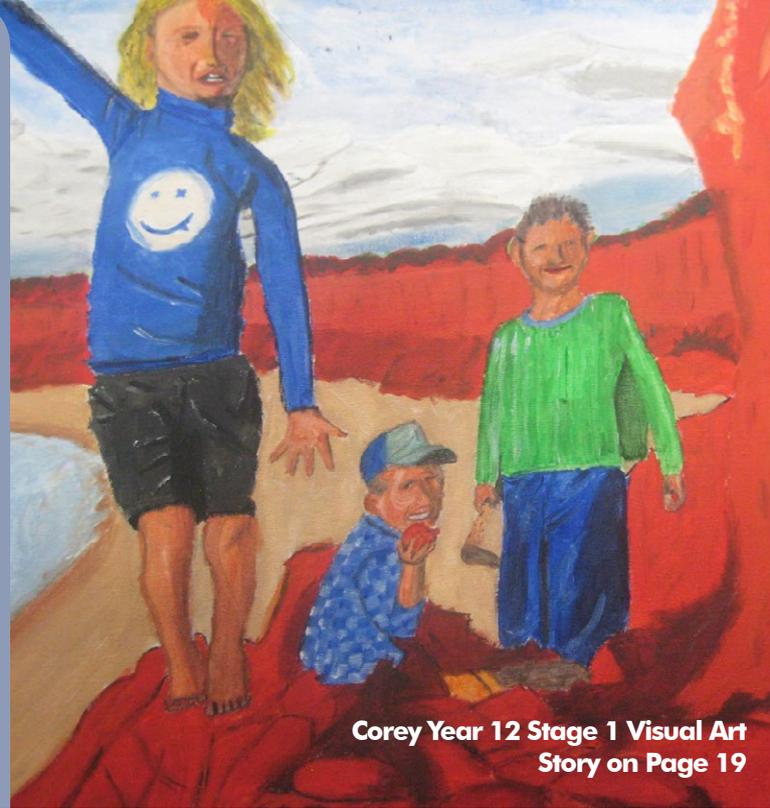




Schools of Isolated and Distance Education

INSIDE VIEWS



Corey Year 12 Stage 1 Visual Art
Story on Page 19

From the Principal



Jonathan Bromage
Principal

Principal's position

Mr Chamberlain is on long service leave for Semester Two and I will be acting in his position until the end of the year.

Student centred funding model

As has been widely reported in the press, all public schools will be moving to a new funding model in 2015. The majority of WA public schools will receive their school funding based on the number of students enrolled in their school. Because of SIDE's unique method of enrolment it has been designated a *Specialist Services Targeted Initiative School*. This means the SIDE budget will not be determined by student enrolments. However, SIDE will operate under a one-line budget from 2015.

Further information on the Student Centred Funding Model can be found at:

<http://biggerpicture.education.wa.edu.au>.

School council

In recent years it has been difficult for SIDE to form a school council, mainly due to the issues of distance. With the introduction of the Student Centred Funding Model it is essential that SIDE has an active school council. Therefore, during Term 4 I will be calling for nominations for parent representatives to join a new school council. I plan to utilise the technologies SIDE uses with students to reduce the amount of travel and time away from home for future council members.

National school opinion surveys

It is now a requirement of all schools to complete nationally consistent surveys for parents, staff and students. The parent and staff surveys have been completed and the student survey will be finished by the end of this term. The results will be used to inform future school planning, starting on the School Development Day on Monday 13 October.

I would like to thank those who completed the surveys and provided the important and valuable feedback. For further information about the national surveys, visit www.schoolsurvey.edu.au.

SIDE School Development Days for 2015

- January 29 & 30
- April 20
- July 20
- October 12
- December 18

This Term's Issue

pg.5 Opportunities for parents and Year 7/8 students enrolling at SIDE in 2015.

pg.6 VET Training partnership gives young motivated SIDE students the edge!

pg.14 Ballet students become Junior Judges for Children's Book Week at SIDE.

pg.23 Learn a language and open the door to a better world.

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Long service leave

As all teaching and support staff are now required to take their long service leave within two years of accrual, SIDE has had a large number of staff on extended leave this year. Unavoidably, this has caused some disruption but I would like to commend the school leadership team for their work to ensure learning programs continue with the minimum of change and the students for working so well with the relief teachers.

Year 7 move to secondary schooling

There has been a great deal of activity preparing for the move of Year 7 students to secondary schooling in 2015. The Deputy Principal (Students) Jacquie Sandhu has been working closely with learning areas that are in the process of developing new and exciting programs. The Student Services team have also planned induction days and information sessions for Term 4, some in Leederville and others online. Please contact Jacquie Sandhu if you have any questions regarding the move of Year 7 students.

School visits

I had the opportunity to travel to Jigalong RCS in August. It was great to meet the students and staff at the school and to see how SIDE operates from the students' point of view. I was very impressed with how the teachers at both schools, though separated by 1500km, were working closely together to ensure the students receive a learning program tailored to their needs.

I also accompanied Gay Tierney, student coordinator, on a visit to one of our ballet schools that has 86 students enrolled with SIDE through the Elite program. Again, it was good to see where the students are learning and to receive positive feedback about the school and the programs on offer.

WACE exams

The WACE exams are approaching for our Year 12

Be balanced

TAKE REGULAR SHORT BREAKS

- Give your brain a rest every couple of hours... don't forget to go back to your study when your break time is over
- Take a posture break for 10 minutes or so every hour... stretch your arms and neck, move around... laugh if you can
- Be kind to your eyes... work in a well lit space... rest your eyes when you take a posture break... do some eye exercises

EXERCISE

- Take time to get away from your desk
- Stay fit and clear your mind with physical activity

EAT A BALANCED DIET

- Eat as well as you can
- Feed your brain for energy and brain power
- Go easy on caffeinated drinks
- Drink plenty of water
- Eat a nutritious breakfast on the day of your exam

SLEEP WELL

- Get reasonably early nights
- Have a regular sleep routine
- Leave half an hour or so between studying and going to bed

RELAX AND HAVE FUN

- Take part in social activities
- Make time for your family and friends... they are important!
- Having fun makes it easier to study... especially if you know your reward for studying well will be more fun
- Hit your books when you feel energised and refreshed

students. Teachers have told me how hard our final year students are working in order to be well prepared. This is a busy and stressful time for students (and their families) and it is important that all the students take care to look after themselves. The Year 12 Information Handbook published by the School Curriculum and Standards Authority provides a great deal of useful information on health and wellbeing.

The full publication is available here:

http://www.scsa.wa.edu.au/internet/Publications/year12_information_handbook.

Jonathan Bromage
Principal

From the Deputy Principal



Steve Hoey
Deputy Principal

Year 12s checking personal details, enrolments and final results

Year 12 students can check their personal details and enrolments online at <https://www.wace.wa.edu.au>.

After Wednesday 24

September 2014, students will also be able to access their WACE practical and written examination timetables at this address.

To log on, students will need their SCSA student number and other personal identification information. Students must report inaccurate information to the school for updating.

Year 12 students will also be able to use this address to

access their results online from Monday 29 December 2014. Students who experience technical difficulties in accessing the information need to contact the Authority at sirshelp@scsa.wa.edu.au or on 9273 6719 (during office hours). Students may also find the Authority's social media a convenient way to access information about the WACE examinations and certification. Go to: www.facebook.com/scsawa www.twitter.com/scsawa.

Steve Hoey
Deputy Principal

From the Deputy Principal



Jacquie Sandhu
Deputy Principal

On Tuesday 16 September the Central Immunisation Clinic attended SIDE to immunise our home-based Year 8 students located in the metropolitan area. This is a first for SIDE as in the past we have not had students attending lessons at our site regularly. The clinic will return in Term 4 for the next round for Year 8 students and we are currently negotiating for 2015 Year 8

students who regularly attend our school to become part of the clinic's yearly program.

