



SIDE

School of Isolated and Distance Education

# INSIDE VIEWS

TERM 4 – DECEMBER 2017  
VOLUME 4



## From the Principal



Noel Chamberlain  
Principal

### SIDE Dux

It is with pleasure that I announce the SIDE Dux students for 2017. The Dux award recognises excellence in studies over the 2017 school year. There are two awards:

- ATAR Dux for students who have studied ATAR courses leading to university entrance, and
- VET Dux for students who

have attained a number of vocational criteria within the Vocational Education and Training sector.

Please join with me in congratulating the following students:

#### ATAR Dux – Gavin Tay

Gavin is a tennis player who enrolled at SIDE in the Elite athlete program. He has completed a very demanding academic program in Years 11 and 12 whilst managing his training and travel commitments for his sport. He attained high results in all courses studied. Gavin has proven to be a highly motivated, independent learner who has been offered a number of scholarships to colleges in the USA for 2018.



Noel Chamberlain (Principal) congratulating Gavin Tay on his ATAR Dux award

Gavin is aiming to pursue further studies in Biomedical Science whilst continuing his tennis career overseas.

#### VET Dux – Skye Cook

Skye is to be congratulated on successfully combining a traineeship with her Year 12 studies. She transitioned from her studies as an Exmouth DHS student to becoming a home-based student in 2017 and completing three certificates:

- Certificate II in Aviation Transport Protection (Passenger and Non-Passenger Screener);
- Certificate II in Aviation Transport Protection (Checked Baggage Screener) and
- Certificate II in Business as part of her studies.

## This Term's Issue

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Skye also worked full-time at Learmonth Airport while completing the majority of her school work out of hours and on the weekend. Her teachers have described her as being an extremely organised, motivated, communicative and independent learner.



Skye Cook- VET Dux

### Staff Changes for 2018

#### Jacquie Sandhu – Deputy Principal

Our congratulations to Jacquie who will move to a Deputy Principal position at Kelmscott Senior High School from the start of 2018. Jacquie has been a valued member of the SIDE team for 6 years. Her knowledge, skills, dedication and integrity have provided SIDE with many new innovative practices. At all times Jacquie's vision has been to ensure students at SIDE receive the very best educational opportunities.



Jacquie Sandhu



Carolyn Bone

#### Retirements

Congratulations and best wishes go to the following staff members on the occasion of their retirement.

- Carolyn Bone – Head of Maths  
Carolyn has been with the Department of Education for 44 years and at SIDE for 22 years
- Joan Duns – teacher of Accounting and Finance  
Joan has been with the Department of Education for 46 years and at SIDE for 10 years.

On behalf of the staff at SIDE I wish them a long and happy retirement.

#### Transferring staff

Simon Bourke – HASS teacher has secured a position at Governor Stirling.

We trust he will enjoy his new challenge.

### Commissioner for Children and Young People

Commissioner for Children and Young People's School and Learning Consultation was a state initiative to seek feedback from students and parents on many aspects of learning.

In 2016 SIDE was chosen to support the Commissioner by arranging for some of our students both onsite and through Saba to participate in the above consultation. Both the staff from the Commissioner's office and the students of SIDE enjoyed the experience and provided some interesting information that would be used in the consultation report.

The extensive data analysis and report writing stage has been completed and the Commissioner will table a formal report in the WA Parliament in late January 2018. The report will be publicly available shortly after tabling. Following on from gathering this information, a new web space gives students the opportunity to anonymously comment on different topics, some fun and others more



serious through [DigiMe](#). [DigiMe](#) is an online space that lets children and young people create their cartoon-like digital image and have their say in a safe environment.

The Commissioner will be using the views of WA children and young people to influence the focus and direction of his advocacy work, and directly inform a wide range of research, policy and advocacy initiatives.

**Noel Chamberlain**, Principal

## Primary

### Farewells

2017 has been a rewarding year for the staff and students in the Primary School. The success of our students is paramount and it is wonderful to be able to celebrate their achievements and endeavours. Our annual awards allow us to acknowledge the efforts of our home tutors and students. Teachers, home tutors and students are a team and we rely heavily on our home tutors for their valued input and feedback. Thank you to all our parents and carers for the time and effort they have put into their children's education. Congratulations to all of our award winners. We are very proud of you.

This link will take you to the website where you can view the Award winners and 2017 Leavers.

<https://www.side.wa.edu.au/about/2017-03-09-06-11-07.html>

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

Primary held a lunch to say farewell to their Year 6 leavers. Not all our Year 6's could attend because of distance but here is a photo to commemorate the occasion.

#### Tundie Jones

Deputy Principal, Primary



### Pet Show

At the end of Term Three the Year 5 & 6 Saba class held a Pet Show. Students prepared a short talk and used photos to introduce their pet. Those who were able could also bring their pet live to SABA. We were lucky to see a lot of different pets and a variety of clever tricks by the special pet guests. Take a look at some of the photos featuring our special guests from the Saba session.



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## English

Celebrating a dynamic year in English!

As a result of the dedication, collaboration and commitment of the SIDE English team we are delivering the Western Australian Curriculum online in Years 7, 8, 9, 10, 11 and 12. We have enjoyed an immensely successful year.

### Professional Learning

English Learning Area staff are committed to continuous learning and improvement of their teaching practice. They regularly access high quality professional learning to build on their existing knowledge.

This term, staff have attended professional learning on Tracks to Two-Way Learning, Leading Culturally Responsive Schools and Making Literacy Visible.

The Tracks to Two-Way Learning program assisted teachers in understanding the specific needs of Aboriginal students whose first language is not Standard Australian English. Teachers have found this to be useful in understanding the variation of language and the development Aboriginal English. This will equip teachers to assist students with their learning.



English staff in attendance at Making Literacy Visible

The Leading Culturally Responsive Schools professional learning focused on providing staff with information about meeting the diverse learning needs of students. This session assisted teachers in their understanding of the Cultural Standards Framework.

English staff also attended Making Literacy Visible with world-renowned educator and researcher, Douglas Fisher. This professional learning focused on the three phases of learning: surface, deep and transfer. Teachers explored which literacy strategies worked best for each phase of learning. Staff will be building these strategies into programs for 2018.



Vicki Masters, Narelle Carlon, Susan Cullen, Amy Rosato and Richelle Troode looking at the range of professional reading available about Visible Literacy.

### Red Room Poetry Competition



A tennis racket, a dragon, an iridescent pearl were some of the talismanic objects students wrote about in their submission of original works to the nation-wide Red Room poetry competition. The poems have been published on the Red

Room poetry site. Well done to our student poets!

### Word Flyers

WordFlyers is an online literacy program enjoyed by students at SIDE. The program has now been running for two years at SIDE. Students engage with a range of appealing and relevant texts and are able to practise skills related to language conventions, reading and writing. Teachers are able to tailor the program to meet individual student needs, which enables students to effectively develop their English language knowledge and skills.



Rachel King, demonstrating some of the many tools available to teachers and students in WordFlyers.

Rachel King, a representative from WordFlyers, recently visited the English Department at SIDE to assist staff to further their understanding and use of the program. Teachers found this session very useful, as it highlighted the new features of WordFlyers and expanded on the use of existing features.

Teachers will be putting this knowledge to work in 2018.

## Lower School

One of the challenges of Distance Education is the lack of face-to-face contact between teachers and students. We are always thrilled when our SIDE students take the opportunity to visit us when they come to Perth.



Peter Barker with Yr 9 student Kenan from Jakarta and Yr 8 Jesse from Coral Bay in the SIDE Resource Centre.

As part of the Year 9 English course, students complete a novel study in Term Three. One of the texts offered is *Ashala Wolf* by Perth writer Ambelin Kwaymullina. Students thoroughly enjoyed this dystopian novel that is inspired by Aboriginal culture and the Australian landscape.



Character analysis by Rebeka from Roebourne.

In Term 4, the Year 10 students study a graphic novel of *Romeo and Juliet*. The assessment for this unit of work is a dramatic monologue that is created and performed by the students. Each year, the submissions increase in sophistication.

