



SIDE

School of Isolated and Distance Education

# INSIDE VIEWS

TERM 3 – SEPTEMBER 2017  
VOLUME 3



## From the Principal



Noel Chamberlain  
Principal

### Year 12 Students

The 2017 written ATAR Examinations commence on 30 October. My best wishes go out to all students as they prepare for their exams. I encourage them to work hard, but also find time to relax and unwind. This balance is important for future success.

To prepare our Year 12 students for the end of their secondary

schooling, the Student Services team have been running a series of Saba sessions looking at key information for post school options. Details can be found in the Essentials course accessible to all senior secondary students via Moodle. Students who have been unable to participate live are able to access the recordings. However, I would strongly encourage students to attend the live Saba sessions as it gives the students the opportunity to have their questions answered. I know the students have found the sessions useful and I encourage the Year 12 students to attend the final session on Friday 20th October.

Recently I sent a message to all our Year 12 students congratulating them on completing their secondary school education. An accomplishment worth celebrating! It is important that students take the time to acknowledge this to themselves as the great achievement it is.

On behalf of the staff here at the SIDE I wish our Year 12 students all the best of luck for the future. I trust their lives will be fulfilling and full of love and compassion.

And, as Dr Seuss says,

*You have brains in your head. You have feet in your shoes.  
You can steer yourself in any direction you choose.  
"Oh, the Places You'll Go!" by Dr Seuss*

- Noel Chamberlain, Principal

### Attendance at SIDE

It is important for students to attend lessons in Saba at SIDE and complete all class work in Moodle. Monitoring attendance at SIDE involves:

- Satisfactory submission of work according to the work completion calendar or to a negotiated schedule
- Teacher/student contact and/or
- Participation in online lessons and courses.

## This Term's Issue

pg.4 Leederville Street Art

pg.7 Marking in Moodle

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pg.16 Building Catapults

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## GOOD ATTENDANCE FOR SUCCESS

# Every Minute in School Counts



### When is it OK to miss lessons?

An OK reason is one that prevents your child from attending SIDE lessons. This could include:

- when your child is sick or unwell
- attending cultural or religious observances such as sorry time and funerals
- an unavoidable natural event such as flood waters or a cyclone
- an unavoidable medical appointment
- an issue with Saba.

The principal decides if the reason given for your child's absence is acceptable.

### It is NOT OK to miss SIDE lessons if your child:

- is celebrating a birthday
- is going on a family holiday
- is visiting family and friends
- has slept in or had a big weekend
- is looking after other children
- has sport or other recreational activities that have not been approved by the school
- has appointments such as haircuts and minor check ups

If possible, routine medical and other health appointments should be made either before or after school, or during the school holidays.

### Do you need to let SIDE know if your child will be away from school?

Yes, you need to let your student coordinator know the reason why your child is going to be or has been absent from lessons as soon as possible. Where possible, please discuss any upcoming absences in advance so we can let you know of important learning or activities your child will miss out on.

It is important that parents/care-givers provide a reason for any absences within three school days.

Having information about why your child is missing lessons



helps us plan for their return to school and work out whether SIDE can provide any further help for you and your child.

### Why is going to school so important?

- In lessons, many concepts such as literacy and numeracy are taught in a sequence. Missing lessons means missing out on the sequence of learning of skills, concepts and knowledge which can often make it difficult to catch up later.
- Attending lessons every day helps children learn the important life skill of 'showing up' – at school, work, sporting and other commitments. It also builds resilience and problem-solving, and communication skills.
- Research from the Western Australian Telethon Kids Institute shows that every day at school counts towards a student's learning. Students who attend regularly, generally do better at school and in life.
- Students are more likely to become anxious when they miss out on valuable information taught in lessons. This can have a snow-ball effect, particularly when assignments and tests are due. The best way for students to be prepared is to attend lessons and ask the teacher for help when required.

## Fremantle Ports Maritime Day - Saturday 4 November

The Company of Master Mariners of Australia and Fremantle Ports in association with the Department of Transport Marine Safety Business Unit and Royal Australian Navy will once again celebrate Maritime Day with a special open day to highlight the role of the maritime industry in Western Australia.

The open day will be held in B Shed on Victoria Quay, Fremantle on Saturday 4 November from 10am to 4pm. Many key WA maritime organisations will be showcasing their organisation at the event and there will be a wide range of activities. These include navy and maritime displays including exhibits from Border Force, a Collins-class submarine, tug boat tours, bands and other musical and children's entertainment, as well as maritime careers



Image: Creative Commons License, Pixabay  
<https://pixabay.com/photo-1820424/>

information. The Fremantle Harbour Classic Yacht Race will also be a major feature this year and the vessel 'Leeuwin' will be open for inspection.

Please contact Jane Edwards, Social Sustainability Coordinator at Fremantle Ports, on 9430 3373 or via email: [jane.edwards@fremantleports.com.au](mailto:jane.edwards@fremantleports.com.au) if you require any further information.

## English

### Student visits to SIDE

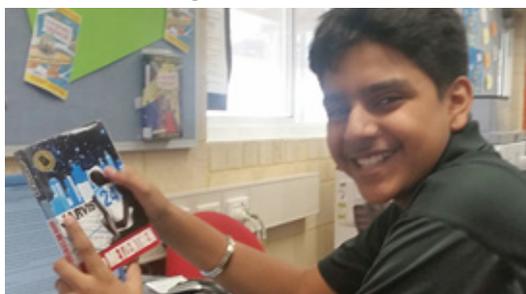


Students Miko and Maki from Fitzroy Crossing working with their English teacher Susan Cullen.

#### Year 11 ATAR Student Visit from Fitzroy Crossing

In Week 7 of the term, two students travelled from Fitzroy Crossing with their father and visited SIDE. Miko and Maki enjoyed the opportunity to ask questions, prepare assignments and review their tests. In this photo they are working on genre and genre switching with their English teacher, Susan Cullen.

#### Year 10 student visiting from India



Sertaj in the SIDE Resource Centre.

Sertaj studied the novel Jarvis 24 earlier this term. He is now studying the documentary Blackfish for his film study module.

### Teacher contact visits

In Term 3 Susan Cullen travelled to Carnarvon. At Carnarvon Community College she met with three senior secondary students. Year 11 students, Mark and Simone had just completed Task 7, a quiz that required short answers to questions. Both students felt they had a sound understanding of how to interpret a visual text. Mark and Simone completed some preparatory discussion on the next task which involves writing about an autobiographical incident.

Nancy is a Year 12 ATAR student who was preparing an assignment on the one thing she would change in the world if money were no object. "We discussed many possibilities as there is so much in the world that needs to be done," Susan acknowledged.



Students working in the Carnarvon Community College SIDE Room.