SIDE is also investigating how the immunisation program for home-based students in rural areas can be undertaken. The school will be in touch with parents/carers on receipt of this information.

Scoliosis is an important health problem for adolescent girls and 25 per thousand are at risk of developing a significant curve. It is for this reason that the recommended screening occurs in the age range of 11–13 years as a sound preventative measure. Please refer to the website www.scoliosis-australia.org, which provides comprehensive and credible information about the early detection, symptoms and treatment of scoliosis.

Reminder for Year 11 and 12 home-based students, please complete your Post Schools Destinations Survey by Week 1 of Term 4.

Thank you to our Year 5–12 home-based students who completed our online survey. Your responses will provide us with valuable feedback on ways we can improve and, just as importantly, celebrate what we do well.

NAPLAN – Year 9 students who completed NAPLAN this year generally performed well. Special congratulations are extended to those students who performed above Band 9 in Numeracy and Literacy.

Jacquie Sandhu
Deputy Principal

School Curriculum and Standards Authority



Allan Blagaich
CEO

As many parents who have older children will know, the School Curriculum and Standards Authority has a lot of responsibilities in the delivery of senior secondary curriculum and assessment. This includes the provision of high-quality curriculum, assessment and standards. In recent years our scope has broadened to include primary education.

For those who don't know a lot about us, we're an independent statutory authority that supports primary and secondary schools, both government and non-government. We provide curriculum resources for all learning areas, as well as comprehensive information and support materials about the Western Australian Curriculum and Assessment Outline. We also provide judging standards, support materials about NAPLAN, and have just published the Kindergarten Curriculum Guidelines.

Australian Curriculum

Phase 1 of the Pre-primary to Year 10 Australian Curriculum – which includes English, Mathematics, Science and History – is currently being taught by most schools and will be fully implemented in Western Australia by the end of Semester 1, 2015. This includes teaching, assessing and reporting.

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Western Australian Curriculum and Assessment Outline

The Western Australian Curriculum and Assessment Outline (the Outline) is the source of Kindergarten to Year 10 curriculum for all Western Australian students. It provides comprehensive information that schools can use to plan student learning programs, assess student progress and report to parents. All materials are accessible via our website.

Given the phased development of the Australian Curriculum, schools will be teaching some learning areas from the Australian Curriculum and some learning areas described in the former Western Australian Curriculum Framework. As the Australian Curriculum is further developed, it will gradually replace the Curriculum Framework in Western Australia.

Judging Standards

Judging Standards is a tool designed to support teachers when reporting against the Achievement Standards; when giving assessment feedback; and when explaining the differences between one student's achievement and another's. As parents, you may also find it useful to learn more about Judging Standards at our website at http://k10outline.scsa.wa.edu.au/assessment_principles_and_practice/judging_standards.

Kindergarten Curriculum Guidelines

We're delighted to have released the Kindergarten Curriculum Guidelines. The guidelines build on the Commonwealth Government's Early Years Learning Framework and provide clear direction and support to Kindergarten educators. The guidelines allow educators to adjust them, as appropriate, to meet the needs of their students. The guidelines recognise that Kindergarten children are connected to family, community, culture and place, and their learning takes place through these relationships. The goal is to produce confident, creative problem-solving children who feel comfortable exploring different perspectives and ways of working. Visit the guidelines at http://k10outline.scsa.wa.edu.au/Curriculum_k-10/Kindergarten_Curriculum_Guidelines/.

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment of all students in Years 3, 5, 7 and 9. All students are expected to participate in the testing. They will be assessed in language conventions (spelling, grammar

and punctuation), writing, reading and numeracy. NAPLAN tests are designed to complement the regular assessments made by teachers throughout the year. The provision of comprehensive teaching and learning programs is the best preparation that schools can provide for their students. Schools ensure students are familiar with the format, language, response types and time constraints of the tests.

Your child's 2014 NAPLAN report will be issued through your school in late September. The report will be accompanied by an information brochure. All students' individual results are strictly confidential. You can access more information on the NAPLAN testing process by contacting your child's school, accessing the NAPLAN website at www.nap.edu.au, the My School website at www.myschool.edu.au or via the Authority's website at http://www.scsa.wa.edu.au/internet/Years_K10/NAPLAN.

Senior secondary

If you would like to find out more about revisions to the Western Australian Certificate of Education (WACE) from 2015 and 2016, please visit our website. From 2016, we will support students to meet a minimum standard of literacy and numeracy to ensure they can meet the demands of life beyond school. The changes will also see students required to achieve an Australian Tertiary Admission Rank (ATAR) or a minimum Certificate II in training programs to achieve a WACE.

Year 10 students will be required to sit the Online Literacy and Numeracy Assessment (OLNA) in Semester 1 unless, on the basis of their Year 9 NAPLAN results, they have demonstrated the minimum standard of literacy and/or numeracy required for the WACE. Students will be required to sit the assessment for any component in which they have not achieved Band 8 or higher in Year 9 NAPLAN. Students will have multiple opportunities, if required, to meet the literacy and numeracy standard by the time they complete Year 12.

General enquiries

We have a lot of information on our website at www.scsa.wa.edu. If you have any questions that you can't find answers for on the website, please don't hesitate to contact us at info@scsa.wa.edu.au.

Allan Blagaich

Chief Executive Officer

Student Services

Year 7/8 transition

SIDE will provide the following transition/induction opportunities for parents and Year 7/8 students enrolling at SIDE in 2015:

1. Term 4 Week 5: Thursday 13 November at 3.00pm
 - Saba online event. The event will be recorded to enable any-time access
 - Audience: Parents
2. Term 4 Week 6: Friday 21 November at 1.00pm
 - On site (SIDE Leederville) Parent induction/information meeting
 - Audience: Parents
3. Term 4 Week 8: Friday 5 December at 8.30am
 - On site (SIDE Leederville) student orientation/transition
 - Audience: Students
4. Term 4: By appointment
 - Saba online induction/transition presentation requests for particular groups will be considered
 - Individual onsite visits

Register your interest by emailing

vicki.masters@education.wa.edu.au.

Career development — Student Edge

Student Edge is a useful website for students. It covers a range of issues including career guidance. Resources include 50 career choices videos with a further 30 in production: www.studentedge.com.au.

Snapshots of SIDE students and their achievements

SIDE's flexible and online delivery program allows a number of our students the opportunity to participate and experience programs whilst continuing their Western Australian education anywhere in the world.

Here are some snapshots of SIDE students living their dreams.

Aaron — Year 11

Aaron has just returned from an amazing experience – participating in a three month NASA Ames Internship in San Francisco, California. He spent time processing the data he and others collected from drone flights over stromatolites fields in Hamlin Pool, Shark Bay in WA. Whilst in the program Aaron was fortunate to see the world's largest wind tunnel and the majority of NASA's research and development operations.



Aaron – Year 11

Aaron described his experience as being really great, giving him a taste of what it is like to live and work in the adult world. It really was the opportunity of a lifetime and SIDE was able to support him with his studies along the journey.

Damian — Year 12

Damian is an elite swimmer who has represented Australia in five international swimming meets and has won medals at all these meets. Damian has represented WA at the State Swimming Championships since he was 14 and holds many state records for a range of swimming strokes over a variety of distances.



Damian – Year 12

Damian recently attended the Junior Pan Pacific competition in Hawaii, swimming in the 100, 200 & 400m freestyle events. SIDE has provided Damian with the opportunity to continue his Year 12 studies whilst juggling his intensive training schedule and travelling commitments.