### Dramatic Monologue by Celestia

*"When is love not enough?*

*When thou art addicted to something bigger than love.*

*Nay, when thine addiction is bigger than love.*

*Something poisonous, something toxic, something of death.*

*When the faces of thine children, begging.*

*Begging with tears in their soft, doe eyes, is not enough.*

*When the anger of partners, the anger born of worry and care, is not enough.*

*When thine children quietly apologise to friends,*

*"I'm sorry the car smells, please just put the window down. Please still be friends with me."*

*And when thou hears, yet does nothing but light another.*

*Thou stood at the dining table one day, and said,*

*"Anything thou wants of me, I will do. I only wish happiness for thee."*

*I said, "Then give it up."*

*"Give it up how thou promised six, seven, eight years ago."*

*"Give it up and prove it. Out of love."*

*And thou did nothing but leave.*

*Leave, and probably light another.*

*We are taught in school to never try it,*

*That it's made from poison and tar and things that kill.*

*But what makes it so good,*

*So good it makes good people betray their most beloved?*

*What release dost thou find within that rolled poison?*

*What ambrosia is found within the smoke that chokes the ones thou loves?*

*What is more important than life itself?*

*Than the purity of the air, the scent of the flowers, the beauty of the nature thou defiles with thine toxic breaths?*

*When will I receive a kiss or a hug without holding breaths against the repulsive scent?*

*When will I walk alongside, able to breathe free?*

*Aye, I do not remember a time without that smoke.*

*And I doubt there ever will be one without that cloud,*

*That cloud filled with hate around one I love."*

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## Senior School

Year 11 General English students have been working on creative writing.

Students reflected on their personal interests and experiences to create a series of three blogs. Here is an extract from Molly's blog ScubaVibes (Shark Bay Western Australia).

“There were four of us diving today, a nice small group. We geared up pretty quickly seeing as we all couldn't wait to get into the glistening water. Although I have dived at Purple Rain before, I am still amazed every single time I am down there. I immediately began to spot the gorgeous marine life and my goggles began to fill up with water from smiling too much. The colourful coral brightened up the seabed and little fish went about their day. We moved into a fault line that leads to the cave we call 'Purple Rain'. I spotted my favourite fish, a box fish. But not just one! There were two!”



Year 11 General English student Molly Scubadiving in Shark Bay.



Donella Grieco with Yr 11 General English student Anastacia

## Online Teaching and Learning

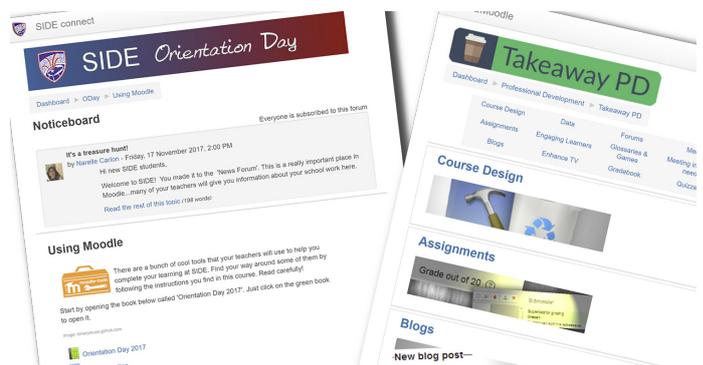
### The challenges of learning and teaching online

Students and teachers alike need to be skilled in interacting with SIDE's online learning web environment, Moodle. OTL has been busy in Term 4 creating spaces in Moodle to help both students and staff.

### Moodle Orientation

OTL has developed a short Moodle course to enable new students to SIDE to familiarise themselves with the common tools of Moodle before they have to do so “for real”. The course was presented to students commencing at SIDE in 2018 at SIDE's Orientation Day on December 8. It has also been trialled by a selection of other new students, who have accessed the course offsite.

The course is aimed at providing students with a short interactive learning experience so that they are equipped to use some of the most common Moodle resources and activities utilised by their teachers.



### Taking away the mysteries of Moodle with Takeaway PD

OTL hasn't left teachers out! We have been busy creating a Professional Development resource in Moodle - about Moodle. The course is designed so that teachers can dip in and out of the course as needed to support them in their course development and design.

The course covers a broad range of Moodle resources and activities with information for teachers on how to build courses that are more engaging and easier to use. The aim is the best possible experience (and better learning) for SIDE students.

**Narelle Carlon & Ross Manson**

Online Teaching and Learning

## Humanities and Social Sciences (HASS)

### Outstanding Professional Service Awards 2017



Valda Puls- a highly valued SIDE HaSS Teacher was recently presented with a Curtin University Award recognising her exemplary on-line teaching skills.

### History Teachers' Association of WA (HTAWA) Award



Merreidith Southee was presented with this distinguished award for her service to the History Teachers' Association.

SIDE has been extremely fortunate in having the expertise of Merreidith Southee in both a teaching and writing role this year.

As the longest standing HTAWA Executive member, Merreidith has played a vital role in

shaping WA History education for several decades. She co-edits the Bulletin and Hindsight Publications and has produced free teacher resources such as West Australians in World War 1. She has also produced some History text books. She guides future generations of History teachers through her work at ECU. Over the years she has delivered numerous teacher professional learning sessions and is always on hand to support and help HTAWA with the

student events. Merreidith is an astoundingly encouraging and inspirational History teacher. Her passion for what she does is unwavering and everything she does is to leave this world 'historically better' for the next generation. She will leave a legacy of motivated, enthusiastic and innovative graduate teachers.

## Student Work

### Student Article

*Have you ever wondered what happens to plastic bottles once you have discarded them?*

*Your decision will impact the fate of the world.*

*"Litter"ally hundreds of millions of tonnes of plastic bottles end up in landfill and in our oceans.*

*In land fill, plastic and other types of rubbish are compressed under numerous layers of never ending added waste. When it rains, the water flows through the layers and absorbs water soluble plastic compounds which are highly toxic. This poisonous liquid is called Leachate and it can seep into ground water, the soil and streams poisoning ecosystems and killing wildlife.*

*Plastic containers also end up in streams and river and eventually the ocean. The plastics destination is determined by converging currents. Piles land on beaches. Some of the most remote beaches in the world are also the most polluted. Other plastic culminate to create ginormous waste mountains like the Great Pacific Garbage Patch. The ocean currents have created 5 such floating massive rubbish vortexes. These Patches produce a toxic chemical sludge like leachate and poison the surrounding water. Seabirds and marine life get entangled in these filthy traps and die.*

*Plastic is not biodegradable. The sun breaks the pieces of plastic down to smaller and smaller pieces through photo degradation. The micro-plastics are eaten by small fish which are eaten by bigger fish, so the toxins move through the food chain until its end up on our plate. The effects on humans can lead to disruptions of their endocrine system and cancer.*

*Less than 5% of all plastic is recycled. If we don't start getting serious about recycling, our health will be seriously*

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*impacted and our seas will die. We cannot continue to treat our planet and waters like a giant rubbish bin.*

*It is predicted by 2050 there will be more plastic than fish in our oceans. That's not far away.*

**By Dixie Year 10**

### Forum Posts

**As part of our online forum in Year 9 HaSS the students were asked to discuss their thoughts on the new minimum passing laws regarding cyclists. This is just a few of the great responses.**



*"I feel that while the minimum passing distance law is a good idea in theory, there will doubtless be issues if it is enforced in practice. I do not see how car drivers will be able to tell how far they are driving from cyclists, unless lines are painted along the road for this purpose, which would be expensive and bothersome for the government, so isn't likely to happen. Also, in order for cars to stay that distance away from cyclists, groups of cyclists would have to travel single file to make it easier to maintain the distance. This law could be the source of some annoyance and inconvenience if enforced, because of how difficult it is to follow. I think the penalty might be a bit much. A \$400 fine and 4 demerit points for not being able to stay a metre or so away from a cyclist seems a tad drastic, particularly seeing how easy it would be to accidentally break that law." -Ebony*