Also in Carnarvon, Susan met with four Year 11 students, Prince, Haylie, Lydia and Sarudzai from Nagle College. The group discussed the autobiographical incident task. Many stories were told. As a child, one student had helped clean the floors, covering them entirely in dishwashing liquid, turning the house into a skating rink! There was a great deal of fodder for the 'it makes me smile' autobiography task.

More recently, Susan travelled to Dalyellup and met Ashlee, Aled and Brittney. At the time she arrived, the students were turning their autobiographies into a different genre. They discussed genre switching including a 'rags-to-riches' story, a journey story and one on 'overcoming the odds'.

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## Literacy and Numeracy Week

To celebrate Literacy and Numeracy Week, English students participated in a literacy challenge based on Ernest Hemingway's famous Six Word Story: "For sale: Baby shoes. Never worn." Students from all year levels entered their own Six Word Stories. Here are our winners!



*Does it need to be said?* By Zara, Year 7

*LUNCH IS LATE. BETTER EAT YOU* By Thomas, Year 8

*The sun has set, let's go.* By Coral, Year 9

*I'LL MEET YOU WHERE WE BEGAN.* By Phoenix, Year 10

*Alive and fair. Then a handbag.* By Candice, Year 11

*Red sunset. Big tree. Flying birds.* By Jasmine, Year 12



Elite dance student Phoenix: Year 10 winner of the Six Word Story literacy challenge.

## Teacher Profile on Lucy Clare

Lucy is teaching Year 10 English on Wednesdays for Term 3 and 4. She has most recently been teaching at Churchlands SHS.

What do you enjoy about teaching?

*I really love helping students to build confidence with regards to English, and seeing the progress they can make over a year. It is also great to be able to teach texts that I love and hopefully encourage students to enjoy them too. I think I am really lucky to work with teenagers, as they are almost always entertaining and energising to be around.*

What is your favourite movie?

*My favourite movie is 'The Sound of Music'.*

What is your favourite book to teach to students?

*I really love teaching 'The Great Gatsby'. It gets better each time I read it!*

Where have you been a teacher?

*I taught at St Mary's Anglican Girls' School and Churchlands Senior High School before starting work at SIDE.*

What is your best teaching memory?

*I have a lot of really lovely memories from classes over the years, including impromptu sing-a-longs, Secret Santa present sharing, great discussions about important issues and hysterical laughter. It is also really nice when students are pleased with their results after working hard – I love seeing that happen!*



Lucy Clare

## Leederville Street Art and Graffiti Walk

The English Department has been taking part in SIDE's Step around Australia 2017 Challenge this term. Below are the instructions for the Leederville Street Art Walk created by Peter Barker.

Walk start – primary school veranda - 12.20 p.m.

1. Head west through the main carpark, cross Oxford Street, turn left and head south.
2. Head to the intersection of Oxford and Vincent Streets.

As you stroll along, note and admire the street art and graffiti to your left and overhead.

3. Before crossing at the lights, take in the artwork that decorates the south side of the Luna Cinema. Better still, cross the road, stop and look back.
4. Continue south on Oxford Street to the Tsu Keba Japanese eatery sign; it's at the arcade entrance. Stop. Look east to the laneway across the road.
5. Cross Oxford Street. Head 60m up the laneway and be inspired by the street art:



## Travelling Teachers



Linley Taylor, HOLA English at SIDE (centre front), travelled to Montpellier, France in July 2017, during her Long Service Leave, to study at Accent Français.

Learning how to be a successful second language learner will assist in the understanding of the skills needed by future SIDE students who might study one of our two new EAL/D courses to be offered in 2018.



Esperanza Stein visited the Temple of Apollo; it is also known as the Portara or 'Doorway'. The temple is on the Greek island of Naxos.



Romance in Italy: In the heat of a European July, Susan Cullen's daughter was married. The vast Cullen family travelled to Italy to witness Emma's wedding. The newlyweds live in London and a hundred of their friends came to celebrate the wedding.

## Student Work

We would like to share some samples of student work with you.

### Literature Year 12

Literature 12 students were invited to write a creative piece about a person they met during their day. The challenge was that they had to write in the style of nineteenth century author Charles Dickens. The following passage is an excerpt from a larger work written by one of our students about her town doctor.

### The Country GP by Jessica (Year 12)

*Towns of an isolated and miniature nature being home to those farmers that stave off the nation's starvation, it is paramount that they are supplied well with those capable of mitigating the damage the residents do themselves with surprising regularity. Far from the life-giving cities, those hubs of art and oddity, the inhabitants of small rural towns sooner or later find themselves prey to that most dangerous of human emotions, boredom. Starved of entertainment, they are forced to amuse themselves in ways that would make the common man cringe. Gentle reader, turn away: here are grown adults wrestling on fields of grass for an oval-shaped ball; here are youths on mechanical beasts leaping and whirling around gravel courses. Such pursuits can only end in tragedy, and such tragedies can only end in a visit to the country GP.*

*The General Practitioner of Medicine is a gentleman in his fifties of dignified height and girth, whose speech plods forward in the manner of a gentle scholar ambling*

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*contemplatively along a bucolic country road. Such is his dignity that on no account will this scholar be rushed. The received pronunciation of his speech remains stalwart despite years surrounded by the twanging accents of the locals. It is the unanimous agreement amongst the town populace that the GP is a learned, experienced, medical gentleman, whose learned experience medical advice must only be disregarded for the sake of the most important net-ball practices / minor farm chores / reckless dares. It is a testament to the GP's patience and wisdom that he understands this agreement perfectly...*

*The office of the country GP is outfitted with an industrial weighing-scale, a jar of very old sweets, a coffee machine and that peculiar medical scent which causes one's palms to sweat. The country GP does his best to assuage the patient's anxiety, in particular with a suite of appalling jokes. His favourite is to ask the patient [who, of course, has hidden their eyes and turned their face away] if they felt that injection; when they timidly reply in the negative, he off-handedly replies "that's because I haven't done it yet!" Indulge him in this minor lark; he has learned from years of treating rural patients that it is one of the safer ways to stave off deadly Boredom.*

### Year 8 Novel Study

Year 8 students have been studying persuasive language and reading Andy Mulligan's novel *Trash*. Here are what two of our students have to say about *Trash*:

"I believe you should read this book to get a feel and understanding for life in the third world. The dumpsite of Behala is a huge mountain of trash as high as the sky. Could you even imagine what it would be like to live and work in trash every day? Just imagine the smell, the constant dirt stuck to every part of your body. I mean, I'm talking about kids that are the same as you and even younger. Sometimes I think people live inside a bubble, purposely ignoring the hardship that others in our world have. *Trash* makes you appreciate what you have." Darcy  
Year 8 student from Tom Price.