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Bailee – Year 11

Bailee lives in Gracetown and is an elite surfer. In 2014 she was chosen to be a member of both the Open Women's State Team and the Junior Women's State Team. She achieved this great success after becoming the Under 18's Girls' State Champion and runner up in the Open Women's State Championship.



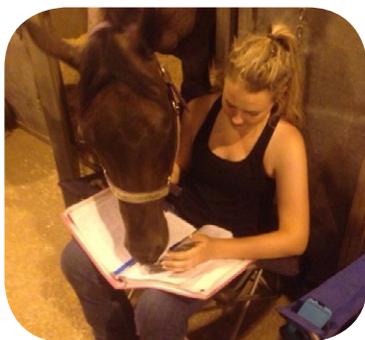
Bailee – Year 11

Bailee competed in the inaugural *Be The Influence Boardriders Battle* held in January this year in Cronulla, NSW, where she surfed against five time world champion Steph Gilmore. Bailee was also selected to surf in the trials for the Margaret River Pro contest.

Being enrolled at SIDE has allowed Bailee the flexibility to continue her education whilst training and travelling for surfing competitions.

Courtney – Year 12

Courtney is an elite equestrian athlete who competes in both traditional English riding events and also American Western pleasure events. This year Courtney spent three months living in the USA accessing specialist coaches and facilities.



Courtney – Year 12

Courtney had the amazing experience of competing in the Appaloosa Youth World Championships in Texas, USA and she came home with a Reserve World Champion title. During all the riding, training and competing Courtney still managed to fit in the time to complete SIDE school studies – which her horse April also found interesting!

Presley – Year 8

Presley is an actor who has relocated to live in the USA to follow his career. He has a starring role in the movie *The Pineville Heist* (to be released in 2015). In a recent interview for the Sydney Daily Telegraph newspaper Presley said that he studies online with SIDE and is really enjoying studying with other Australian students around the world and in regional WA.



Presley – Year 8

Careers and VET

VET training partnership gives young motivated SIDE students the edge!

Gaining the required experience, developing the necessary employability skills or trying to decide what career path to take can be a daunting task for young people in their final years of schooling.

SIDE ranks as one of the biggest schools in the world, and local business organisations throughout the state, are making this process easier for some of these students. The school to work program, including Workplace Learning (WL1 on-the-job training and WL2 employability skills) School Based Apprenticeships (SBA) and School Based Traineeships (SBT), is second to none in helping students achieve the above three aims.

A simple explanation of the program is to say it is on-the-job training, enabling the students to experience, first hand the world of work. The beauty of it is that they also combine this with their Secondary School Graduation (WACE) so it's a win-win situation all round.

Many local business organisations throughout the state assist the program by taking on trainees. "This support is fantastic," says workplace learning coordinator Shane Murray. Joe McCarthy, from the Global Tennis organisation, is an example of an enthusiastic host employer who provides on-the-job training at Wembley Tennis Club.

Nikita is the motivated student who has chosen the School Based Traineeship option. She has entered into a legally binding contract between Global Tennis, the Department of Training and the Central Institute of Technology. The benefit of the program is that it is linked to helping Nikita achieve her WACE but also enables her to get a valuable Certificate II qualification in the Sport & Recreation field.

The Registered Training Organisation (RTO) involved is the Central Institute of Technology. Pam Brand is the lecturer who provides excellent support with Nikita's off-the-job training.

Nikita is very grateful for the opportunity and is grabbing it with both hands. Congratulations are also in order because Nikita has successfully completed the Certificate II qualification and has moved on to the Certificate III Sport & Recreation course. A commendable achievement.

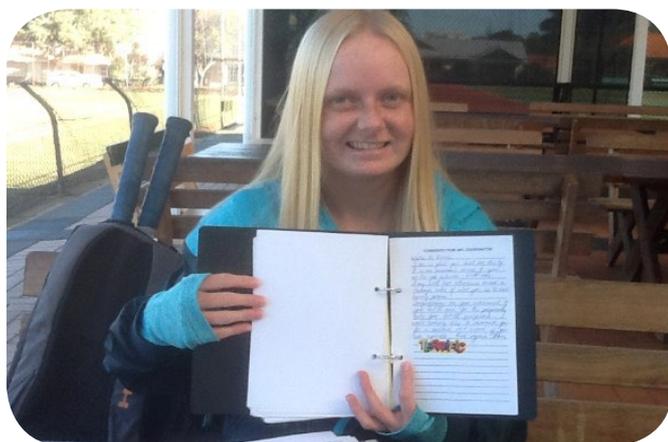
The program has many hidden advantages to all concerned – students, parents, employers and the community. Congratulations must go to all stakeholders for this exciting training initiative.



Nikita is all smiles as she 'umpires' her way to a successful Sport & Recreation position in the tennis field



Nikita (L), Pam Brand from Central Institute of Technology and Joe McCarthy from Global Tennis



Nikita proudly displaying her SBT log book

VacSwim December/January school holiday swimming lessons

Enrolments are now open. With swimming pools and beaches part of the Western Australian lifestyle it is important for every child to learn to swim and develop essential water safety skills. VacSwim's December/January school holiday swimming lessons are held at approximately 150 locations across the state and are conducted by qualified instructors.

For information and to enrol, visit education.wa.edu.au/swimming. For further information, telephone VacSwim on 9345 4007 or email vacswim@education.wa.edu.au.

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Learning Support

Term 3 update

It has been a busy term in Learning Support. It has been particularly impressive to see most of the students attending their Saba lessons regularly, working hard in their Moodle courses and producing work of a good quality.

Acer Online Assessment
<http://www.acer.edu.au>



Most of the students participated in the Acer online testing that was administered by staff in Learning Support.

The tests included the following components:

- eWrite
- Comprehension
- Vocabulary
- Maths.

Staff will interrogate these results and use this data, together with other formative assessments, to plan for Term 4 and the 2015 school year.

Regional visit to Newman and Jigalong



On Tuesday 5 August 2014, Jonathan Bromage, Suri Naidoo and Robin Williams left SIDE at 1pm for a Newman/Jigalong Regional visit. Suri: We arrived in Newman at 4.45pm. At 5.30pm we met with a Year 10 student who had recently enrolled with Learning Support

at SIDE. Jonathan had a discussion with his parent, while Robin and I had the opportunity to get a bit of background information on this student with regard to his interests and goals. As a new enrolment, we discussed SIDE's expectations in terms of his Saba lessons and Moodle classroom.

At 7am on Wednesday 6 August, we set off for Jigalong Remote Community School, which we reached after 2 hours of travelling. We met with the Principal Mr Greg Tompsett and Deputy Principal Ellen Tompsett.

We were introduced to the students in the boys' classroom. We have students from Years 8 to 12. The students were involved in a two hour literacy block with their teacher, Greg Grant. Robin Williams worked in the library with her Year 11 students on Moodle and emails. I worked with the Year 8–10 boys.



A Year 12 student doing a reading activity

As some of the students had a scheduled Saba lesson with our LS teachers, we had the opportunity to observe and see the students engage in the lesson.



A student having his Saba lesson



Robin Williams with her Year 11 students

We also met up with the female students in the girls' classroom. We assisted them in navigating through Moodle, accessing their emails and their coursework.

Towards the end of the day, we met up with their teacher, Greg Grant, and gave him a tour of Moodle so that he was aware of the work students were exposed to in ICT, Maths and English. Jonathan was also able to assist him in identifying network issues and how to resolve them so that the students can fully benefit from SIDE.

Some of the **benefits** of the visit to Jigalong:

- meeting the students and teachers
- observing the school environment and procedures
- observing students daily routines
- observing the surrounding community environment
- troubleshooting computer issues.