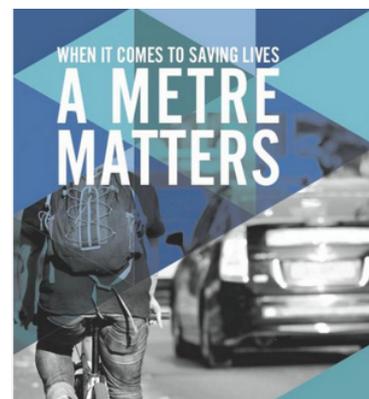
*"I think the new laws will help keep cyclists safe, it is a step in the right direction for Australia. It is very dangerous for cyclists to be on busy roads rather than bike paths built specifically for them. An issue could be the difficulty for drivers to anticipate their distance from cyclists, it might look a bit silly if drivers have to extend measuring tape or*

*a pole towards the cyclist out their car windows. Groups of cyclists might make this law extra difficult since you would have to keep your distance from ALL of them by 1 metre. They should be forced to travel in single file rather than take up the whole road in groups." -Marcus*

*"I think that the concept behind this new law is great; to protect both drivers and cyclists on our roads. There has always seemed to be a feud between the two categories of people. I know that there have been countless times myself where I have viewed stories in the news where a cyclist and a driver has had an argument or where a cyclist has even died due to road accidents. It has been obvious for a long time that the old laws regarding the space between a cyclist and a vehicle were not working and needed to be changed.*

*However, I am left questioning the safety of the new law too. 1 to 1.5 metres is not a lot of space on the roads. A lane for one car is hardly even that big. Doesn't this mean drivers are forced to slow down until they are able to safely and legally overtake them? Also, what about in the cities? There are multiple lanes on roads throughout cities that are hard enough to navigate let alone allowing so much space to overtake a cyclist while driving. Sometimes, this isn't even going to be possible. This is also going to slow down traffic even more, when what everyone is trying to do nowadays is ease congestion!*

*It just seems to me that the danger has been decreased for cyclists, but increased for vehicles and their drivers. I believe that they need to rethink this new law, as it's just going to turn into a disaster like the old one. The only good thing I can think of coming out of this is for the police. Imagine how many fines they will be able to give to people now for not abiding by these extremely difficult laws. More money for them!" -Breanne*





WALT

DISNEY

## Did Disney change the world? How?

The history of economics and business has many stories about how entrepreneurs shaped or changed the way things were done. Year 7 students had to choose and research an entrepreneur from the past, or modern day that had changed something or created something new.

*Yes, I think Disney changed the world in many ways. He inspired children to follow their dreams and believe in themselves. He did this through his cartoons and it helped children to understand that if they tried hard enough they could be whatever they want. Not only did Disney change the world for children he also changed the world for older audiences. His humorous and exciting cartoons distracted many people from the terrible things happening during World War 1.*

*Disney also changed the world of cartoon animation. He changed it from small bad quality cartoons to long enjoyable films for everyone to enjoy. He brought a new age of technology into the world and made one of the most successful businesses ever.*

*I think both of these things have changed the world. Disney did many amazing things in his life and it has definitely paid off because he has changed the future in so many great and inspiring ways.*

**Angela**, a ballet student in year 7 made a ppt presentation on Walt Disney for the Entrepreneurship Assessment in HASS. She achieved 20/20 marks for this work and should be congratulated on her achievement.

## Economics Yr 12

Students discussed the factors facilitating globalisation and described the economic effects of globalisation. Dior referred to China in her essay.

*Globalisation is similar to moving towards a borderless world, and is a defining trend of the 21st century.*

*Globalisation is the greater movement of people, goods, ideas and capital due to the increased economic integration which is the result of an increase in Trade and Investment. Direct investment is an economic indicator of globalisation. Direct investment occurs when a foreign business establishes a business or owns 10% or more shares in an Australian Enterprise. Direct investments are stable, and investors have control and a large contribution to that businesses activity. China has a lot of Direct investment in various countries associated with rich resources, as China's restricted on land, due to their high population density. China has spent more than \$56 billion dollars in Africa investing in resources such as copper, oil, platinum and therefore trade activity between China and Africa has increased by \$115 billion from 2000-2010 passing America as Africa's largest trading partner.*

*China joined the World Trading Organisation (an International Organisation) in December 2001. Joining the WTO conflicted China's prior economic strategy, as Chinas economy was managed by the communist government until the 1970's. This meant that China was closed off to other countries' economies. China joins the QTO, under harder conditions than other developing countries. Joining the World Trade Organisation China would engage in global competitions, under rules that they couldn't control. In joining the WTO restrictions on retail, wholesale and distribution ended, but the service system was considered liberalised and banking financial services, insurance and communications were open to foreign investment.*

*Chinas trade between countries has increased since joining the World Trade Organisation as when joining the United States European countries and Japan requested that China improved their Tariff policies. Thus China had to reduce their tariffs, become a more open market and reduce industrial policies. Implying these policies China is considered the second-largest economy in the world, and in terms of its volume of explosions, China is the largest trading country in the world.*

*Globalisation has benefitted China dramatically by increasing the people's income, increasing the living standard of many residents. However as a result of this economic outburst the income distribution has bounced resulting in China changing to a very unequal country in comparison to a equal socialist country.*

- Excerpt of work by **Dior**

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### History Yr 9

Students had the opportunity to choose an inquiry topic about World War One and this was the essay Emily wrote to communicate her findings. Other students focused on subjects such as trench warfare, technological change and Gallipoli and the Western Front.

*Back in 1914 a major event took place. This event was World War One (WWI). This war changed life as we know it now. World War One caused injury and hardship to not only humans, but animals too. Many types of animals aided the soldiers in the war, horses were used as transport however dogs and birds were also major contributors to the war effort. Their contribution is unique and rarely acknowledged.*

*During World War One, horses helped soldiers out dramatically, and were used in so many ways. Transportation was a major role that horses were utilised to carry out. The horses carried food and equipment (artillery horses) and sometimes the injured soldiers (ambulance horses) out on the battle field. These horses were used as a replacement for transport vehicles, if they were not working. Eight million horses were used in the first world war alone for many uses. Over one million horses died, many were sent away from the war because of disease. Only sixty thousand horses survived and were sent home. As the war horses had to be light on their feet the jockeys couldn't be too heavy; the soldier jockeys were normally recruited at no heavier than 12 stone (roughly 76 kilograms). They had to be light because the soldiers had to carry excess 'baggage' like guns and other battle equipment. If they were any heavier the horse might have sunk into the ground as the ground was often mud or water sodden.*

*Dogs were also a massive contributor during the war. Over one million dogs were used in the war. These dogs did things such as carrying and delivering messages to sergeants and other soldiers on the battle field to alert them of important details. Dogs also assisted carrying wounded and weak soldiers and pulled equipment such as guns and food packages for their humans as the working beings really had their hands full with their own equipment so having these canines around was a major benefit. Dogs are extremely smart animals and as we have evolved so have they. We teach our dogs simple tricks like 'sit, stay and bark' but the dogs used in the war*

*were trained so thoroughly and well that they learned how to sniff out the smell of an enemy soldier. Once a dog had located that smell and hooked on to it, they were taught to quietly growl or whine so that the enemy didn't hear. Sometimes dogs were taught to just raise their ear to alert the soldiers. They were of great assistance to soldiers in locating the enemy.*

*Pigeons were crucial participants in World War I. We know them as carrier, messenger or homing pigeons. These birds did exactly what their title explains, They delivered military related messages to soldiers. Around one hundred thousand pigeons were used in the first world war alone and had a 95% success rate when it came to delivering the messages successfully. The pigeons were flown to a particular destination and dropped out the back of a plane in a breakable crate or let out by hand before their flight to the chosen destination they needed to be in. The birds carried the information in a small package tied on with a harness type strap combination. There were roughly 380 men that were designated to look after and care for these animals and jobs. The movie "Valiant" followed the life of a carrier pigeon during World War One.*

*In total sixteen million animals were used in the First World War. The animals mentioned are just some of the species used in the war. Mules and donkeys were used to pull equipment, canaries were used to detect poisonous gasses, cats and dogs hunted out rats in the trenches and elephants were taken from local zoos and were dressed up in intimidating costuming with guns and military vehicles to show that not only 'domesticated animals were taking part'. The war was such an integral part of our history, whether we have relatives who participated in it or not. Without these animals help we would not have the freedom that we have today. The freedom that we enjoy today is partly due to the incredible bravery of many animals. We owe them our gratitude!*

- Emily



Animals at War 1939- 1945, Public Domain

## Health and Physical Education

### Why is it important?

The importance and value of health and physical education and physical activity can not be emphasised strongly enough.

