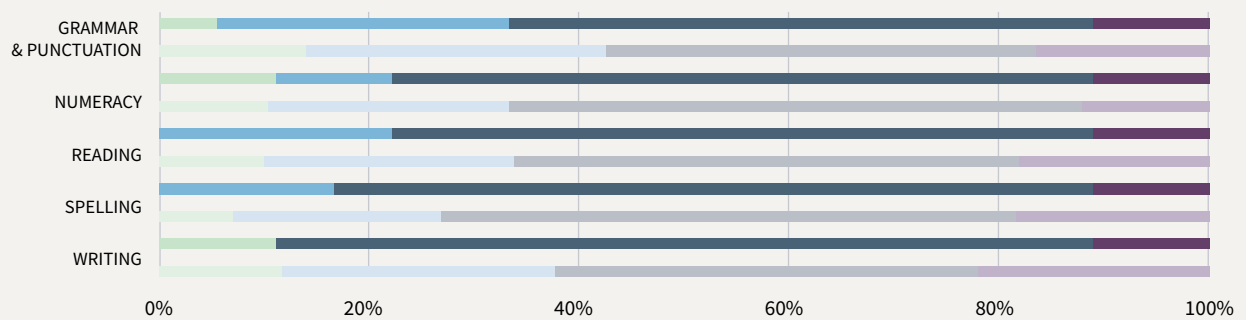
Year 5 SIDE results compared to Department of Education



Year 7 SIDE results compared to Department of Education



Year 9 SIDE results compared to Department of Education



SIDE	Needs additional support	Developing	Strong	Exceeding
DoE	Needs additional support	Developing	Strong	Exceeding