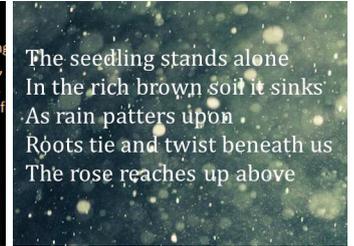
"Have you read *Trash*? If you haven't, you need to! It will make you feel lucky and it will make you want to do something, anything, to help people in poverty! This book has very deep meaning and you will feel attached to the characters. After reading this, you will look differently at people. *Trash* is a great book for Year 8 students." Joshua,  
Year 8 student from Coral Bay.

### Year 7 Creative Writing

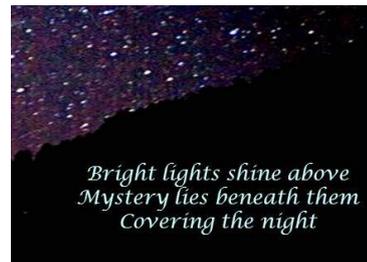
Students in Year 7 have been reading, writing and learning about different poetic forms this term. Here are a few wonderful examples of haiku students have written.



Haiku poem, "Fire", by Yeriel



Haiku poem, "The Beginning", by Madelyn



Haiku poem, "Hoshi Stars", by Angela

### Professional Development for English Teachers — Thursday 7 September — Centre for Stories

Two members of the English Learning Area attended an informative and enjoyable afternoon at a writing workshop facilitated by Susan Midalia at Perth's Centre for Stories.

Susan led participants through a number of practical exercises that gave teachers the opportunity to develop their own creativity and be critiqued by one of WA's well-known writers. These exercises were great reminders to English teachers about strategies to promote creativity in our students and to use language in a purposeful, deliberate and fun way.

Susan Midalia is an interesting presenter and it was wonderful to hear her positive and engaging perspectives on how to harness the imagination of young people.

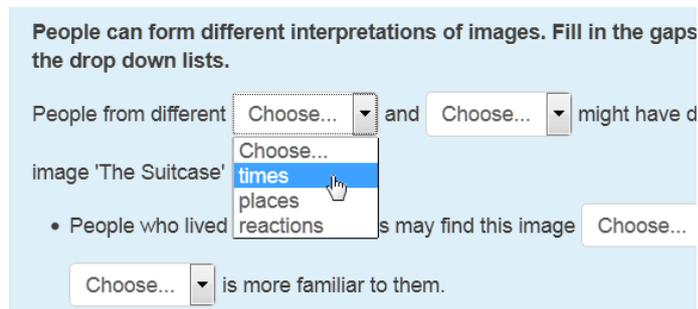


## Online Teaching and Learning

### The power of Moodle assessment tool

Moodle, SIDE’s virtual learning environment, allows enormous flexibility with the tools it places at the fingertips of teachers and students alike. None is more powerful than the Moodle Quiz activity, which can be used to aid in student learning through formative activities and assessment and, of course, summative assessment tasks. Teachers at SIDE use a large range of Moodle Quiz tools to engage students in their learning and to assess their progress. The questions range from multiple choice, matching, short answer, drag and drop, missing words, and questions which allow students to enter free text. Many of these quiz tools can be set up so that they are interactive and adaptive and students can have multiple opportunities to engage with the activity and improve on their learning. In formative activities (and some summative assessments), students can be given instant feedback on their learning. An innovative use of the Moodle quiz is through the use of free text questions (called Essay questions in Moodle) where the student can then compare their answer to a modelled response provided within the Moodle quiz. For summative assessment, the quiz can be manipulated to include passwords, time limits, automatic saving of student work and to shuffle questions so that no two quizzes are set out in exactly the same way.

### A ‘missing words’ question:



### Dealing with the traditional

Teachers use these powerful online features as part of a “blended palette” of tools for teaching and learning. There is still an important role for handwritten and drawn drafts and assessments, and Moodle offers us convenient and fast ways to submit, assess and apply feedback to submitted “offline” tasks. Uploaded work is automatically converted to PDF format, and comments, annotations and feedback can be applied directly to the submitted work.

See the image below for an example of the Moodle grading system.

**Submission**

Submitted for grading

Graded

4 days 9 hours remaining

Student can edit this submission

[The Test.docx](#)

Comments (1)

**Grade**

Grade out of 100 55.00

Current grade in gradebook

55.00

**Feedback comments**

Paragraph B I [bulleted list] [numbered list] [link] [image] [table]

Thank you for your work Bob. You have worked quite well with the details of the story. Make sure you carefully address the question in your response.

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A 'free text' question with a provided modelled response:

The image shows people standing over a suitcase...

*Different people will make different meanings from this image. A common meaning that I make is written below. Was your interpretation similar to this, or did you have a different one? If your interpretation was very different, you should ask your teacher to check your work. In the response below, many times visual language is used (the words in bold text).*

The **image**, 'The Suitcase' by Shaun Tan shows two people leaning over a suitcase in the kitchen of a family home. The **mood** of the image is sad and sombre. This is supported by shadowy **lighting**, the sepia **colour** tones, and the **slight high angle shot** of the people makes the people seem a little bit vulnerable and the viewer feels concerned for them. The **language** also conveys a sad feeling as they are leaning towards each other, have seri

A 'drag and drop into image' question:

Who's who?

Drag the names to correct person.

Image: Wikimedia Commons CC BY-SA



Agnetha

Benny

Frida

Björn

Check

## Humanities and Social Sciences (HASS)

### Certificate II in Business.

Certificate Success in Business Services

Congratulations to ten Year 12 students who have already completed the Certificate II in Business. Students commented that some of the valuable skills they acquired in the course were:

- Presenting work to meet workplace standards
- Preparing effective work emails and how to use effective formatting in Word documents
- Knowing how to establish good relationships in the workplace
- Ways to overcome language barriers with colleagues and clients who may have English as a second language or a hearing or sight impairment.

They have worked hard throughout the last two years to achieve this nationally recognised qualification. We wish them every success.

- Rose Lee, Humanities and Social Sciences

### Peacekeeping in Cyprus

As part of our Civics and Citizenship unit in Year 10, students were asked to post a comment on our Foreign Aid and Peace Keepers Forum. Both students and teachers found this personal account extremely interesting.

*One side of my family live in Cyprus, a small Greek island in the Mediterranean. In 1974 Turkey occupied Cyprus and took over the North of the island by force. Thousands of Greek Cypriot people had to leave their homes and flee over the mountains on foot to the Southern side of the island. My Uncle Demetrius remembers leaving his home with just the things he could carry and fleeing to safety.*

*The UN are still involved in Cyprus because the occupation was never sorted politically and Turkey still occupy the northern side.*

*The UN forces (including Australian forces) supervise ceasefire lines, maintain a buffer zone, and undertake*

humanitarian activities such as clearing mines still in the buffer zone (they have cleared 27,000 to date). The buffer zone is a stretch of land between the Greek and Turkish sides of the island and UN forces patrol this area to keep the peace.