The Health and Physical Education learning area supports students to make informed decisions about their health and wellbeing. As a precursor to healthy lifestyle futures, students need to be health-literate (Fetro, 2010; Nutbeam, 2008; Peerson & Saunders, 2009).

Health and Physical Education is the curriculum area that engages students in worthwhile learning experiences to develop skills, knowledge, self-efficacy and dispositions that will enable young people to live healthy and active lifestyles.

### WA Curriculum

2017 saw the implementation of the health and physical education curriculum. Students learn how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. They develop the knowledge, understanding and skills to make decisions and take action to strengthen their sense of personal identity and autonomy, build resilience, manage risk and develop satisfying, respectful relationships.

### Health Education and Health Studies

In both the lower and senior school, the majority of students have demonstrated excellent work practices and submitted high standard work.

In an ongoing process changes to all materials across Years 7-12 to support student learning, enhance the development of engaging content and make required syllabus changes has taken place.

It is a pleasing trend to see many students enrolling into Health Studies, both the ATAR and General Courses.

- 43 students in Year 12 ATAR
- 30 Students in Year 12 General
- 45 Students in Year 11 ATAR
- 21 students in Year 11 General

### The future

2018 will see Health Education extended to weekly delivery at SIDE. Whilst SIDE focuses on the delivery of health education, it is critical that students continue to engage in regular movement based learning, whether it is at their school or in their local community.

As the Head of HPE I wish to extend my thanks to all the staff who have worked so hard with me during the year.

### Bronwyn Rakimov

(HOLA Health and Physical Education)

## Languages

Term 4 has been abuzz with activities for the SIDE Languages Department.

### Italian news

This term we have been busy learning about school life in Italy. We have discussed the similarities and differences in subjects studied by students in Italy and Australia. We also compared the school day in both countries. Most students concluded that they preferred Saturdays to be free because students in Italy attend school on Saturdays.

We have also studied Italian Christmas traditions. Although Italian children have La Befana to bring gifts and they may have snow on Christmas Day, their celebrations are similar to ours.



Christmas gift boxes

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**LA BEFANA STORY**

La Befana is a nice old woman who flies on her broom stick every year on the night between the 5th and 6th of January, which is the Epiphany day, to bring presents to children. That is why she carries a big bag on her back full of sweets, which La Befana will use to fill the stockings kids have left by their chimney. The kids who have behaved in the past year, will find sweets and chocolates in their stocking on the day of the Epiphany. Those who didn't behave will also get a few lumps of coal. However, everyone loves La Befana. Some people imagine La Befana with white hair, others with black hair but, a part from that, everybody agrees she has a long crooked nose, broken shoes and a patched dress.



You can draw La Befana in the box with a "regalo" for you.



La Befana

## Japanese news

Nia is a Year 9 student at Newman Senior High School. This is her perspective on acquiring another language.



Nia Cura, Year 9

*For me, language is not only used as a conventional means of communication. It transcends written explanation – the impact it has made in my life is immeasurable, invaluable and lasting.*

## French news

We have 2 winners from SIDE at the Alliance Française Prize Presentation Ceremony on 3 November 2017.

Dominique won the AF poem competition for the Year 10 students. She won first prize for her rendition. Congratulations Dominique!

Tabitha sat for the Alliance Française examination and also won first prize in the Year 10 country students category. Congratulations Tabitha!



From left : Brigitte Blunsdon, Tabitha, Dominique and Arielle Fernandes



The 2 winners : Tabitha(L) and Dominique

*My proficiency in anything linguistic (including but not limited to accents, slang and languages) was developed in my early years. I have learned English, Tagalog and Japanese successfully, and am currently learning more (including French, Spanish and Latin) through admittedly unconventional means such as pop culture and pseudo-assimilation (having never been in countries of the languages' origin) however that deters neither my will nor my ability to learn. Although my parents never explicitly impressed upon me the value of learning different tongues, they noticed how my cognitive functions have built itself around language – developing a linguistically inclined brain at a young age was an advantage I had and will always have over others.*

*My linguistic proclivity has led me to places and situations I would not have entered otherwise. Language is not an uncharted territory for me – in fact, it brings about a familiar sense of belonging. I find myself able to think in a language of my own through code-switching – often, my thoughts are a confusing conglomeration of many terms in languages.*

*There are a million other ways language has affected me, however one thing is for certain - Language is my lifelong passion, teacher and aspiration. I consider my linguistic inclination as a gift put to use every single day, for as long as I can learn languages.*

## Mathematics

2017 was yet another hectic year with teachers focusing on consolidating their teaching and learning programs.

The use of online technology, particularly Moodle, which is our virtual classroom where students and staff can interact and work can be submitted, has been further advanced.

Across all year groups, SIDE teachers strive to engage all students by a variety of means. Ravinder Patel has introduced Mathspace into her online classroom which allows students to practice their Mathematics in an interactive environment. The benefit is the teacher can see exactly where the student has had difficulty and then initiate one-to-one feedback. Students can then try a similar problem.

Student: Celestia      Score: 73%      Mastery: -

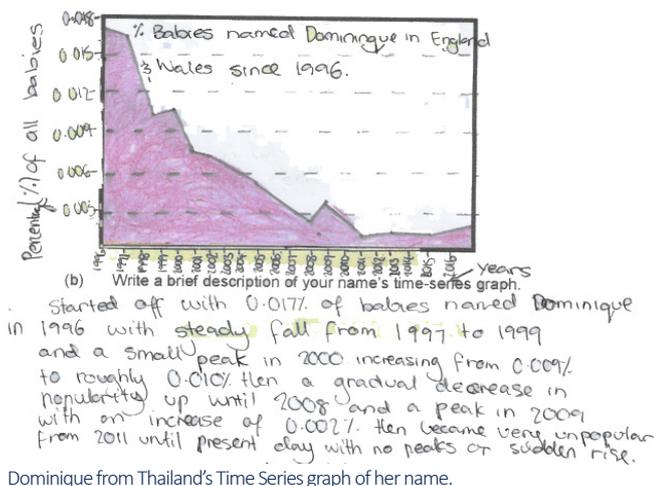
1 2 3 4

2. Find the length of the hypotenuse in this triangle, expressing your answer as a c

$c^2 = a^2 + b^2$   
  $c^2 = 225 + 441$   
 $225 + 441 = 666$

This step is not needed

Year 10 Celestia using Mathspace consolidate her learning of Pythagoras



In Year 10, the Mathematics students have been investigating how common their name is. Students were required to find time series graphs and discuss any trends they would find. This investigation generated discussion not only with the students but with the staff as well.

## Video Project

During Semester Two, Ron Evans has been creating Mathematical Video for the Mathematics department. Ron's journey involved discovering what makes a good video, what practices should be followed and how to use the camera and software. He has created a few videos and we all can't wait to see what is produced next.

Noongar Number System		
One – keyen (kean)	Two – koodjal	Three – dambart (dombart)
Four – koodjal-koodjal	Five – maar (marr)	Six – maar-keyen
Seven – maar-koodjal	Eight – maar-dambart	Nine – maar-koodjal-koodjal
Ten – maar-maar	Eleven – maar-maar-keyen	

maar maar koodjal

Ron's Video "Noongar Number System"

## Staffing

For Semester Two of this year our HoLA, Carolyn Bone went on LSL and we welcomed Michael Wheeler from Mindarie College to undertake her roll.

## Education Perfect Mathematics Award

Education Perfect  
**MATHS CHAMPIONSHIPS 2017**  
**GOLD AWARD**  
 Cody  
 Schools of Isolated and Distance Education  
 Congratulations for answering 5,241 questions during the Education Perfect Maths Championships 2017. You earned 4,006 points, placing you in the top 2% of 40,000 competitors from around the world.