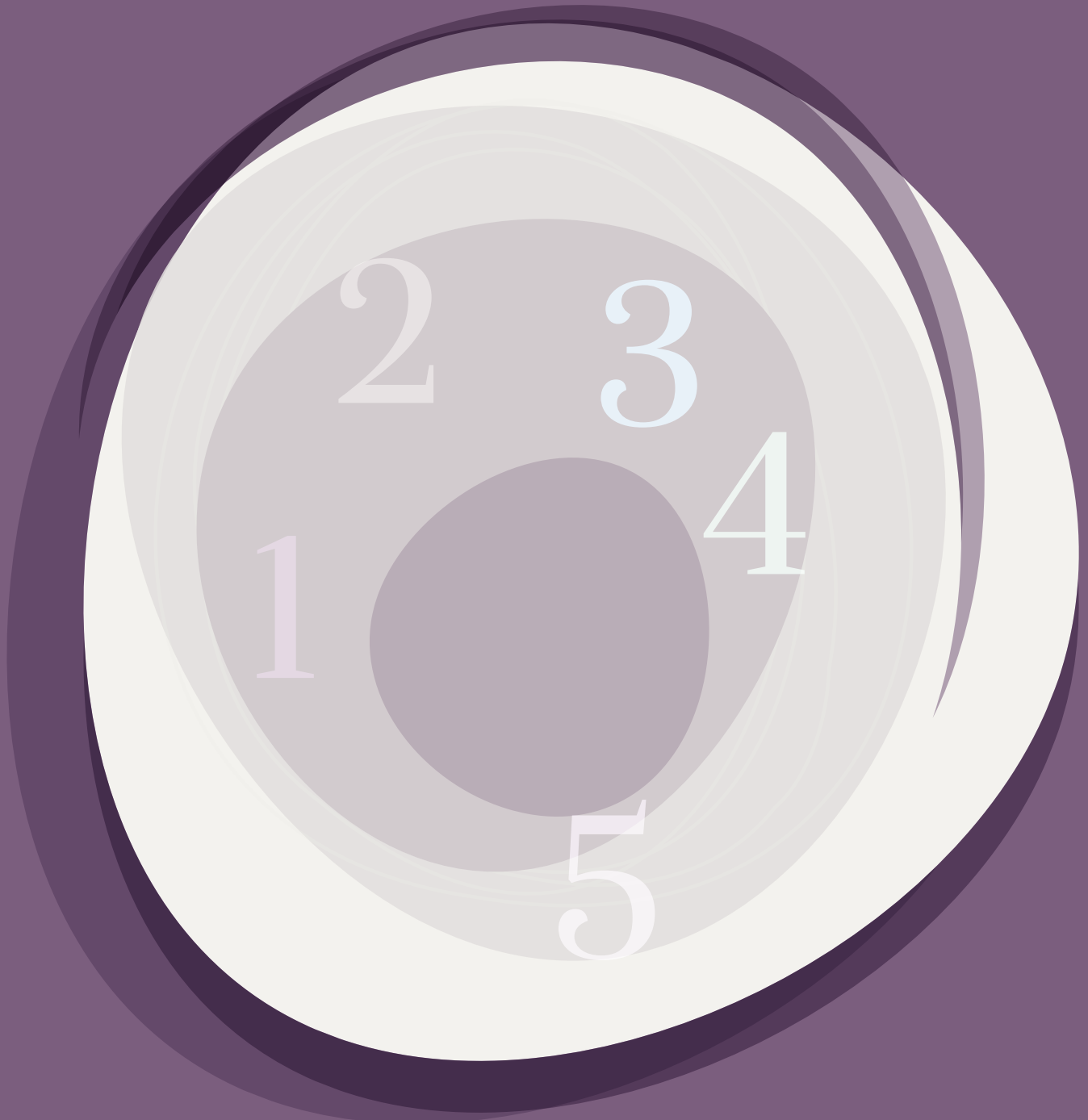


Acronyms

Acronyms

AADES	Australasian Association of Distance Education Schools
ACARA	Australian Curriculum, Assessment and Reporting Authority
ACER	Australian Council for Educational Research
ADWPL	Authority Developed Workplace Learning
AITSL	Australian Institute for Teaching and School Leadership
ALTT	Aboriginal Languages Teacher Training
AQTF	Australian Quality Training Framework
ASDAN	Award Scheme Development and Accreditation Network
ASVP	Australian Vocational Student Prices
ATAR	Australian Tertiary Admission Rank
ATSI	Aboriginal or Torres Strait Islander
BOR	Breakout Rooms
CAC	Curriculum Advisory Committee
CAD	Computer Aided Design
CC	Community College
CGEA	Certificate of General Education Adults
CHS	Community High School
CMIS	Classroom Management Instructional Strategies
CNCR	Computer Numeric Control router
CVET	Careers and Vocational Education and Training
DHS	District High School
DOE	Department of Education
EAL/D	English as an Additional Language/Dialect
ECE	Early Childhood Education
EROL	Electronic Resources On Line
EST	Externally Set Task
HASS	Humanities and Social Sciences
HOLA	Head of Learning Area
HASS	Humanities and Social Sciences

ICT	Information, Communication and Technology
IEP	Individualised Education Plan
IOTS	Indian Ocean Territories Schools
LMS	Learning Management System
MESH	Maths, English, Science and Humanities
MOU	Memorandum of Understanding
NAPLAN	National Assessment Program Literacy and Numeracy
OLNA	Online Literacy and Numeracy Assessment
OTL	Online Teaching and Learning
PAT	Progressive Achievement Tests
PL	Professional Learning
PM	Performance Management
PS	Primary School
RHS	Remote High School
RTO	Registered Training Organisation
RRTT	Remote Regional Teaching Team
SAIS	Student Achievement Information System
SAER	Students at Educational Risk
SCSA	School Curriculum and Standards Authority
SEN	Students with Educational Needs
SIRS	Student Information Records System
SOEP	SIDE Online Enrolment Portal
SHS	Senior High School
STEM	Science, Technology, Engineering, and Mathematics
TDS	Teacher Development School
TISC	Tertiary Institutions Service Centre
TLC	Trinity Learning Centre
TRBWA	Teachers Registration Board Western Australia
VET	Vocational Education and Training
WACE	Western Australian Certificate of Education



Progress Against Identified Priorities

1

Building culturally responsive, cohort focused pathways and learning opportunities

In 2025, SIDE strengthened its focus on place-based, culturally responsive pathways designed around the needs of each student cohort. Programs were reviewed, adapted and developed to remain responsive to system requirements.