Report by Suri Naidoo and Robin Williams

Student work

This is part of a story that Year 11 student Mitchell submitted for his English course.

Elemental by Mitchell, Year 11

Chapter 1: Invasion

A war was happening in another world, in another galaxy, a galaxy of magic. It was the Year 3000 and in the Kingdom of Valor, in its capital, Tirith Valor, goblins were raiding the city. The goblins were freaky man like creatures with lime green skin and silver armour with brown cotton body gloves. They were carrying swords and using them to kill

Valorian Soldiers. These were the guards and army of Valor. They had armour as white as snow, blue cotton body gloves, helmets that covered all but their eyes with Viking horns and carried swords with them at all times. The captain of the goblin horde swung his sword around and killed many Valorians.

In a tower, near the castle, a governor was talking to his wife who was carrying a baby girl in her arms. "Get our daughter out of here and run as fast as you can" he cried.

The woman ran away with the baby in her arms. She rode on a horse into the wilderness as a group of goblins on repto-beasts chased after her. The repto-beasts were green carnivorous lizards, the size of rhinos, who walked like dinosaurs. They chased her into a forest filled with mountains. A goblin shot the woman in the arm, causing her to fall off, while still carrying the baby.

She got up and ran and hid the baby in a cave. "Goodbye sweetheart. I love you." she said softly as she kissed the baby on the forehead.

She ran out with a sword and chopped off the head of a goblin and stabbed through two and swung against another, but was stabbed in the back by another goblin. "Where's the Prime Elemental Brat?!" spat the Goblin captain.

"How should I know!" asked another Goblin.

"Come on. Let's get out of here." said the captain before they left.

Chapter 2: The Vally Of Harmony

The baby had been raised by a family of dogs, who named her Mianna. They consisted of Grin, his wife and their four sons. Raphael was the youngest of his brothers, he was eight years old, while two of his brothers were twelve, while his other brother was seventeen. The twins' names were Terry and Perry, while the oldest was called Henry.

The twins called Terry and Perry were often getting into trouble. Henry was not troublesome. Raphael was nice, but reckless. As for Mianna, she was good-hearted, caring and friendly. She felt like she was one of them, a big one of them, but one of them nonetheless.

One day, Mianna was chasing Raphael down the pond.

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Mianna had long brown hair, brown eyes, a blue buttoned jacket and pants. Her headband was also the same black colour as black paint.

She fell into a river and was sent away. She woke up at the shore where an old tiger was putting healing herbs on her right leg, which had a cut.

“Aaaah!”

She had never seen a tiger before in her life.

“Calm down little girl.” he said softly.

“Who are you Mr. Tiger?” she asked.

“Jong Wang. And who are you?”

“Mianna. I’m a dog.” she said.

“Actually you might be the same race as the humans.” he chuckled.

Mianna giggled but then looked a bit suspicious.

Then Raphael and his family came down.

“Mianna!” cried Raphael.

“Are you alright?” asked Grin.

“I’m OK. But Mr. Tiger said I might be human.” said Mianna

“Perhaps you can stay at Mr. Tiger’s cave.”

“Actually I’m Jong Wang.” said Jong Wang.

“Perhaps you can stay at Jong Wang’s cave for tonight.”

“Thank you.” said Mianna.

Chapter 3: The Cave

That night, Mianna and Jong Wang entered a cave on a mountain. Mianna noticed some paintings on the cave as she walked in and went to see them. She saw her and her birth parents on the day she was born, an attack on Tirith Valor and her mother being attacked by the goblins. She screamed.

Jong Wang ran into the room where he saw Mianna crying. He found Mianna on the right entrance of the cave.

“Are you alright? It’s OK to cry, but can you please tell me what’s wrong?” he asked.

He then noticed the paintings.

“Oh no.” he said.

Then out came Raphael.

“Heh, nice place. Mianna, are you OK?” he asked.

“She just found out that she has different parents.” said Jong Wang.

Raphael walked towards Mianna.

“Hey Mianna, you see, Mum and Dad were raising you. I too do feel shocked, but adopted parents do raise kids to protect them, even if they tell them they’re your family.” said Raphael.

Then as the sun rose up, they heard galloping. The girl,

the dog and the tiger walked out of the cave and saw a woman riding a horse. She was a tall woman with a black bob haircut with bangs and had a long pony tail at the back of her head. She got off her horse. Mianna noticed that she had sky blue eyes and a yellow singlet and pants with brown boots. It was the most beautiful woman that Mianna ever saw.

“Hello. Who might you be?” she asked.

“I’m Skyai. And I’ve come to teach you about your elemental powers. You have the powers of Fire, Water, Air and Earth. I’ll show you Fire.” said the woman.

She created fire balls in her hands and juggled them around while creating them.

“That was great!” said Mianna excitedly.

“I’ll show you Earth.” said Skyai.

She absorbed rock from the ground and made a mace, before slamming it onto the ground. She turned her hand back to the ground and unabsorbed the rock.

“That was brilliant.” said Mianna.

“I’ll show you Water.” said Skyai.

She made it rain next to them and then made the rain stop.

“Awesome!” said Mianna.

“And I shall now show you air.” said Skyai.

She raised her hand in the air and shot a whirlwind in the sky and made it stop.

“Bravo!” cried Mianna.

“Thank you. You are someone called the Prime Elemental and I’m going to take you on a quest to destroy an evil enemy called Gunflare, the evil dragon. Come with me.” said Skyai.

“I do need to say goodbye to my family first.”

“We’ll have time to do that.”

Unfortunately, we are not able to publish the whole story but would like to congratulate Mitchell on his effort.

Robin Williams

Teacher

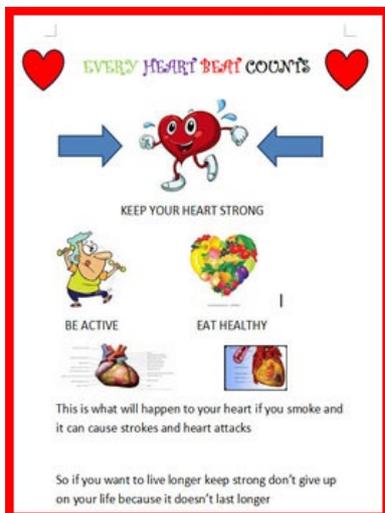
Learning Support: Health Teacher Jane Bourke

In Health this term we have been looking at healthy lifestyle choices and how we can prevent coronary heart disease, high cholesterol levels and heart attacks. We have studied the heart and the circulation system and considered the effects that a poor diet, smoking and a sedentary lifestyle can have on the health of the heart.

The Year 9 students from Menzies created healthy heart posters for their school and community, taking into account various aspects of their lessons. It was really pleasing to see the ideas and design skills that had been used to create the posters.



Lionel, Year 9 Menzies



Kellie, Year 9 Menzies

Suri Naidoo
Program Coordinator
Learning Support

English

School Development Days

Term 3 began with two days of school development. English HOLA, Linley Taylor, asked teachers from all subject areas to focus on four whole school literacy strategies in their teaching. These included sentences, paragraphs, glossaries and previewing the text. Feni Bembridge, Principal Consultant, Literacy, facilitated these sessions. Teachers chose one strategy to implement in their daily teaching and modelled it in their groups on the second day. The aim is for teachers of all subject areas to actively enhance the literacy of our students.

Professional Development

During an after-hours PD session, early in Term 3, the English Department worked with Dave Sharp, Department of Education Principal Consultant (and an English HOLA), on assessment for learning. The aim was to assist teachers with developing assessment outlines and marking keys in line with current DET practices for Australian Curriculum courses being implemented in 2015.



Dave Sharp works with English staff

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Working with students

As well as delivering Saba lessons each week, English teachers work regularly with students on site, and in schools, hospitals and other institutions.