Education Perfect is an online learning platform designed for students in Australia and New Zealand. It provides supplementary self-regulated instruction to enrich student learning in the fields of Mathematics, Science, Languages and English.

Congratulations go to SIDE overseas student in Year 11,

## TERM 4 – DECEMBER 2017

Cody, for being awarded a Gold Award Certificate in the Maths Championships 2017.

Cody's efforts placed him in the top 2% of 40,000 competitors from around the world.

### Puzzle corner

Here are some activities that you could try to keep those neurons firing.

Answers are provided at the end of the section.

#### 1. 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 backward.)

#### 2. 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?

3. 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!

#### 4. The Big Horse Race

Six horses ran in the big race. The jockeys wore shirts of different colours. Can you figure out the order in which the horses finished the race and the colour of the shirt each jockey was wearing?

1. Twinkle Toes won the race.
2. The red shirt came in just behind Slow Burn.
3. The blue shirt was last.
4. The yellow shirt came in third.
5. Slow Burn was slower than the yellow shirt.
6. The jockey on Twinkle Toes and the jockey in the violet shirt are brothers.
7. The orange shirt came in between Maggie's Nag and Flat Foot Floyd.
8. Shufflin's Sam came in before the yellow shirt.
9. The violet shirt beat Maggie's Nag.
10. Flat Foot Floyd has never been beaten by Ramblin' Rose.

Colour	Name	Place
Red		
Yellow		
Orange		
Green		
Blue		
Violet		

#### Solutions:

1. 1349
2. 20 hours
3. 4100
4. In the interests of encouraging problem solving the answer has been omitted.

**Michael Wheeler**

HOLA Mathematics

## Technologies

### The Arts

#### ATVAR Year 12 Visual Arts

The students submitted their final artworks which have been sent for external marking at SCSA in. With 18 students this year the range of talent and diversity of ideas were amazing. Below are a just a snippet of what SIDE Year 12 ATAR students submitted.



'The world is so loud, noisy and demanding, at times it can become overwhelming.' Elkia S



Emily S. (left) and Niamh G (right) created these portraits studies.



Jacinta L. painted 'Trapped' in acrylic paint on plexiglass.

#### AEVAR Year 11 Visual Arts

The Year 11 ATAR students worked on the theme of Identities. Students have been challenged to sculpt, print, draw or paint the identity of someone in an innovative and meaningful way. Here is a small range of the incredible talent the year 11 class had to offer.



Keely F. Painting study



Alyssa B. Clay sculpture study



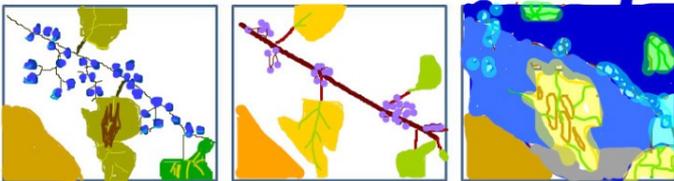
Mia A. explores identity through sculpture

TERM 4 – DECEMBER 2017

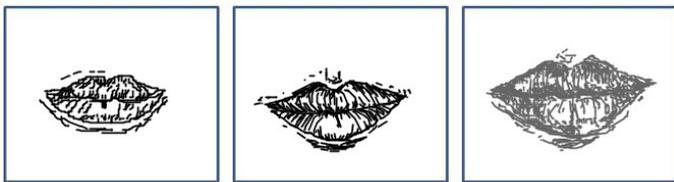
## Year 9 Visual Arts

With the release of the Ipad Pro and other specialised drawing tablets/tools and also many avenues of Art leading toward a digital portfolio of work as opposed to traditional cardboard folder we made a clear focus on online drawing this year.

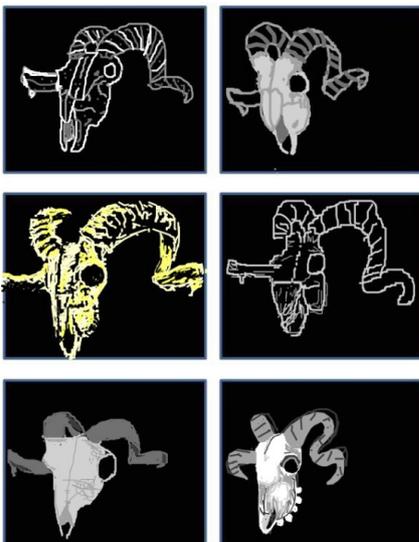
In Year 9 every second week of online lessons concentrated on drawing skills and below are some of the amazing results.



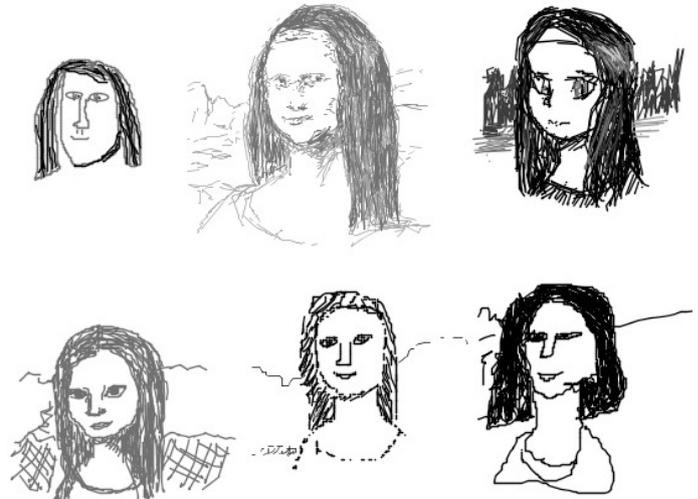
Natural colour studies.



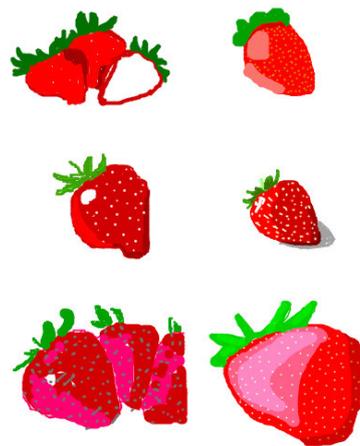
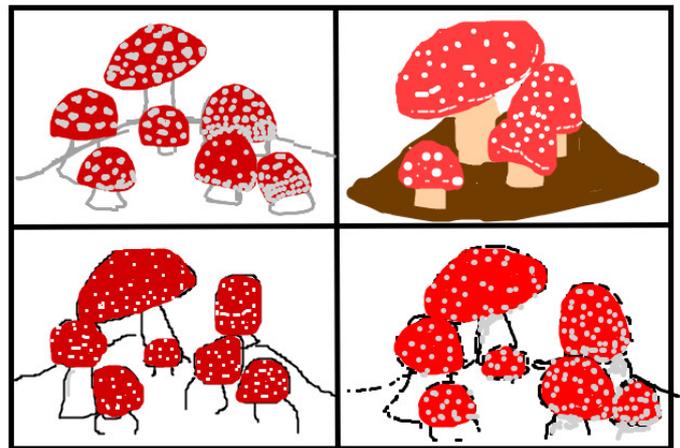
Study of lips using hatching.



Reverse drawing- drawing onto a black background.



Mona Lisa studies done in 5 minutes



Mushrooms and strawberries

**Richard Wu**

Art Teacher

## Science

The Science team would like to thank all students, supervisors and parents for their hard work this year. Being organised and maintaining regular contact with teachers helps students succeed in this sometimes challenging mode of study. Rapidly improving technology is also enabling some of the hurdles of distance learning to be overcome, as we learn how to better deliver courses and support students.

One of the most powerful learning experiences is face to face contact, and that is not always an easy thing to achieve with SIDE. It is always great to have the opportunity to work with your teacher face to face and SIDE actively offers opportunities for that to happen. SIDE Science teachers have visited students in all regions of Western Australia throughout the year as well working with students on site at SIDE during student visits.