Evidence of Progress

1. RRTT delivered culturally responsive programs to 150+ mainly Aboriginal students in 22 schools, spending 150 days on regional visits
2. RRTT participated in the Ngaparrtji-Ngaparrtji Two-Way Science program, embedding Aboriginal knowledge systems in curriculum delivery.
3. EALD Outreach expanded from 1 school with 3 students in Term 1 to 17 schools and 56 students by Term 4
4. Languages programs reached 1,164 Primary students across approximately 60 regional schools, including 179 ATSI students -- 30 more than in 2024.
5. 8 place-based, culturally responsive Year 7 – 10 Technologies and The Arts subjects delivered in 9 regional and remote schools
6. Differentiated curriculum design and delivery for Referral students in Year 7-10 English
7. Development and provision of intensive Literacy and Numeracy support programs

Planned Actions

Explicitly embed actions and strategies across strategic and school operational planning to strengthen Cultural Responsiveness; Expand the scope and rigour of EALD programs and pathways; build on the provision and support for partner school staff to meet the needs of EALD students in the regions.

2

Embedding highly effective and inspirational teaching in every classroom

Quality teaching at SIDE is delivered across a blended model that combines synchronous Webex lessons, asynchronous Moodle courses, and face-to-face visits. In 2025, significant improvements were made to the consistency, inclusivity, and cultural responsiveness of this model.

Evidence of Progress

1. Delivery of Year 4-7 Mathematics and Science curriculum to regional and remote students
2. OTL delivered 32 synchronous professional learning events and trained 22 new and 35 relief teachers in online pedagogy;
3. AI Policy and guidelines implemented across the school
4. Increased implementation of multi-tiered diagnostic assessments including PAT and Brightpath
5. Targeted intervention resulted in:
 - 100% of Year 11 and 12 General EALD students achieved C or above.
 - 85% of Year 11 and 12 General English students achieved C or above.
 - 83% of Year 11 General HASS students achieved C or above.
 - Mathematics Year 7-8 A and B grades doubling from ~20% to over 40%.
 - Year 12 Numeracy OLNA standards improved from 93% to 96%.
6. Establishment of Year 7-10 Music Course, supporting 100 regional and remote students with specialist music education.
7. ASDAN accredited programs delivered to 29 students; 85% of Year 12 ASDAN students successfully completed courses.

Planned Actions

Strengthen culturally responsive teaching and learning practice; develop coaching and mentoring models for online pedagogy; expand K-10 Music subjects from 115 to projected 244 enrolments; develop 7-10 Drama; and build culturally responsive, context-relevant metrics for SIDE's unique cohorts.

3

Strengthening Student and Staff Wellbeing

Wellbeing remained a central focus for both students and staff in 2025, with new systems introduced to better understand and respond to the needs of our diverse cohorts. A layered approach to support was used to inform planning at every level, work began on a whole school wellbeing framework, and student and family voice was gathered on wellbeing and engagement. Collaborative case management practices were also strengthened to better support students on both current and external enrolments.

Evidence of Progress

1. Power BI dashboards built to provide real-time data on enrolment, attendance, and engagement across regional teams.
2. Establishment of school-wide cohort tracking framework for consistent data collection from 2026.
3. Student voice systematically gathered within Learning Areas and phases of learning.
4. SIDE RTO commended for student wellbeing and diversity focus, during pilot audit against new Standards for RTOs.
5. Learning Support team undertook a review to strengthen whole-school inclusion practices.

Planned Actions

Refine school-wide data collection; Implement neuro-affirming practice professional learning; improve Learning Support Plans for all students with diagnosed conditions.

4

Enhancing relational ways of working with our community and system partners

Strong relationships with our community and system partners underpin SIDE's ability to meet the needs of students across the state. In 2025, the school continued to improve communication, consultation and collaboration with Partner Schools to better respond to local area needs, while also building and strengthening connections with Aboriginal communities across all campuses. Processes for listening to Aboriginal voices continued to be developed to inform school based decision making.