At school

There are twelve students from across the state currently studying Year 11 Literature at SIDE. Pippa Tandy recently visited some of these students at Ellenbrook Secondary College. Although she felt that she already knew the students well through their friendly emails (including sharing their cat photos) and discussions in Saba lessons, Pippa was delighted to meet and talk with them at their school.



Students with Pippa at Ellenbrook SC
Back row: Kiany, Pippa
Front row: Channing, Joshua

At Trinity Learning Centre

Trinity Learning Centre provides the necessary support for young mothers to further their education. It's always a pleasure to work with the girls and visit the crèche!



Students work with Glynda at TLC



Students work with Glynda at TLC

At SIDE



Angela works with Rachel, Georgia, Jordan, Ainsley and Hayley at SIDE



Bonnie and Violet meet with Linley at SIDE



Narelle Carlon works with her ballet students at SIDE



Victoria works with Glynda at SIDE

Long service leave

Several English teachers have taken advantage of their hard-earned LSL this year and have returned much refreshed. Vicki Masters is the latest of our number preparing for this pleasure. Vicki, who is usually wearing her Student Services Coordinator hat, also teaches a Stage 1 English class. We'd like to thank her for her valuable contribution to the English team and wish her well for her leave in London and Europe!



Vicki joins English staff for after-hours PD

Student work — with a rural flavour

Place

I'm fully awake now to the sound of hundreds of black and red cockatoos filling the sky with chatter at the break of dawn. I look to the horizon and the radiant sun is peeking over the green paddocks. I'm starting to peel off my four layers of jumpers like a melting ice-block. The aroma of lanolin in the air reminds me of fun filled family days at the royal show when we watched the sheep shearing contest.

There's a taste of excitement and anticipation, and I know I'm not alone. Everyone is dressed in the classic denim jeans with checked flannelette shirts and boots. We're all standing in a line looking at the flock of three hundred sheep. They're all "baa-ing", munching on grass and making incredibly loud gulps. I can even hear them grinding their teeth and it's giving me shivers all over. I'm on a red Honda quad bike sitting on the edge of my seat and eagerly leaning forward revving the motor so I can take off without conking out. We're about to round up our very first mob of sheep for tagging and I'm worried that I'll make a regretful mistake, but Dad is relying on me.

Taylah – Year 10, in Sue Cullen's class

Glynda Russell & Angela Quinn
English Department

SIDE Points

Term 3

Bronze

Gabrielle	Lia
Olivia	Nikkia
Dylan	Christine
Alana	Laveda-Cheri
Reece	Corey
Benjamin	Brodie
Grace	Greg
Billie	Dante
Kristofer	Billy
Kullen	Cherry
Darien	Lionel
Jayden	



Silver

Declan	Courtney
Kira	Tristan
Leah	Benjamin
Christine	Cherry



Gold

Florence	Christia
Rowan	Liza
Benjamin	Kira



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Primary

Ballet students become Junior Judges for Children's Book Week at SIDE

On Thursday 14 August, Years 5–7 Ballet students came to SIDE for a Children's Book Week celebration. Twenty-three students took part in a Junior Judging activity in the morning.

Working in three groups, the students were given two categories of short-listed books to review. They looked at the Early Childhood and the Picture Book nominations and were given a set of criteria based on those used by the actual judges of the awards. Each student wrote a review of a book using the criteria and then had to justify to their group why they thought their book should win.



The students presented thoughtful and incisive arguments when discussing their books. After much debate, students agreed on group favourites.



After lunch, the students took part in two art and craft activities. The level of discussion and laughter was an indication of the fun they had.



They presented an 'eye to the future', which relates to Shaun Tan's *Rules of Summer*. The students also presented a 'moment in time' on cut outs of their feet, which relates to *Silver Buttons* by Bob Graham.

Many students and parents commented to teachers that it was a most enjoyable day where they learnt a lot and had the chance to work together in groups. They were also very pleased with their own choices which compared favourably to the 'official' results.

All nominated and winning Children's Book Week Books of the Year are available to be borrowed from the Library.

Technology and Enterprise

Design and Technology

Semester 2 has been a productive time for most Design and Technology students with some creative design and project work coming in.



As part of our technology integration process, we are expanding the use of Computer Controlled machines in our Design and Technology courses.

Students download CAD based software that is free from the internet to do their designs. They then load their design files to Moodle 2 for their teachers to feed into the SIDE machines and their completed work is mailed back for assembly.

If students have uploaded work to Moodle 2 for marking and have not received a feedback sheet via Moodle 2, they should contact their teacher.

Feedback will include a marks document and a pdf version of student work with individual comments. It will help improve your marks by reading task feedback and, if required, discussing it with your teacher.

To streamline this process, if possible convert all Word documents to pdf documents prior to loading to Moodle 2. There is free software available on the internet to convert documents to the pdf format or it is a print option in Microsoft Word.



All projects ready for submission must be photographed from different angles.

You should include at least two photos that show the whole project from different angles and close up images of all parts. These photos should then be inserted into a Word document with the task and student name, followed by pdf conversion and uploading to Moodle 2.

Students doing our Wood Design 2 course are enjoying designing and making CO₂ powered dragsters as well as making the Start and Finish



CO₂ Dragster by Axel

gates to run them. They will use CAD software to design a sign to go on their finish gates that will be engraved in wood by the SIDE CNC router.



Night Light project by Reagan

Electronics students are doing some great work assembling their projects, which includes using the SIDE laser cutter to cut out the acrylic cover plates that

students design using CAD software.

I have been receiving some creative, well composed photos from some of our Photography students this term.



Flower photo by Emily



Calendar and photo by Kerim



Panorama photo by Isabella

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Panorama photo by Jacob



Panorama photo by Bryce



Toned macro image by Bryce



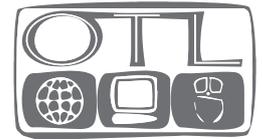
Toned macro image by Jade

Have a great holiday and keep up the good work!

Phil Garnett

Design & Technology Online Teaching

Online Teaching and Learning



Copy and paste knowledge

There is an ongoing argument in education circles about the *real* value of technology in the classroom. And rightfully so. We should never stop asking the tough questions. Do students learn anything when they can just google the answer? Has auto-correction affected our children's ability to spell? Does YouTube condition students to consider five-minute videos as extensive research?

Similarly, the limitations of technology are often raised as a failing. We've all experienced the "whoops, I forgot to save my work" syndrome. There is also the issue of 'stolen hours'. Technology can be distracting, and it's no secret that multi-tasking is sometimes a synonym for time-wasting.

This argument often strays into the effect of technology on developing brains, and while it's worth considering, the jury is well and truly out on that matter. Nevertheless, it's clear that total dependence on technology in student learning doesn't represent a balanced approach. SIDE makes extensive use of technology as a delivery tool, but we still retain a firm understanding that balance is essential. For that reason, we use a blended palette of tools for teaching and learning. Print, telephone, face-to-face visits, web-conferencing (Saba Classroom) and 24/7 content (Moodle) all have their place.



Compare what we do in 2014 with the not-so-long-ago correspondence model and it's easy to see that teaching and learning is much more 'active'. Isolated students communicate and interact with their teachers – and each other. Use of technology at SIDE is never an end in itself. Everything we do in the online world is focused on lowering the barriers to success for the remote student.

The hidden curriculum

There are side effects to any education, and most are positive. It's where relationships are formed, values are established and incidental knowledge and skills are acquired. Enabling this hidden curriculum has traditionally been a challenge in distance education. The online model has clear benefits in reducing isolation and enabling students to form peer groups. Opportunities for peer-to-peer collaboration and interaction are greatly increased. There is any number of studies demonstrating the benefits of group work, and the new technologies have enabled us to add this aspect of teaching to our armoury. Put simply, it's now much easier to engage students in their learning, and to enable them to work with others.