*My Uncle's old house used to be right on the buffer zone and it was strange to see bullet holes in the houses where fighting had happened in the 1970's and UN soldiers patrolling behind the back garden with guns. The capital of Cyprus, Nicosia, where my family live is still divided in two, one side Greek and one side Turkish. For a few years now you can go over to the Turkish side (you have to have your passport stamped and my Greek relatives refuse to go, because they are so angry that their land was taken from them.) You walk through the buffer zone and you go from Greek architecture to Turkish, it's very strange. Nicosia is now the only divided capital city in the world.*

*I think it is good the UN are still there because the Greek people are still very bitter about the occupation and tensions run very high with the Turkish people. Approximately 1,000 incidents occur within the buffer zone each year, ranging from name-calling to unauthorized use of firearms, so the UN peacekeeping forces patrol to keep everyone safe.*

- Hanna, Year 10

## History Teachers' Association of WA (HTAWA) Year 12 Student Seminar

Once again SIDE was well represented at the HTAWA Student Revision Seminar Day at Notre Dame University in Fremantle. Several hundred Year 12 students from both city and country schools attended this three hour seminar on Europe: 1945 to 2001. The students found the presenter's knowledge of this Unit amazing and walked away feeling more confident in their ability to achieve success in both their Mock and WACE Exams. The morning also provided another opportunity for the students to meet their classmates who they normally only speak to in Saba or in the Moodle forums.

I would like to thank History Teacher Ros for organising this opportunity for the students.

- Peter O'Neill, Head of Learning Area (HaSS)

## Health and Physical Education

### Year 8

The Year 8 students have been studying bullying this term. They have described the different types of bullying, identified the effects of bullying on the victim and the bully and suggested helpful actions a victim can take in a bullying situation.

Bystanders are an important factor in bullying. The students have examined the effects from choices made by bystanders in a bullying situation and suggested positive actions bystanders can take.

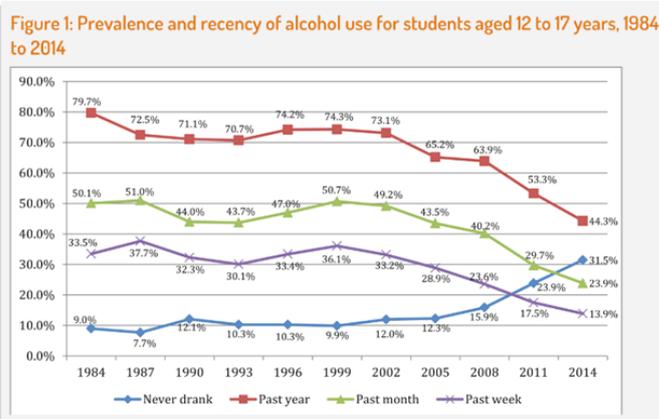
As part of the Year 8 assessment the students have identified a multimedia source that contained an example of bullying and examined its context, effects on participants and suggested effective actions that could be taken.

- Shaun Redding, Health and Physical Education

### Year 9

Year 9 students studied patterns of drug use in young people in Western Australia this term. Our students completed an investigation task on this topic.

The following graph is an example of alcohol use in young people in Western Australia over the past 30 years from the Australian Secondary School Alcohol and Drug surveys (ASSAD).



More information on these surveys is available at: [www.mhc.wa.gov.au](http://www.mhc.wa.gov.au).

ASSAD, 2014, *Bulletin on Alcohol Trends in Western Australia*, Govt of WA: Mental Health Commission, Perth.

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The ASSAD survey also provides information on the use of tobacco, alcohol, and illegal and legal (for non-medical purposes) drugs in 12 to 17 year olds, and their attitudes toward these substances.

The 2014 results tell us that rates of alcohol use have declined over the past three decades.

The proportion of students reporting drinking in the past year has approximately halved (79.7% to 44.3%), in the past month (50.1% to 23.9%) and past week (33.5% to 13.9%).

In the same time period, the proportion of students reporting they have never drunk alcohol has more than tripled, increasing from 9.0% to 31.5%. (See Figure above)

This information is important and relevant as many young people think that everyone is drinking or taking other drugs.

Let your children know that by choosing not to use alcohol or other drugs they are part of the majority of young people their age.



(School Drug Education and Road Aware Family Information Sheet)

For more information, websites that are funded by the Australian Government have reliable and accurate information about drugs.

### Some suggested websites:

National Cannabis Prevention and Information Centre  
[www.ncpic.org.au](http://www.ncpic.org.au)

Youth Beyond Blue  
[www.youthbeyondblue.com](http://www.youthbeyondblue.com)

Australian Drug Foundation  
[www.adf.org.au](http://www.adf.org.au)

Drug Aware  
[www.drugaware.com.au](http://www.drugaware.com.au)

Mental Health Commission  
[www.mentalhealth.wa.gov.au](http://www.mentalhealth.wa.gov.au)

- Susanne Robilliard, Health and Physical Education

## Year 11 and 12

This term, a number of Year 11 and 12 classes have been focusing on Australia's NATIONAL HEALTH PRIORITY AREAS (NHPA's).

These are the 9 health issues in Australia that contribute to the most burden of disease. Events to increase awareness of some NHPA's that have occurred recently or coming up are in the following table.

National Health Priority Area	Awareness Events coming up	Date of event
Cancer Control	Pink Ribbon Day International Prostate cancer awareness month	24th October September
Mental Health	R U OK Day World mental health day	14th September 10th October
Diabetes	World Diabetes Day	14th November
Arthritis and Musculoskeletal conditions	International Arthritis Day World Osteoporosis Day	12th October 20th October
Dementia	World Alzheimer's Day	21st September

Images sourced from NHPA organisations, unless otherwise stated.

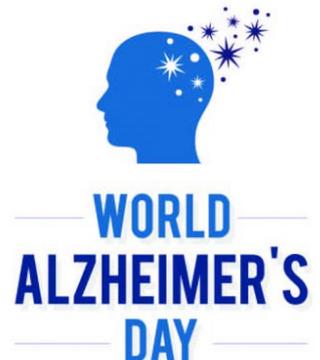
### Breast and Prostate Cancer



Awareness Month



WORLD MENTAL HEALTH DAY  
OCTOBER 10





## DIABETES

KNOW THE SYMPTOMS



<http://www.natureandhealthadvice.com/signs-showing-blood-sugar-high/>

Good luck to all those Year 12 students who are completing school and leaving SIDE. Please be careful if you are a new driver.

Did you know that in a recent survey 32% of drivers admitted to reading a text message and 18 per cent of drivers admitted to sending a text message while driving!

People who engage in text messaging while driving have their eyes off the road for approximately 10% of the time. This is known to increase the chances of having an accident.

The ongoing social marketing campaign “It Can Wait” highlights the dangers of texting and driving. Check out the video, it starts unexpectedly and comically, and then gets grim.

You can't even text and walk so...

Why do you text and drive?