Evidence of Progress

1. Career Taster Program reached 64 schools, well above the target of 45 – including AISWA, CEWA, and Studio Schools as well as the most remote public schools.
2. Resource Centre loans exceeded 5,000 – a 25% increase, with digital collections expanded to 60/40 split to support students in resource-limited settings.
3. Regional coordinators delivered personalised pathway planning, parent information sessions, and face-to-face visits across the state.
4. SIDE Leavers Event brought together 57 Year 12 graduates.
5. Onsite accommodation facilities hosted students from 49 schools.
6. Partnership with Red Cross Humanitarian Settlement Program enabled access to intensive English support for students from humanitarian backgrounds.

Planned Actions

Expand Career Taster reach to include more regional and remote centres; strengthen the On Country career program in partnership with regional and remote communities; increase regional and remote student access to Resource Centre digital collections; formalise ADWPL agreements with partner school principals.

5

Leading with shared purpose

In 2025, the school demonstrated genuine system leadership through proactive program development and cross-sector partnerships.

Evidence of Progress

1. SIDE RTO developed a supervisor training course to support the regional workforce.
2. SIDE RTO received Ministerial approval to add 10 new VET qualifications to its scope from 2026.
3. First cohort commenced training in the newly accredited Certificate III in Teaching Aboriginal and Torres Strait Islander Languages.
4. Career Taster Program extended into AISWA and CEWA schools, recognising that system leadership extends beyond the public system.
5. EALD partnership with Community Refugee Integration Settlement Pilot (CRISP) supporting families and students from humanitarian backgrounds.

Planned Actions:

Implement 10 new RTO qualifications; deepen Statewide Services partnerships.