There *is* potential for distraction, but a student sitting alone with limited outside contact is a sure-fire way to ensure he/she goes off-task.

Clearly it's what our parents used to tell us: moderation in all things – balancing the online world with the offline. Rather than view the technology as a hurdle, we see it as an open door.

Ross Manson

Head of Online Teaching and Learning

Science

Preparations for 2015

The Science Learning Area has been busy preparing for the implementation of the new Year 11 courses next year. Programs and assessment tasks have been developed. The kits are being prepared and teachers are currently developing Moodle courses. The SIDE website contains all the details about courses being offered in 2015.

WACE Examination preparation

Year 12 students are currently preparing for their final exams. Hopefully study plans are in place and students are practising exam type questions. Practice exams are available in Moodle courses and WACE Study Guides, which contain practice questions, have been produced by several different publishers and are available through book suppliers. Year 12 students are reminded to check the syllabus to ensure they have a comprehensive understanding of the content being examined. The syllabus statements are a good starting point for developing study notes. Remember to read the exam cover page and instructions carefully to ensure all the required questions are answered correctly. We wish our Year 12 students all the very best for the WACE exams and into the future.

Distinguished service award

At the recent Science Teachers' Association of Western Australia's (STAWA) AGM, our Head of Science, Julie Weber was presented with a Distinguished Service Award in recognition of her service to STAWA. Julie has long been active with STAWA, holding the office of President, Secretary and Chair of Science Talent Search. Her work with STAWA is voluntary and reflects Julie's commitment to science teaching in WA. We congratulate Julie on her outstanding achievement.



Chevron Powering Careers in Energy Exploration

Camp 16–18 September

Chevron Australia – Powering Careers Endorsed Program provides students with the opportunity to explore and understand the broad range of career options available within the oil and gas industry in WA. The successful completion of the five units will earn two unit equivalents towards WACE. The program is made up of five units in total, covering a wide variety of aspects of the energy industry. One of these units is the Exploration Camp.

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Students modeling the rock cycle

In the morning the students had the opportunity to catch up with their SIDE teachers and in the afternoon they spent some time in the Science Laboratory learning about oil and gas formation.

On Tuesday the camp commenced for all students in the program. The camp was attended by 93 students and 14 teachers from six schools, including SIDE.

Camp coordinator, Tanja Pisaric from Chevron, opened the camp and introduced students to The Chevron Way (Chevron's vision and values). Jo Watkins from Earth Science

WA conducted some activities on oil and gas exploration, including a team challenge to build an oil and gas platform from straws, popsticks and packaging tape.



Kullen firing Sabrina from a cannon

In the afternoon students headed off to Scitech where they attended a workshop on science careers, and spent time exploring the Scitech exhibits, including the *Carnival of Science* exhibit. After dinner we all went to Bounce where students spent a couple of hours having fun on trampolines.

On Wednesday morning students attended presentations by Chevron employees. Zara Hart, Organisational Psychologist, spoke about Chevron's behaviour based safety process OSPREY, David Shepherd, Emergency

SIDE students arrived in Perth on Monday 15 September and gathered at SIDE before travelling to the camp accommodation in Como. In the

Management Coordinator – Gorgon Project, spoke about Emergency Management on Barrow Island and Dr Simon McKirdy spoke about Quarantine on

Barrow Island. There was also a special demonstration by Shelby, one of the Barrow Island quarantine dogs.



Shelby



In the afternoon we travelled to the Australian Centre for Energy and Process Training (ACEPT) in Munster. This oil and gas training facility has a model processing plant used for a variety of oil and gas based Certificates I–IV provided by Challenger Institute. In the evening students participated in a quiz night. Three SIDE students were on

the winning table.

Thursday, the final day of the camp, started off with a combined event with the Women in oil and gas. At this event guest speakers Rhonda Yoder (Health, Environment and Safety General Manager) and Johan Van Der Merwe (Gorgon Quarantine Manger) spoke about their journey to their current positions with Chevron. This was followed by a presentation on the Chevron recruitment process, including hints for preparing job applications and interview techniques. Students also got to participate in mock interviews to practise what they had learnt.



SIDE students Sam, Kullen, Kayla, Darcie, Itesha, Gemma and Sabrina

After lunch, students participated in a speed networking event with Chevron employees where they were able to ask questions about their roles with Chevron.

At the conclusion of the day three students from each school were awarded Merit Certificates for their participation in the program. Congratulations to Sabrina, Gemma and Kullen who were SIDE's recipients of these awards. They were presented with a certificate and \$100 Dymocks voucher.

The SIDE students stayed another night at the accommodation before returning home, very tired, on Friday.

The Arts

Congratulations, once again, to a number of Richard Wu's Visual Arts students who have been selected to exhibit in two prestigious exhibitions – the Young Originals and Metamorphosis. Particular mention should go to Amy for winning a trifecta in the Arts, being selected for the Young Originals and Metamorphosis Exhibitions and achieving 3rd place in the Shaun Tan Award. Seth (Year 11) and Laveda-Cheri (Year 9) were both deserving selections in the Young Originals Awards.

This term we decided to dedicate our section of the newsletter to visually communicate a small selection of our students' original and creative pieces. The breadth and depth of thinking behind the message and meaning portrayed in our students' artwork never cease to amaze us.

SIDE Award winners



Amy, Year 12 Stage 3 Visual Art
Young Originals 2014
Metamorphosis 2014



Seth, Year 11 Stage 2 Visual Art
Young Originals 2014



Laveda-Cheri, Year 9
Visual Art
Young Originals 2014

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The Arts Department



Jessica, Year 11 Stage 2 Visual Art
Young Originals 2014



Corey, Year 12 Stage 1 Visual Art



Skye, Year 8



Oska, Year 8



Emma, Year 10

Health and Physical Education

You and your lifestyle

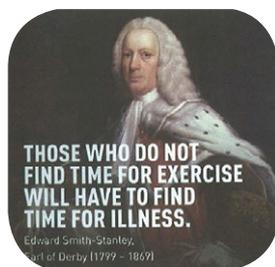
During this term our Year 9 Health students have been looking at lifestyle related diseases and how their lifestyle behaviours can impact on whether they are at risk of developing a lifestyle disease in the future.

Lifestyle diseases are the diseases associated with how a person *chooses* to live. For example, a person who smokes, eats a diet high in saturated fats and isn't involved in physical activity would be at a high risk of developing a cardiovascular disease.

As part of the module students prepared a five minute oral presentation on a lifestyle related disease of their choice. The oral presentation included a description of the disease, how and why it is caused, effects on an individual's health, how people can reduce their chance of getting the disease and what their community could do to help keep people healthy.

The students then delivered their presentations to their teacher and/or Saba class.

By teaching our students about lifestyle related diseases we are making them aware that the lifestyle they are living now can have a huge impact on their health as they get older.



Be. Magazine Winter 2014

The environment and you

The Lifestyle Related Disease class discussions then led to looking at how their surrounding environment encourages them to be healthy. As we are well aware, our SIDE students live in a range of locations. Students were asked to forward photographs of their local area showing ways in which the environment encourages physical activity.

The image below is a wonderful example and shows us that Jacob is serious about motivating himself to exercise. He did not let the fact that he does not have a local recreation centre in his community get in the way.



Jacob's 400m running track

He mowed his very own 400m track, in a paddock, and in addition to their very own football goals and hockey goals, the boys have set up their own recreation facility. Our students have described many other fine examples.

We need to keep our eyes open for opportunities and not always expect them to be obvious, show some initiative, be CREATIVE – this builds Resilience.