<http://www.adweek.com/brand-marketing/atts-new-it-can-wait-psa-is-comically-slapstick-until-it-turns-deadly-serious/>

## Languages

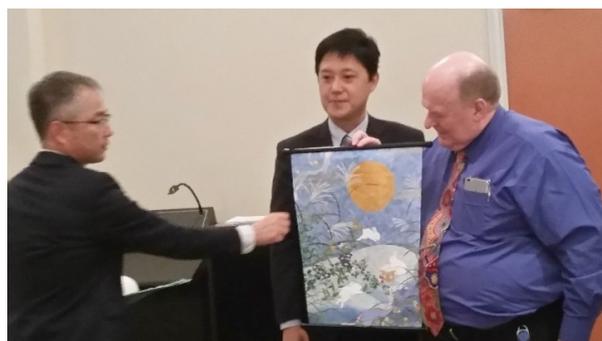
Term 3 has been another busy one for the SIDE Languages Department.

### Japanese news

This term we welcomed to SIDE for the day school administrators and representatives from the Hyogo Board of Education in Japan. Our visitors were particularly interested in learning about SIDE, our history and development and how we operate and deliver courses to students of all ages. While at SIDE they were able to tour the school, observe classes in action on Saba, talk with teachers and students and learn about Moodle.



Our Principal, Noel Chamberlain was presented with a hand-made wall hanging to mark the occasion.



As the year draws to an end for our Year 12 students, it is time for them to reflect on their language learning. One of our Year 12 students, Max, makes the following remarks:

*As a child I always loved languages. In Year 3 Indonesian was introduced to me, and to this day I still have a nursery rhyme stuck in my head without any understanding...*

*It wasn't until Year 5, whilst watching a Chinese documentary, I finally realised languages weren't just unintelligible English accents; but they are insights into a*

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*culture. From then on I was hooked. I began pretending to translate kids-shows into my own gibberish. I even started an avid sign-language with my friend to talk to during class, without being caught. We had it all, “I love recess”, was a swift finger stroke down the forehead and a tap on the right ear, not left, that was for lunch, obviously.*

*In High School I was introduced to Japanese, and with all my experiences in sign-language and nursery rhymes, I learnt quickly. I eventually had the opportunity for a 2 month exchange in Japan. My world exploded. Soon I was learning 10 Chinese characters a day, of which there are thousands in Japanese, exploring different words for green, making cultural mistakes, and falling in love with languages once again.*

*Every so often I still like exploring other languages, and seeing how culture influences words. But ultimately, learning other languages has helped me gain more respect and love for English and my own culture. And I encourage others to do the same, because at the end of the day “(ichigo-ichie 一期一会),” you have only one life...*

## Indonesian News

This Term we welcomed Tantra Afianto to SIDE as our Language Assistant.



A  
BRIEF PROFILE  
OF

TANTRA AFIANTO

T | A

EST. 1992



Hi, my name is Tantra Afianto. I am from Bandung, West Java. I am 25 years old. I was born in Bandung, 24th June 1992.

I graduated from Indonesia University of Education in 2014. I took English Education as my major with English Language and Literature as its study program. My concentration was English Linguistics. In 2012, I joined Language Ambassador of West Java Election held by Balai Bahasa Jawa Barat. I got the male second place. At that time, I realized that my passion is language.

In 2016, I joined Indonesian Language for Native Speakers (BIPA) teaching program for three months. I was trained to teach Indonesian language for foreigners. In the same year, I enrolled myself in Language Assistant Program held by Balai Bahasa Indonesia Perth. In 2017, I am one of language assistants in Western Australia.

In the second half of the year, I work at School of Isolated and Distance Education (SIDE). It is a school I have never seen in Indonesia. The school engages online teaching for remote schools throughout Western Australia. It is a distinctive experience. What surprised me is the students' capability and knowledge in learning Indonesian language. Even though the places are remote, I find the students are really engaged with the way the lesson runs. I have met two students; they are siblings and learn Indonesian together, and they are so good even though they are on a boat. They keep studying very well and that makes me proud of them.

Last but not least, being in Australia and becoming a language assistant are some of my dreams since a long time ago. I am very thankful and grateful to be here to represent my country. I have a life motto that I always believe to succeed. You get what you pay for, no less, no more. Thank you.

## From the French desk

Our French team wonder, did you know?:

1. French is officially spoken in 32 countries.
2. Kinshasha, the capital of the Democratic Republic of the Congo, has around 11 million residents and is the largest French-speaking city in the world.

3. The popular French comic series Astérix has been translated into over 100 languages.
4. The word “salut” means both “hello” and “goodbye”.
5. French is the only language (besides English) that is spoken on all the continents.
6. French is the 5th global language after Mandarin, Chinese, English, Spanish and Arabic.
7. About 45% of modern English words are of French origin.
8. French is the second most taught language after English.
9. Celebrities who speak French include Serena Williams, Johnny Depp, John Malkovich, Diane Kruger, Elton John, Ewan McGregor, Halle Berry, Madonna, Mick Jagger, and John Travolta.
10. The shortest town name in France is “Y” in Somme, northern France.

## Literacy and Numeracy Week

This term we have been involved in celebrating Literacy and Numeracy Week (September 4-11) by challenging our students to create a 6 word story in the Language they are learning. Many students have created some wonderful stories including these from Munglinup and Narrogin Primary Schools.



## Mathematics

### Staffing

At the commencement of Semester Two, our **HOLA, Carolyn Bone**, went on her hard earned and well deserved Long Service Leave until the end of the year.

In her place we welcome **Michael Wheeler** who comes to us from Mindarie Senior College. We wish Michael well in his role of **HOLA Mathematics for Semester Two**.

### Senior School

Exam time is upon us once again for Year 11 and Year 12 students.

This is the second year for WACE exams for the new courses. Because of this there are now past WACE papers as well as previous practice papers from last year. These, along with their solutions, can be found within Moodle courses. These papers provide invaluable preparation for final exams.

ATAR students should also be using the relevant WACE Study Guide by Academic Associates, to assist with revision.

Similarly, for Year 11 students past exams and their solutions are available within Moodle.

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 watch the timing of questions. This will prepare students mentally for what to expect and not be too surprised when the time is up!

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

In the famous words of Aristotle “you get out what you put in.”

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## Lower secondary

Years 7 to 10 students are also experiencing regular tests. Students should be getting into the habit of revising their work before sitting these tests.

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 7 students had some impressive results. Our average of 584 was 5.5% higher than the national average of 553.8. This is an improvement on performance last year.

SIDE Year 9 students had improved with an average of 604. This was 2% higher than the national average of 592. This was a fantastic result and an improvement from 2016.

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

## What is OLN?

OLN is the acronym for Online Literacy and Numeracy Assessment. This is a WA assessment currently sat in Years 10, 11 and 12.

Students have multiple opportunities to sit OLN. WACE graduation requires a student to have passed OLN or pre-qualified through NAPLAN.