### Making it real

In the spirit of enriching the experience of SIDE students, no matter where they are, we have been lucky to develop strong ties with organisations such as SCITECH to bring science in action to our students. The IT and OTL staff at SIDE have worked tirelessly with SCITECH and Suri Naidoo from the Science Learning area to bring regular online events to all.

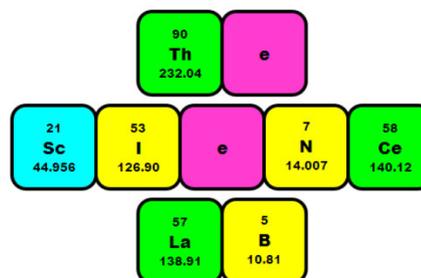
This relationship will be maintained well into the future, and we expect to be able to bring you many more events.

In August, Shelly Turnbull and Cassandra Mair from Scitech presented a live show entitled “Prove it” in the studio to year 7, 8 and 9 students. “Prove it” explored the world of Physics for lower school students.



Lucy (Year 9) helps Cassie prove her point

All students studying any Science through SIDE are enrolled in “Science Lab” in Moodle. This course will provide them with information about Science related activities and resources not specific to individual Science Courses.



All activities like the Scitech ones along with many other events appear in “Science Lab”. It’s a great idea to go to “Science Lab” regularly to see what’s coming up and get involved.

### Lower School

The response to last year’s completely redesigned and constructed lower school courses has been extremely positive. There were quite a few changes in format and schedules.

Student taskwork and quizzes are submitted online in their Moodle course. This has resulted in helping our students stay on track so they can better maintain their work schedules on a week to week basis. As we all know, once you get behind, it becomes very difficult to catch up while trying to deal with the new work that keeps coming up.

It is vital that students communicate with their teachers regularly to discuss any difficulties they may be experiencing.

As you plan for 2018, a helpful tip to help with getting all your work in on time is to print off your work completion calendars and put them somewhere you can see them regularly. Keeping a diary will help too. But the best way to keep ahead of the game is to participate in all Saba lessons, pay attention to what your teacher is telling you, and making sure you plan ahead. ALL of the information you will need to be successful at SIDE will be offered to you by your teacher – so make sure you use this valuable resource.

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Tahlia, a year 8 Ballet specialist student has a few tips. This is what Tahlia has to say.



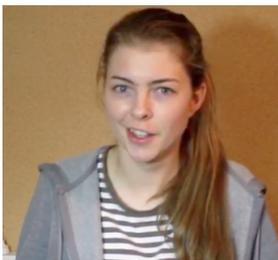
*“Hi! My name is Tahlia and I live in Perth Western Australia. I am a fulltime dancer at Charlesworth Ballet Institute and a Year 8 student at SIDE. SIDE helps me to both keep up my education and train in dance every day. My favourite subject is Science and I*

*think that SIDE provides a great Science course. The Moodle activities are very interactive and interesting to complete. Since I am located in Perth, I get to see my teachers face-to-face every Tuesday. Along with that there are also Saba online lessons which are very helpful. I think that the most important tip to remember when studying through SIDE is to make sure to organise your time well. Time management is very useful and will also come in handy in the long run : ) “*

## Senior School

We are always very proud of our students’ achievements. One among many that stands out in Senior Secondary this year is that of Diana Tomazos’ Year 12 Physics student Gillan.

Gillan created and submitted an excellent video she made on The Standard Model to the Breakthrough Junior Challenge 2017 competition.



Year 12 Physics student Gillan

You can see this amazing YouTube video yourself by going to :

<https://youtu.be/Xhbrtve3nrQ>

## International Science Championships 2017

Our students also participated in the International Science Championships in August.

We had many SIDE students gain certificates in recognition of their participation in this prestigious competition.

## Chevron LNG Discovery Day

SIDE student Sertaj travelled all the way from India to participate in the annual CHEVRON LNG Discovery day at the Perth Arena recently. Chevron offers an endorsed course, Powering Careers in Energy, which focusses on mining and careers in the oil and gas industry through SIDE. This course offers students the chance to see the dynamics of a multinational corporation in action. The discovery day gives students interested in a career in mining the chance to network with company personnel – real people in real company jobs.



Sertaj receiving his award from Chevron

## Creatively Collaborating

SIDE values collaboration and sustaining partnerships both within our school and in the broader community. We have formed valuable partnerships with ESWA, SciTech and guest speakers through our interactions with the Australian Institute of Physics and Murdoch University. These partnerships have been successful this year due to the collaboration and diligence of staff from Science, OTL and IT.



On Tuesday the 5th December SIDE hosted guest speakers Jo Watkins and Fiona Mochrie from Earth Science Western Australia (ESWA). ESWA is a not-for-profit organisation that has been working with schools across WA for over ten years to improve earth science and STEM education through hands-on incursions, excursions, teacher training and the creation of resources. For further information about ESWA information can be found listed on their website ([www.earthsciencewa.com.au](http://www.earthsciencewa.com.au)).



The team at ESWA were thrilled to once again have the opportunity to engage with students across the Asia Pacific region through the wonderful facilities at SIDE and share their wealth of knowledge as experienced Geoscientists and encourage the study of Earth Sciences amongst our students. The Year 7, 8 and 9 onsite ballet students participated in hands-on activities which demonstrated the formation of oil and gas, the dynamic structure of our Earth and movements in the Earth's crust. What better way to understand these concepts other than with the help of some household materials.

As always in the spirit of enriching all our students at SIDE, both our school and home-based students were in on the action with their own live Saba lesson. Jo and Fiona did an excellent session motivating students with demonstrations covering content from lower school Earth Science curriculum.

All SIDE science students in lower school were enrolled in the event and all supervisors were previously notified of the materials that could be sourced if students were to participate in the hands-on experiments. Over 40 students situated both in Australia and overseas attended the live Saba event. Positive feedback was received and students enjoyed the activities.

**Diana Tomazos**

## Top Students 2017

2017 has yet again been a year of excellence in student achievement. Students from all over the world have worked hard to do their best under what quite often are very difficult circumstances. Internet connections can be intermittent, differing timezones make it difficult to attend Saba classes and just trying to adapt to a different culture often have an impact on students trying to do their best. As we do every year, the names of the top achievers for each year group will soon be made available.

## Farewell

For those students finishing with SIDE this year we wish you all the best for the future. The Science staff universally agree that it has been a real pleasure working with you all.



Science staff- left to right: Owen Randell, Julie Clark, Gerry Nolan, Paul Tournay, John Stritof, Diana Tomazos, Alex Berentzen, Ai Kamiya-Murray, Ian Wallace, Suri Naidoo, Di Saunders, Natalie Cooper, Jim Marshall.

To returning students have a great break and we will see you back ready to work hard in 2018.

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## Learning Support

Term 4 has been a very productive and busy term for everyone. Students are to be commended for their continued efforts with their learning programs. The term certainly went fast and everyone is looking forward to a well-deserved holiday.

During Week 3 Miranda Free and I visited Laverton School to meet with the teachers and students. It was a very productive and enjoyable time and a welcoming change to have warm weather, it was 35 degrees.



Laverton students in their classroom, with SIDE students on their computers

It was lovely seeing the students all working in their classrooms and finally putting faces to names.

As it is the end of the year, teachers have been busy collecting assessments and writing end of year reports. It is very pleasing seeing wonderful samples of student work. It has been a very productive year and the quality of work is improving. I thank teachers for their dedication and professionalism towards improving the educational outcomes for their students. I would also like to thank all the students and their supervisors for their wonderful contributions this year and wish them all a safe and wonderful holiday break and I look forward to working with you all in 2018.

## ASDAN

A number of students have successfully completed their ASDAN courses. Congratulations to the following students:

- Darcie, Darien, Dylan, Shenae (ASDAN Workright)
- Jimmy, Lewis, Aaron (ASDAN Towards Independence Using ICT) and
- Cerys (Transition Challenge).

Next year Learning Support will be offering some new and exciting courses; ASDAN Short Courses and ASDAN Vocational Tasters. More information can be found on the SIDE website.