What is resilience?

"Life is not about what happens to us but what we do about it" – Ronit Baras

How can we help our children grow into well balanced, happy and emotionally strong adults who are able to handle whatever it is that life throws at them? – Help them to become resilient.

Resilience is the ability to cope with changes and challenges, and to bounce back during difficult times.

Learning about resilience is a very important part of our HPE program as we recognise the importance of building resilience skills in our students as a lifelong skill. Skills such as identifying and expressing emotions, improving communication skills, decision making skills and the importance of building positive relationships are just a few.

This term Pauline attended the SDERA Raising Resilient Teens Workshop ... as we all have a role to play in developing resiliency in our students (your children). As adults we must provide support and a safe environment in which they can practise and develop these skills.

'The simplest thing we can all do is imagine they all have an invisible sign on their chest that reads "MAKE ME FEEL I MATTER" Because they do'

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"They need guidance and they need parents and teachers to keep a close eye on how they are tracking," Maggie Dent from article below.

We would like to draw your attention to an article published in *Teachers Matter*, titled *Creating a safe place for today's adolescents*, written by Maggie Dent.

Below is the link. We encourage you to take the time to read this. Remember we all play a part and need to keep the conversation going.

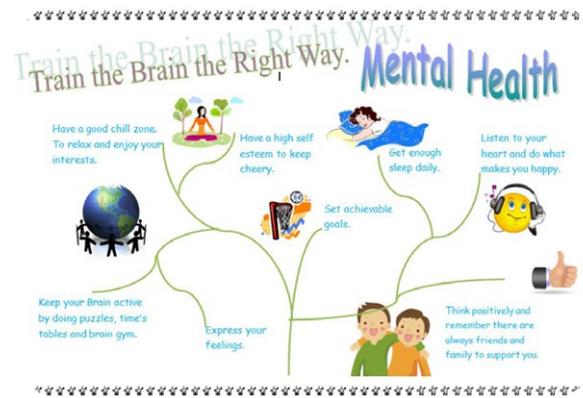
<http://www.maggiedent.com/content/creating-safe-place-todays-adolescents>

Year 8 healthy lifestyle posters

Year 8s have also been looking at Dimensions of Health; as we are well aware our health is affected by many factors. Students were asked to design a poster promoting health in all areas: physical, mental and social.

Note these slogans, which are very clever and I think worthy of publication:

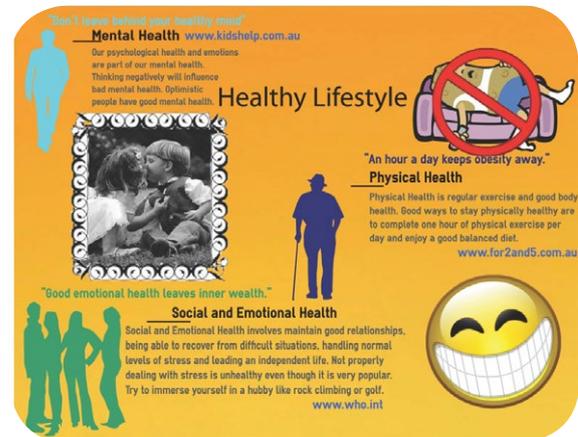
- 'An Hour a Day Keeps Obesity Away'
- 'Need a Mend Get a Friend'
- 'Enough Sun Can Be as Deadly as a Gun'
- 'Good Emotional Health Leads to Inner Wealth'
- 'Commit to be Fit'
- 'Have an Attitude of Gratitude'



Leah, Year 8



James, Year 8



Presley, Year 8

"Life is not about what happens to us but what we do about it" – Ronit Baras

Languages

Learn a language and open the door to a better world

It has been yet another busy term for staff and students of Languages across primary and secondary levels. Again this term, students have had access to additional conversation classes provided by native speaking language assistants and the Department of Education Indonesian Language Assistant Program. These conversation classes are designed to provide students with the opportunity to practise one-on-one with a native speaker with a focus on improving their ability to participate in the oral component of the course.

Senior Secondary Languages students and teachers are well into preparation for the upcoming end of year examination period. Teachers would like to thank all students for their hard work in preparation for the oral and written Language exams.

Good preparation and organisation is essential for obtaining the best exam results possible. Developing a good memory for vocabulary and phrases, confident writing and knowledge of grammatical skills and the ability to apply learning to real or exam situations will assist student progress and improve exam results for languages. We wish all our Stage 2 and 3 students success with their Language exams over the coming months.

School visits

On 18 August Veronika Popp and Maree Hoban visited students learning French and Indonesian at Munglinup Primary School and the following day headed to Ravensthorpe District High School.

At Munglinup the French students from Years 2–7 showed a great deal of care and support towards the younger students to enable the whole school to participate in a Master Chef cook-off.

On the menu for the day were madeleines, which are small, shell shaped tea cakes from France. After making the essential chef hat, students learnt the French words

for the basic ingredients. They then watched a short video to complete the quantities required and the instructions for making madeleines.

The students were then divided into groups and were presented with mystery ingredients – chocolate chips, lemon and coconut. Students worked extremely well to ensure that all participants (from K–7) within their group helped to prepare their batter. Veronika was amazed at how independently students prepared their madeleine batter, not once asking for help in understanding the French recipes they were using!

After cooking, cleaning and lunch, students enjoyed their dessert. Students were able to taste one tea cake of each flavour before voting on the winner. To everyone's great surprise, it was the chocolate chip madeleine that was voted the best tasting for the day! The day ended with a fun, interactive quiz, summarising the information the students had learnt.

Maree and Veronika would like to thank everyone at Munglinup PS for allowing them to come and enjoy the day with the staff and students. The assistance from the older students to make the day a great success was noted in particular!



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The next day there were lots of ‘hands-on’ language activities with the students in Years 3–6 at Ravensthorpe District High School. Students engaged in a variety of activities, including making sesajen (Balinese offerings), making puppets and cooking.

The Year 3 students made puppets, which they used to carry out a conversation in Indonesian with a partner. They also dressed up in traditional Indonesian clothing and had their photos taken.

Year 4 and 5 students made Balinese offerings, which included traditional rice, money and flowers. These are the offerings you will see everywhere in Bali, often at doorways of shops and restaurants.

Year 6 students cooked perkedel jagung (corn fritters), a common Indonesian snack. The students had been learning about eating out in Indonesia and were able to say if they liked the food and that it tasted *enak* (delicious)!

It was a great opportunity for teachers and students to meet face-to-face.

Ibu Maree and Mademoiselle Veronika would like to say *terima kasih* (thank you) to all of the students and staff from Ravensthorpe DHS for their warm welcome and their enthusiasm. Special thanks to Bapak Courtney Wilson for all of his help with the coordination of the classes on the day.

On Tuesday 26 August, it was the language students at Northcliffe DHS who had the chance to spend the morning with Ibu Maree and Mademoiselle Veronika. They had the opportunity to view the school and meet the students and staff, and both were highly impressed with the participation and helpfulness of the students.

The theme of the day was again Master Chef International. After introductory activities, the students immersed themselves fully in the theme of the day by making much needed and very stylish chefs’ hats. They then split into language groups and worked with their teachers on basic vocabulary they would need to follow the recipe later. The base recipes for the Indonesian group included nasi goreng (fried rice) and mie goreng (fried noodles). The French group worked on a recipe for the quiche Lorraine.

After recess, students were divided into smaller groups before being presented with mystery ingredients. These served to vary the basic recipes, and included carrot, mushrooms, tomatoes and zucchini. The students prepared the dishes using recipes written in the language they are learning.