## Warm-ups for your brains. . .

### 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.)

### 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?

### All In Your Head

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!

### Solutions:

Guess the Number:  
1349

The Two Watches:  
20 hours

- Ron Dymock, Mathematics

## The Arts and Technologies

### The Arts

#### Moth Migration Project



Kimberley, Collagraph print

Year 10 Visual Art students joined the International 'Moth Migration Project' in Term 2.



Multidisciplinary artist Hilary Lorenz is creating an installation for an exhibition called 'Cross Pollination' which refers to how insects and other creatures pollinate plant life, but also to the cross pollination of ideas in art and science. "I want to create an artwork using moths, nocturnal pollinators, as the vehicle for the cross-pollination and systematic exchanges between people."

"My goal is to create and attract at least 40,000 moths. The number derives from the number of moths a grizzly bear may eat per day prior to hibernation. What does the grizzly have to do with migration? Probably not a whole

lot beyond intercepting the work of the moths by eating them all." Hilary Lorenz, 2017

Moths have been printed on paper all over the world and will be catalogued and installed on gallery walls and ceiling in a giant geographically accurate web. The exhibition will start in Albuquerque and tour from there.

Year 10 students looked at the print work of Hilary Lorenz, as well as Australia's first professional artist, John Lewin. Lewin was fascinated by moths and published one of Australia's first books about moths 'Prodromus Entomology, Natural History of Lepidopterous Insects of New South Wales (London, 1805)' The plates of the insects are the earliest copper plates known to have been engraved in New South Wales. We also discovered that in parts of Australia the Bogong moths are significant in indigenous cultural life and songlines, and that both contemporary and traditional artists have used the image of the moth in their work.

Students completed carefully observed drawings of a moth species before adapting their drawing to a print plate. The final moths have been completed in a range of printmaking techniques including collagraph, lino and stencilling.

If you are interested in following the project you can do so on Hilary Lorenz' Blog here:

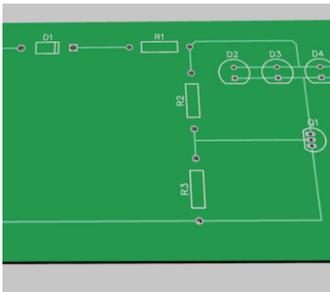
[hilarylorenz.blog/2017/04/21/moth-migration-mania/](http://hilarylorenz.blog/2017/04/21/moth-migration-mania/)

Or on facebook under mothmigrationproject

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## Design and Technologies

Design & Technology students are enhancing their skills and knowledge when creating projects using STEM technologies. Some examples are shown in the following photos.



Hemi designed his own Printed Circuit Board using industry software.



William created an emergency exit light that automatically turn on when it is dark.



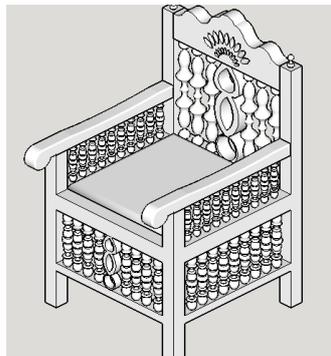
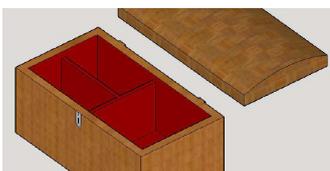
Sherman designed and made the serviette holder which uses laser cut acrylic sides.



Sherman used CAD to model the 3D printed pencil holder.



Jesse (Y10) created elevations of a house using the CAD software "SketchUp" in his Technical Graphics course.



Counterclockwise from top left: Jewellery box- Jasper, Jewellery box- Cheri, Arm Chair- Jasper

Kimberley Grey produced these excellent photographic images.



In Design Photography Year 12, one of the tasks requires students to take photos of a musical instrument and then using photo editing software to design and create an image in the form of cubism artists.

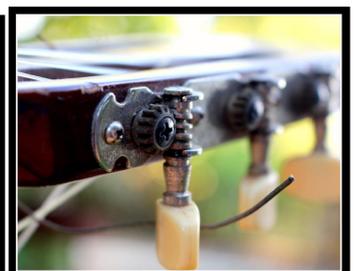
The two images shown below are excellent examples of this technique and were designed and photographed by Gillian.



The excellent photos below were taken by Gena



Complementary Colours - Red and Green



Macro Instrument - Acoustic Guitar Tuning Pegs

## Science

### Science, Technology and Maths (STEM) Project

SIDE has recently embarked upon an exciting initiative called the STEM program. It's based on the idea of educating students in four specific disciplines — Science, Technology, Engineering and Mathematics — in an interdisciplinary and applied approach. It will allow Science, Technology and Maths teachers to develop a series of exciting teaching options that are practical and investigation based to support all students – in particular girls - in establishing careers in technical/engineering fields.

Science staff have been working in collaboration with Maths and Technology learning areas to look at a way for SIDE to become part of this exciting project and to develop ways of using STEM strategies in all courses. Suri Naidoo (Science HoLA) and Diana Tomazos (Science STEM coordinator), with the help of the rest of the Science staff are developing a collaborative approach across these teaching areas to develop courses that actively encourage investigation, autonomy and creativity based on technological, scientific and mathematical thinking.



Suri Naidoo (Science HOLA) and Diana Tomazos, SIDE STEM coordinator for Science

In August, Julie Clark, Diana Tomazos, Suri Naidoo, and Paul Tournay visited Cecil Andrews Senior High to learn about how STEM works and to see what this STEM specialist school is doing.



L to R – Amanda Lean (CASHS), Julie Clark, Diana Tomazos (SIDE Science) Michael Wheeler (HoLA, SIDE Maths) Suri Naidoo (HoLA, SIDE Science), Paul Tournay (SIDE Science) Tim Reger (HoLA, SIDE T&E) at Cecil Andrews STEM centre.



One of the STEM workstations at Cecil Andrews



A completed project

### STEM at SIDE

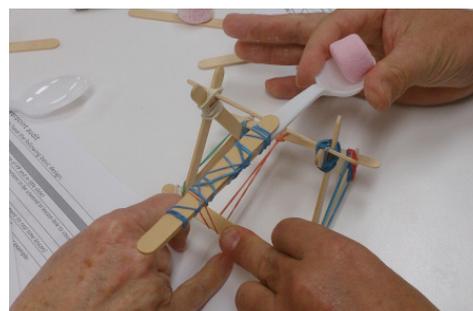
Later in August, the Science staff met at SIDE to explore some of the STEM ideas and methods. One way to get a feel of the project was to work together on a group activity.

Staff were given pop sticks, elastic bands and marshmallows. A 10 minute timeframe was given for small groups to produce a catapult that would propel a marshmallow. The winner was the team who managed not only to construct a catapult without any instructions, but to propel the marshmallow the farthest.