### Richelle Troode

Program Coordinator

### Darcie Year 11 Exmouth

As part of an extension activity for ASDAN Workright Darcie took part in a project to develop a business idea. Darcie came up with an idea for a cup cake business in Exmouth. Darcie mapped out all the things she would need to think about when starting a business including a name, logo design, the recipes, a signature cupcake that would make her business stand out, where she would sell her cupcakes from and what she would need to set it up.

Darcie decided on “Watts up Buttercup” a clever play on her name and decided she would sell her cupcakes out of a painted caravan so she could take her business to different functions or fetes. Darcie also extended this business logo across to visual arts and made up a print block and made an apron with her logo.

Her signature cupcake was based on the Exmouth Whaleshark using a vanilla cake recipe and having the spots of the whale shark represented with blueberries or blue smarties.

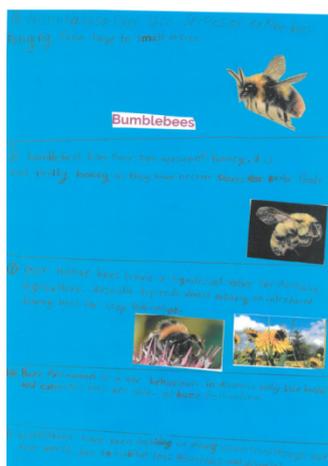


## Humanities and Social Sciences (HASS)

Drydan, Year 7, created a brochure for his HASS course about the body of a Neolithic man which was discovered by hikers in the Italian Alps in 1991. The body, estimated to be over 4000 years old, had been so well preserved by the icy conditions of the mountain top that scientists were able to discover what the man had eaten shortly before his death, as well as obtain clues about how he had died. His clothes and tools were also remarkably intact and provided scientists with valuable information about his life.



Drydan's brochure



Jahmal, Year 7, created a poster about bees as part of his integrated learning program. Jahmal compared native Australian bees with introduced European species, and discussed the role bees play in the pollination of plants. He noted the declining numbers in bee populations worldwide and the impact this is having on agriculture.

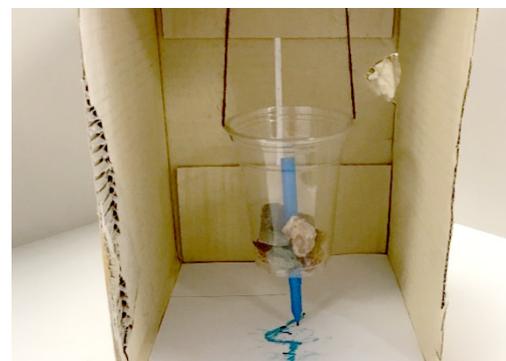
## Science

### Busy Scientists in Year 9 Learning Support

The Year 9s in Jane's Science class have been studying Earth and Space Science with a strong focus on earthquake locations, earthquake magnitude and measuring seismic activity. Menzies and Leinster students created their own working seismographs using everyday materials at their school. This required some creativity and also some collaboration with fellow students. Check out their awesome projects below:



Gary and Taniel with their seismographs, Year 9, Menzies School



Hayden's seismograph (Leinster, Year 9)

## English

Jane's Year 9 students have also showcased their creative writing talents on the class BLOG in their Moodle course. Some marvellous writing has been produced this term from students in Marble Bar.

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### Mirabelle's Bad Hair Day

By Chloe, Year 9 Marble Bar

*Mirabelle knew this was one situation she wouldn't be able to talk herself out of. She had just come back from town with a great new hairdo and now here was her stupid brother flapping around in the swimming pool shouting about having a cramp. She was going to have to dive in and save him, and the new hairdo would get all messed up. Now what she going to do? She couldn't just ignore him but she wanted to impress Ryan at the Blue Light disco this evening and her hair was going to be ruined.*

*She dived in at the deep end and quickly swam to Jack grabbing him by the shirt and lifting his head out of the water. He was coughing and crying and trying to climb on top of her. That made it more difficult to pull him out. She knew her hair was definitely a mess by now. She struggled to the pool steps pulling him along and finally got him to the rails so he could drag himself out. Then she pulled his hair and made a horrible face at him. "Look what you've done!" she shouted and stormed off home to try to fix her hair.*

*That evening she was still in a bad mood. Her hair looked ok but it wasn't as great as it had been before she jumped in the pool. When she got to the disco there was no sign of Ryan. "Great," she thought, "Where is he?" This really had not been a good day. Her friends were all there and everybody was in party mood except her. They were all dancing and laughing, even her brother Jack who was showing off as usual. She just wanted to get out of there. Then she saw Ryan. He was on his mobile and showing something to his mates. She didn't really want to see him now because she looked such a mess and he looked great. She went off to the toilets to hide.*

*It really had been a horrible night and it was coming to an end when she heard her name being called by the police sergeant. Things couldn't get much worse and her friends knew she was hiding in the toilets, so she couldn't escape. Laura dragged her out by the arm into the middle of the room. The sergeant was smiling at her so she wasn't in trouble. Ryan was messing around with the projector when suddenly she saw herself saving her brother and how good she looked with the new hairstyle before she dived into the pool. Everybody was clapping and cheering and she felt really shy. Ryan put his arm around her and kissed her cheek. The music started again and he asked her to dance. It was a slow dance and she leaned in close. Everything had worked out in the end.*

### The Evil Teacher!

By Jade, Year 9 Marble Bar

*It was the coldest day of the year in Marble Bar. The children hurried to school, keen to be inside in the warmth. They saw Mrs Blackwell pull up in her fiery red sports car and walk quickly to the classroom. She was dressed in black from head to foot. Her long black hair was arranged in a bun on top of her head. She had a long hook nose and very pale skin. The students shivered as they thought about the day ahead.*

*As the children reluctantly entered the classroom they noticed a large black bag on the teacher's desk and a large black cat sitting by the window hissing at the students as they took their seats. Mrs Blackwell was nowhere to be seen and some of the student was curious about the black bag and cat but they were too afraid of Mrs Blackwell to actually look inside her bag. One student bravely spoke up, "I'll do it," said Chloe. As she peeked nervously into the bag a huge black snake struck at her face she screamed and jumped back necking the bag onto the floor as she bumped against the table. The furious snake slithered out of the bag and towards the children. There was a wild rush through the door as the students hurried to safety. The snake didn't like the noise and turned back toward Chloe who was the last to leave. It made ready to strike at her. As she was getting up to run, she tripped and fell again. The snake saw its chance and lunged at Chloe biting her with its poisonous fangs. The snake then made its way slowly back into the bag and went to sleep.*

*Mrs Blackwell returned to find the classroom empty except for Chloe who was lying pale and not moving on the floor. She quickly ran and checked her pulse and found there was none.*

*All the students attended Chloe's funeral. A week later they returned to school. They were perfectly fine except for Mrs Blackwell, who still had a fresh memory of what had happened to her favourite snake. The snake had been ill for a week after biting Chloe. After school when Mrs Blackwell was alone again in the classroom she felt a cold shiver run down her back. Her cat started to arch its back. Mrs Blackwell knew that there was something very wrong. Slowly the room filled with a fine white mist and out of the mist, Chloe began to take shape! "Mrs Blackwell, I know what you did to me!" said Chloe. Mrs Blackwell was shaking in fear "OMG!" she gasped, holding her hand to her throat. She fell against the desk and slowly slid to the floor. Moments later she too was dead. Smiling Chloe began to fade away.*

## Student Services

### Endings and New Beginnings

As the end of the 2017 school year approaches, the Student Services Team would like to thank all students, parents, supervisors and teachers for their hard work and support throughout the year.

Extra congratulations goes out to the various award

winners from Years 7 – 12, great effort!

From the Student Services Team, a very Merry Christmas and Happy New Year and most importantly, a safe and relaxing holiday.



### SIDE Students preparing for 2018

The Student Services Team is now busy processing enrolments for new and continuing students who are home and school based. An important part of the process is providing advice around subject and course selection. Particularly, it is an opportunity to start to get to know new students and their parents and / or supervisors

Once the enrolment is processed:

**Continuing SIDE students from 2017** – will not receive a “Getting Started at SIDE” email and should log into Moodle at the start of the 2018 school using their same 2017 username and password.