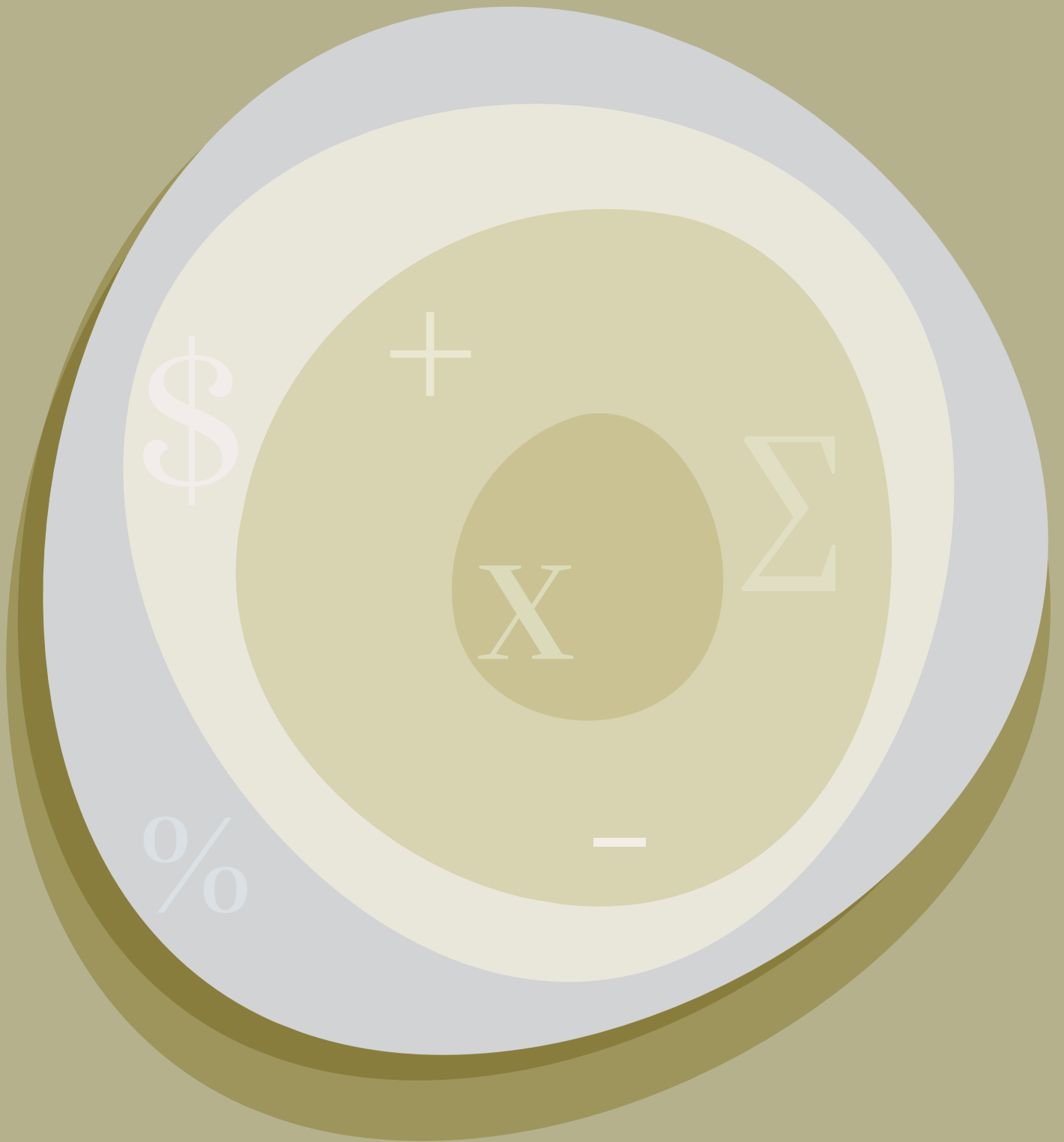
Setting the tone for 2025

“**As you walk
this country,
walk lightly.**”

Quote by **Ash (Garlett) Penfold** and **Corroboree for life**.
Yarning Circle at our Leederville campus.

“No matter our
journey, **we all have
a connection that binds
us to this country,**
and that’s something
to **be proud of.**”

Quote by **Kevin Bynder**.



Financial Summary

School Income by Funding Source Data

INCOME - Dec 2025 (Verified Dec Cash)

	CURRENT BUDGET (\$)	ACTUAL YTD (\$)
Carry Forward (Cash)	562,633	562,633
Carry Forward (Salary)	2,219,938	2,219,938
STUDENT-CENTRED FUNDING		
Per Student	0	0
School and Student Characteristics	41,427	41,427
Disability Adjustments	(41,427)	(41,427)
Targeted Initiatives	27,782,452	27,782,452
Operational Response Allocation	6,598	6,598
Total Funds:	27,789,050	27,789,050
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(116,679)	(116,679)
School Transfers – Cash	76,833	76,833
Department Adjustments	0	0
Total Funds:	(39,846)	(39,846)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	15,833	15,833
Charges and Fees	711,875	711,875
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	138	138
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	351,313	351,313
Revenue from CO, Regional Office and Other schools	181,956	181,956
Other Revenues	179,638	179,640
Transfer from Reserve or DGR	1,344,075	1,344,075
Residential Accommodation	102,835	102,835
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	2,887,663	2,887,665
TOTAL	33,419,438	33,419,440

School Expenditure by Funding Source Data

EXPENDITURE - Dec 2025 (Verified Dec Cash)

	CURRENT BUDGET (\$)	ACTUAL YTD (\$)
SALARIES		
Appointed Staff	24,090,636	24,090,636
New Appointments	0	0
Casual Payments	1,031,745	1,031,745
Other Salary Expenditure	9,150	9,150
Total Funds:	25,131,531	25,131,531
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	297,746	169,474
Lease Payments	112,000	110,454
Utilities, Facilities and Maintenance	868,775	852,324
Buildings, Property and Equipment	1,021,866	878,394
Curriculum and Student Services	2,255,136	1,976,469
Professional Development	223,000	113,662
Transfer to Reserve	892,213	892,213
Other Expenditure	21,658	21,669
Payment to CO, Regional Office and Other schools	771,072	713,779
Residential Operations	2,500	105
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	6,465,966	5,728,543
TOTAL	31,597,497	30,860,074

Comments

Salaries represent approximately 81% of total expenditure, reflecting SIDE's core asset: its specialist teaching workforce. Curriculum and Student Services expenditure of \$1,976,469 reflects investment in the resources, programs, and direct student support required across SIDE's blended model. The positive financial variance provides carry-forward to support strategic investment in 2026, including RTO expansion, Music growth, and digital infrastructure.



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Courage

Connection

Creativity

Equity

Compassion