The activity involved a high level of collaboration and sharing of ideas.



Jim and Paul work on a Catapult



One good example

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Owen and Di with their catapult

## STEM Project - Students

In early September, staff started to trial some basic STEM strategies with the students.

Natalie Cooper asked her Year 7 ballet students to construct a catapult, the same way the Science staff had done earlier, out of pop sticks, rubber bands, plastic spoons and a marshmallow. This activity supported the curriculum the students were studying during Term 3 on forces and simple machines.



Jacqleen and Ella showing how far their marshmallow can go



Natalie Cooper encouraging collaborative work with Angela, Isabel, Jacqleen, Ella M, Ella, W and Mackenzie.

## Year 7 Physics practical Investigation in the lab

Later in term three, Year 7 ballet students worked with Natalie Cooper to complete a Physics investigation task that explored the effect of mass on friction. Natalie used the same strategies to help the student's problem-solve during a practical task.



Isabel, Angela and Madelyn taking measurements on their spring balance



Natalie checking force readings with Mackenzie

The STEM project is going to be an exciting one for the students and will encourage them to take charge of their learning in a supportive and challenging way. Look out for further developments in Moodle "Science Lab".

## Competitions and events:

### National Science Week.



National Science week visited SIDE in August, when Shelly Turnbull and Cassandra Mair from Scitech presented a live show entitled "Prove it" in the studio to Year 7, 8 and 9 students, incorporating a live Saba lesson, which included all SIDE Science students from Years 7-10. "Prove it" explored the world of Physics for lower school students.



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always of great benefit to have teachers come to students and help them deal with the complexities of their courses and the inherent problems of distance education.

### Narrogin

Suri Naidoo visited Narrogin SHS in September. She met with Year 11 and 12 Biology students. Whilst there she was able to complete some required Lab activities in the school Science room.



Suri Naidoo with Narrogin SHS Year 11 ATAR Biology students

It was the perfect time to check if the students were getting the best out of the Moodle course, Saba Recordings, WACE study guide and the content that they need to study for the tests and exams.

### Carnarvon

On 17 August, Alex Berentzen visited Nagle Catholic College and Carnarvon College to review their progress in Physics. He worked through revision and it was the perfect time to check if the students were getting the best out of the Moodle course, Saba Recordings, WACE study guide and the content that they need to study for the tests and exams.



Alex Berentzen with Mark a Physics student from Carnarvon College.

### South Hedland

Jim Marshall visited South Hedland Senior High School to present a day's revision workshop for Year 11 and 12 ATAR Biology students. His visit was invaluable, as it enabled the students to comprehensively review and prepare for the upcoming end of year exams with Jim's face to face guidance. Overall it was an extremely productive visit for

the students.

## Learning Support

This term has been a busy term with new enrolments and regional visits taking place. The term started with teachers analysing Semester One data and planning for a busy Semester Two.

I had the pleasure of visiting Shark Bay School and meeting my students face to face. It was a very busy two days and the students were very pleased to finally meet me. It was my first regional visit, so I learnt a lot from this visit. I hope to make a few more regional visits before the end of the year.



Richelle Troode with her students from Shark Bay

A group of students from Marble Bar came to Perth for a school camp and while in Perth made a visit to SIDE to meet their teachers. This was a wonderful opportunity for everyone to meet and carry out some face to face teaching. This might be giving away my age as I spoke to all the students at length explaining to them that I taught their parents, aunties and uncles, 20 years ago when I was teaching in Marble Bar. The students found this very interesting and wanted to know more. It was a wonderful time to reminisce and build good student teacher relationships.



SIDE Teachers with the students from Marble Bar

## Preliminary English

Darcie is enrolled in the Preliminary English course in Learning Support. One of her activities was to create a poster of her dream job. During her lessons she has been discussing; what is involved in applying for a job, how to read a job advertisement and what is included in the advertisement.



Dear Sir/Madam,  
I read your advertisement for an experienced Funster in the newspaper 'Exmouth Expression' with great interest and I have pleasure in applying for the advertised position, as a Chief Funster. My area of expertise is being able to organise and have FUN.  
My strengths are excellent communication, confidence and team building skills. My native language is English, but I also speak French. My current position as a Physical Education Teacher has provided me with the opportunity to work in a high pressure, team environment, where it is essential to be able to work closely with my colleagues in order to meet teaching assignments and organise fun activities.  
As you can see from my enclosed resume, my experience and qualifications match this position's requirements. Thank you for your consideration. I look forward to the opportunity to personally discuss why I am particularly suited to this position.  
Please contact me via [email@cocconutree.com](mailto:email@cocconutree.com)

Yours sincerely,  
Cocoa Nuttree

Posters and job application by Darcie

## Literacy Week

Students in Learning Support have been working on their literacy skills throughout Term 3. They have been encouraged to complete an independent project on Literacy in our Everyday Lives. Here are some of their presentations.



Brandon's PowerPoint

### Rhyming word

Think of three rhyming word for each word in the list

Fish	dish	Wish	pop
Shop	hop	mop	
Dad	bad	had	mad
Dan	Man	pan	can

Written by Darcie

I use my literacy skills to read to the year 1's in the library every Friday. They enjoy listening to my stories



### How you can use literacy

We use literacy in our everyday life for example.

When we come across a street sign we use our literacy so we know what the sign means.

Or when we are playing a game and we have instructions of what to do.

Or when we are reading the ingredients in food.

When you read a TV guide you need to know your literacy so you can know what is on TV.

And if you read a menu you can use your literacy to find out what food there is.

- Written by Kyle

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## Shark Bay haiku

- 5. Shark Bay for the Sharks
- 7. The local Bay to see the Sharks
- 5. I love the sharks here
  
- 5. Beach is nice and calm.
- 7. Locals come to swim at the beach
- 5. The water is warm

- Written by Daniel

## Shark Bay six word stories

Jetty jumping in the blue bay



Playing footie with friend's at oval



Riding dirt bikes at the birrida



Having barbecue's at the hot tub



Playing Mario cart with my friend's



Fishing on high speed jet boat's



Camping at the sandy bottle bay



By Loki

### Trapped in the desert

A group of friends waiting at Port Hedland Airport for a Qantas flight to Perth. A small white plane with a red tail with a bright white kangaroo. All the school kids from Marble Bar slowly walked to the plane and sat in their seat. Mine was K15, next to the emergency exit, stuffy air with ripped up carpets and chairs falling apart. We were not going to like this flight.

Suddenly a I heard a loud bang and the right engine bursted in flames, straight away I knew we were going to crash, the lights went dark the oxygen masks dropped in front of my face and people were running up the passage way. The alarms started going off and the red lights flashed. It started to drop to the ground, the captain tried to land the plane as swiftly as possible when the plane hit the ground hard and we all fell.