Once the cooking and cleaning was complete, students enjoyed lunch together as a large group. They tasted each of the dishes before later voting on the best dish of the day – nasi goreng! The day ended with a fun, interactive quiz, summarising the information the students had learnt.

Ibu Maree and Mademoiselle Veronika would like to thank all of the students and staff from Northcliffe DHS for their wonderful and warm welcome and their enthusiasm throughout the day. Learning about the students’ local learning environment and building a rapport with

them and their teachers has been beneficial to the languages program.



Northcliffe District High School Masterchefs!



Humanities and Social Sciences

New team members

HaSS has recently welcomed the addition of Andrew Teo and Carolyn Vinton to the team. Andrew is a SIDE languages teacher and is now also delivering Year 10 HaSS. He is the first male teacher to join the team this year.



Carolyn Vinton is working with HaSS four days a week and is enjoying her time so far! Carolyn's bubbly personality is providing a great source of motivation to her Year 9 and 10 students.



We have been fortunate enough to be joined by Rose Lee for the second half of Term three while Valda Puls is on leave. She has done a marvellous job stepping in to deliver Year 9 HaSS and Stage 2 Economics in Valda's absence. Thank you Rose!



Jacquie Sandhu has also stepped in to deliver Stage 3 Economics in Valda's absence. Thank you Jacquie!

Exam revision seminars

It's been a busy term for the HaSS Learning Area with a couple of staff members presenting exam revision seminars to metro and regional students recently.

Lindy Precious, Vice President of the Political & Legal Educators Association of WA (PLEAWA), presented at the UWA Exam Revision Seminar on Saturday, 6 September. The focus of Lindy's presentation was the accountability of Parliament, Executive, Federal Public Service and the Judiciary. This event was attended by approximately 280 students from a variety of schools throughout the state.

A number of enthusiastic Year 12 Modern History students braved the elements to attend the HTAWA seminars at Manea Senior College in Bunbury on Saturday 6 September and at Notre Dame University in Fremantle on Saturday 13 September. With Ros Keron presenting, these revision seminars were extremely valuable in preparing the students for their Mock and WACE Exams. For our SIDE students, it was also a wonderful opportunity for students to finally meet their classmates or to catch up with old school mates.



Eloise, Tahli, Ros and Courtney at the Bunbury seminar

Business Certificate Courses

As we're nearing the end of the term, some students have already successfully completed their Certificate Courses. Congratulations to Taneika for completing Certificate 1 Business Services, Aaron for completing Certificate 2 Business Services and Hiraani for completing Certificate 2 Financial Services.

It's a wonderful achievement to complete a nationally recognised qualification, but to do so ahead of schedule is fantastic. Well done everyone!

Sharon Cutten

Business Teacher
Humanities and Social Sciences

Mathematics

Senior school

Exam time is here once again for Year 11 and Year 12 students. Students can find a large number of **past exam papers**, including solutions, within their **Moodle courses**.

In addition to this, revision kits are available for Stage 2 and Stage 3 students. Priority is given to Year 12 students. These kits contain a selection of past WACE exams and SIDE exams. Any student who would like to take advantage of the loan of a kit should contact his/her teacher.

Students are reminded that time must be allocated for exam revision. This means **on top of** ongoing completion of assessments and tests.

Exams are not simply 'big tests'. The structure and phrasing of questions plus the duration of an exam makes for a very stressful combination if students have not exposed themselves to exam style conditions since their mid-year exam.

Students are encouraged to simulate the sitting of an exam such as finding a quiet work space and watching the timing of questions. This will prepare students mentally for what to expect and to not be too surprised when the time is up!

The Mathematics Department wishes all students the best for their exams next term.

In the famous words of Aristotle, *"you get out what you put in."*

Lower secondary

Year 8 and 9 students are also experiencing regular tests. Students should be getting into the habit of revising their work before sitting these tests (Assessment Tasks). Remember that revising involves 'doing', not just reading.

NAPLAN

NAPLAN stands for the National Assessment Program – Literacy and Numeracy. It is an annual assessment for students in Years 3, 5, 7, and 9. It is a way of tracking trends in achievement Australia wide.

SIDE Year 9 students had some very impressive results this year. Our average of 606 was 3.1% higher than the national average of 588.

It is worth remembering that students achieving Band 8 and above in the NAPLAN tests are not required to sit the OLNA test for WACE graduation.

What is OLNA?

OLNA is the acronym for Online Literacy and Numeracy Assessment. This is a WA assessment sat in Year 10 which can be used to counsel students into appropriate courses in Years 11 and 12.

If students are aiming for WACE (Western Australian Certificate of Education) graduation, then they must pass the OLNA test unless they have pre-qualified with NAPLAN.

Warm-ups for your brain ...

Guess the number

What is the four-digit number in which the first digit is one-third the second, the third is the sum of the first and second, and the last is three times the second?
(Hint: work backwards).

The two watches

My brother and I can't seem to get our watches working properly.

His consistently runs one minute per hour fast, and mine runs two minutes per hour slow. We nearly missed a party on Saturday because our watches were an hour apart and we looked at the slower one. How many hours had elapsed since we set both of them properly?



This is like an optical illusion, with numbers!
This riddle MUST be done in your head and NOT using pen and paper.

- Take 1000 and add 40 to it.
- Now add another 1000.
- Now add another 30. Add another 1000.
- Now add 20.
- Now add another 1000. Now add 10.
- What is the total?

Did you get 5000?

Seems most people do.
The answer actually is 4100.
Don't believe it?
Try it with your calculator!

Carolyn Bone
Mathematics

Solutions:



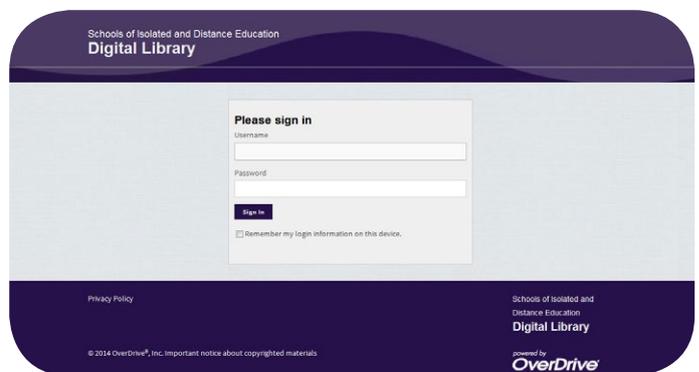
each year and notify the winner.

So please return your loans on time and you may get a pleasant surprise!

E-books and the digital library

The end of Term 3 is upon us, but you can access our digital library or e-book collection all day every day over the holidays, or, as the Americans say, 24/7.

You can access it through the Welcome Page of the Library Resource Centre Online Catalogue or directly by [clicking here](#). The Digital Library front page looks like this and you use your Moodle username and password to access it.



If you have never accessed this fantastic resource before, you do need to set up an Adobe ID. Here is a [Help Sheet](#), which will take you through the process so you can access the hundreds of e-books and e-audio books we have available.

Please contact us if you need any help or have any questions.

- Email us at res.side@education.wa.edu.au.
- Call us on 08 9242 6303.
- Use the [easy contact form](#) on the SIDE website.

Liz Allen, Cathy Scott and Helen Willison

The Library

Returning Library Resources

I am sure you already know that all Library resources are to be returned by **Friday 14 November in Term 4** this year. Please make an effort to return all your loans by this date. If you have any questions or problems with adhering to this, please contact us at res.side@education.wa.edu.au. Year 12 students will need to contact us if they want a loan extension for their ATAR and WACE subjects.

The good news about returning your loans on time is that there will be prizes!

We will have a prize draw for each secondary year. Each student who returns his or her loans on time will have his or her name placed into their year group draw. After the due date – **14 November** – we will select a name from