**New Students to SIDE in 2018** – should receive an email early in January 2018 with the subject line Getting Started at SIDE (sender: SIDE 360). The email is sent to the email address that was supplied by the student or their school at enrolment. The email will provide the student with details of how to log into the DOE portal and include login details for Moodle. It is vital that the student login to Moodle as soon as possible and update their profile in order for SIDE teachers to allocate you to the student’s classes.

### HOW TO SUCCEED AT SIDE

- attend online lessons and engage with your Moodle courses
- communicate regularly with your teachers
- improve your organisational skills
- work consistently and stay on schedule
- take advantage of available resources

### QUICK AND IMPORTANT LINKS

- SIDE Student Coordinators  
<http://www.side.wa.edu.au/admissions/support-for-students/student-coordinators.html>
- Getting Started – Fast Track to SIDE  
<https://www.side.wa.edu.au/admissions/support-for-students/fast-track-to-side.html>
- Course information  
<https://www.side.wa.edu.au/courses/2017-courses.html>
- Booklists  
<https://www.side.wa.edu.au/courses/2017-courses.html>

### STUDENT ACHIEVEMENT

**SCHOOL-BASED TRAINEESHIP PROGRAM DELIVERS A VERY POSITIVE RESULT FOR A SIDE SENIOR STUDENT!**

Zac, a Year 11 Home Based student in Gingin who studies with SIDE, is to be congratulated for recently winning the Apprenticeship & Traineeship Company’s (ATC) most outstanding School-based Trainee award for 2017. Zac was one of a number of strong nominations from the Midwest. These included Iluka Resources,

### TERM 4 – DECEMBER 2017

Central Earth Moving, the WACA and Gingin Roadhouse. The award celebrates the efforts and achievements of a School-based Trainee over the year.

Zac commenced his School-based Traineeship in Automotive Servicing Technology, linked to Central Regional TAFE, in February this year. Since that time he has quickly demonstrated his passion and skill for this trade. On top of his work day on a Tuesday Zac is also a regular visitor to the workplace on weekends often seen working on his own car and bike. Zac is “ahead of the game” with his course work for Central Regional TAFE and the knowledge that is expected of him. His honest and friendly nature has helped him to become a popular member of his work team.

Zac, was rightly very proud of his achievement. A big congratulations goes to Zac for his passion and drive in excelling in this exciting training pathway linked to his West Australian Certificate of Education.



Mitch Green (L) and Zac at the Gingin Roadhouse workshop.

### CIRCUS FESTIVAL AWARD

Dante entered the teen section of the 3rd Australian Circus Festival in NSW. Dante was awarded a Bronze medallion for placing third. Dante is pictured performing her act at the festival and sitting one of her SIDE yr11 ATAR exams at the National Library of Australia in Canberra, a few days before competing in the festival.



### YOUTH COMMUNITY RADIO AWARD



Dylan accepting his award

Dylan from Year 9 Fitzroy Valley DHS attended the Community Broadcasting Association of Australia's annual conference on the Gold Coast where he won a national award, Outstanding Youth Contribution to Community Radio. He commented, “I was there for my local radio station, Wangki Radio on which I have a program and with SYN Media. It

was very informative and I sat on a panel and also won the Outstanding Youth Contribution to Community Radio award at the awards night. It was a great four days.”

Dylan is to be congratulated for winning this National award. He has been completing his SIDE work while he's been away with his family who drove over to the Gold Coast from Fitzroy Crossing.

### Important dates 2017 - 2018

- *Thurs 14 Dec - Last day for students*
- *16 Dec 2017 to 30 Jan 2018 - School Holidays*
- *Early Jan 2018 - SCSA issues the WACE, course reports, WASSA selected award certificates for Year 12 students.*

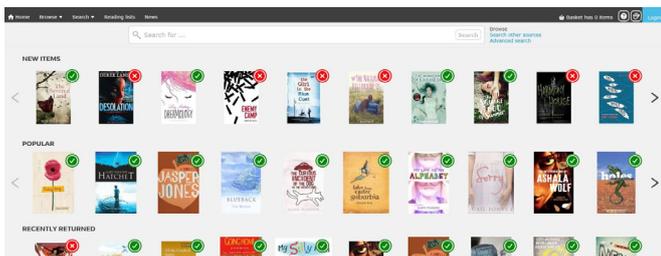
## Resource Centre



Term 4 is going by so quickly, it is hard to believe we are almost at the end of the school year already.

### Our new look Oliver interface!

If you pay a visit to the SIDE Library Resource Centre catalogue you will notice some BIG changes!



The most striking difference is the Browse page, which allows you to immediately see clickable cover page images of New, Popular and Recently Returned items that you might like to borrow.

Once you login to the catalogue you will see two more browse lists that are tailored specifically for you! Recommended For You and Because You Borrowed. Both these categories use algorithms to study all your previous loans and recommends books you might like.

There is also a new Reading List page that gives you easy, one-click access to all the lists of books that the Teacher Librarians have created to cater for your year level, study topic or genre of interest.

If you haven't checked it out yet, we encourage you to have a look and select some great Summer reads.

### Whealers ebook and audio ebook trial



From now until the start of Term 1 next year, the SIDE Library

Resource Centre has a free trial of the Wheelers Primary ebook collection and the complete Wheelers audio ebook collection!

SIDE students and staff now have access to nearly 900 new audio ebooks across the Primary and Secondary collections.

Our Primary students can also now browse and borrow from their own specially curated collection of over 1600 ebooks and audio ebooks.

To log in to the Wheelers website, use your DoE Portal (Saba) username and password.

We would love your feedback on these collections so we know whether we should add them to our library permanently.

### Author Online — Cristy Burne

This term we continued with our very successful Author Online series. We were excited to have the zany Cristy Burne visit SIDE to talk to the Primary and Year 7-9 students. Cristy is a Perth based science writer, teacher, editor, and author of adventure fiction for children and teenagers. Cristy has also worked as a science circus performer, a garbage analyst and one of Santa's pixies!



Cristy's sessions were incredibly entertaining with both students and staff thoroughly enjoying them.

Cristy's books including 'The Lighthouse,' are available to borrow in our collection in print or ebook format.

### Help Sheets

A series of Help Sheets has been created to assist students, parents and staff with navigating the library resources. Please contact the Library Resource Centre if you would like any of the following Help Sheets:

- How to access the Reading Corner (Primary)
- How to access the Reading Room Secondary)
- How to access the Sharing Space (Learning Support)

These Help Sheets show students how to access the Reading Forums where staff and students can write reviews, recommend books and chat about new books.

Have a lovely Summer break, Happy Reading!

We look forward to hearing from you:

[library@side.wa.edu.au](mailto:library@side.wa.edu.au) or 08 9242 6303

**Felicia Harris, Amy Rosato, Elizabeth Allen and Michael Bate**

## SIDE Awards Term 4 2017

Bronze	
Zareth	Brittany
Jose-Anne	Amy
Trekyle	Phillip
Jack	Cody
Caitlin	Monique
Mia	Eloy
Kentwahn	Aaron
Ebony	Clayton
Shakira	Drydan
Lleyton	Leah
Summer	Levi
Jayden	Mikayla
Jahmal	Emma
Nathan	Chloe
Keisha	Montanna
Tianna	Giarna
Isabella	Lucas
Silver	
Zara	Shauna
Jasper	Hadyn
Leigh-Roy	Jade
Taniayah	Shinnikka
Hannah-Leigh	Amber-Rose
Leigh	Drydan
Jahmal	Chloe
Laylah	Zoe
Macee	Summer
Ella	Phillip
Kentwahn	Shakira
Amy	Tamika
Angela	
Gold	
Analise	Robert
Dennis	Jonathan
Tiniel	Vee Jay
Jimmy	Jahmal
Shauna	Gary
Jade	Shinnikka
Drydan	Chloe
Platinum	
Chris	Caitlin