There was only nine of us left all the others died on impact, and when we turned around the teachers were laying on the ground with a pole in their guts, slowly dying. Most of us were injured, Chloe, Jessica and Trekyle had split their heads in the crash. We start to walk with no food or water surrounded by desert cacti, in the sticky, hot weather. All of a sudden we heard a loud bang, we turn around and the plane bursted into flames as we walked away.

We were all starving, all of a sudden cracking noise, Dekota was chewing off his fingers and we were saying "WTF?". We started running away and left him in the fix, and then all of a sudden Jade and Jessica have a smash ripping each other by the hair. With strength punching each other in the face and I filmed it with my phone and put it on Youtube and our parents watched it and text ed us and they said they would come pick us up in four and a half hours. By the time I texted back Jessica was laying on the floor dead with her head detached from her body, Jade had ripped Jessica's head from her jawline. Dylan ran to jade and said "Are you okay?" then Jade hugged Dylan. Kym and Trekyle started eating each other and Kym ripped Trekyle's cheeks off. Then Trekyle ripped Kym's brain from his head but two seconds before Trekyle could do that, Kym reached fearlessly for his heart and at the same time they pulled each others bits off. In five minutes they were nothing but bones.

Chloe and Jade were fighting over Dylan, reefing each other by their shirt and Chloe slung Jade to the floor and Dylan said "Stop fighting over me!" and then Jade said " I will fight for my love" and then Jade pulled a knife out of her pants and stabbed Chloe in the heart and she slowly died. Chloe turned into a spirit and killed Dekota.

Renaee punched Dylan in the head for being Jade's lover and Jade slit renae's throat for punching Dylan in the face, with the knife she pulled from her pants.

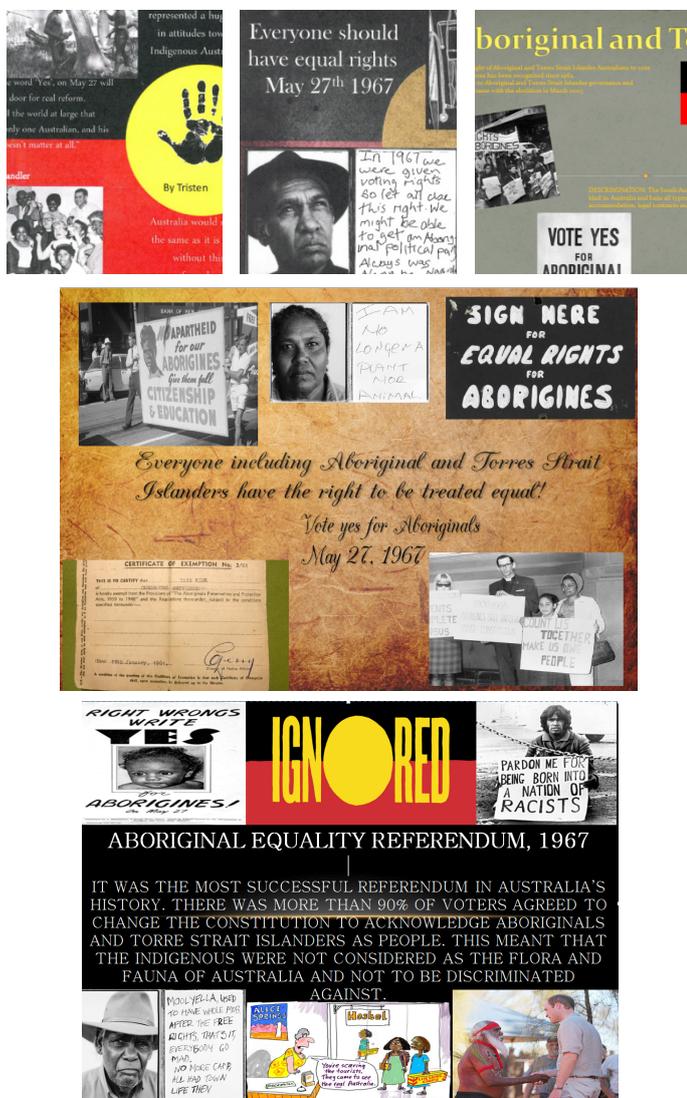
And finally our parents came, Jade and Dylan went and got married and had five children, triplets and twins. Me however, I become a hunter, I learnt how to hunt so I can survive in the wild.

THE END

Tristen's narrative

## HASS Referendum Posters

This term Jane Bourke and Robin Williams have been teaching Civics and Citizenship to their students. We have recently focused on the topic: Changing the Constitution. Using the 1967 Referendum as a case study, students were asked to design a poster to attract the “YES” vote to acknowledge the rights of Aboriginal and Torres Strait people. Some excellent posters were produced for this task and the students really enjoyed finding about how Australia’s parliamentary system works and how changes can be made to existing laws. Below are some examples of student work.



Top to bottom, left to right: Tristen, Chloe, Hayden, Jade, Trekyle

## SIDE Awards Term 2 2017

Bronze	
Thomas	Kymberly
Tristan	Kya
Tayla	Chloe
Skye	Zoe
Barrett	Jade
Leigh-Roy	Hayden
Kira	Leigh
Brandon	Emma
Ella	Molly
Jesse	Chloe
Cassie	Dylan
Shauna	Rylee
Katia	Macee
Isabella	Jasper
Lachlan	Shelby
Ella	Thomas
Danielle	Kyden
Zachius	Jayden
Sarah	Nicholas
Khendon	Brandon
Jayde	
Silver	
Caitlin	Tiniel
Brandon	Dennis
Gary	Dylan
Braydon	Ciaran
Keren	Maizy
Jimmy	Robert
Hadyn	Preston
Samiah	Aiden
Natcha	Jonathan
Katia	
Gold	
Darcie	Darien
Chris	Jen
Caitlin	Jon
Alexandra	
Platinum	
Shakira	Jemima
Darcie	Jack

## Student Services

Over Term 3, a priority for the Student Services team has been to provide a variety of support to Year 12 students as they conclude this phase of their education. Specifically, supporting students to achieve their WACE or maximise their grades for their WASSA has been a major focus. For ATAR students, student coordinators have been providing support to organise attendance at WACE revision seminars, set targets for their ATAR and provide study skills / Exam Day Tips. Ongoing advice for career pathways has been available to all Year 12 students throughout their senior years with the immediate focus for the end of Term 3 being applications to post-compusory school studies e.g. TAFE and Universities. Good luck to all!



As promoted in Moodle Essentials, Student Services has been presenting Saba sessions to SIDE Year 12 students studying an ATAR pathway. The final session will be held on Fri 20<sup>th</sup> Oct at 11.15 am, Week 2 Term 4, and will cover:

- WACE exam procedures
- Personal Exam Timetable document
- Sickness and misadventure procedures
- Appeal and review of marks – ATAR exams and Statement of Results

### STUDENT SNAPSHOTS

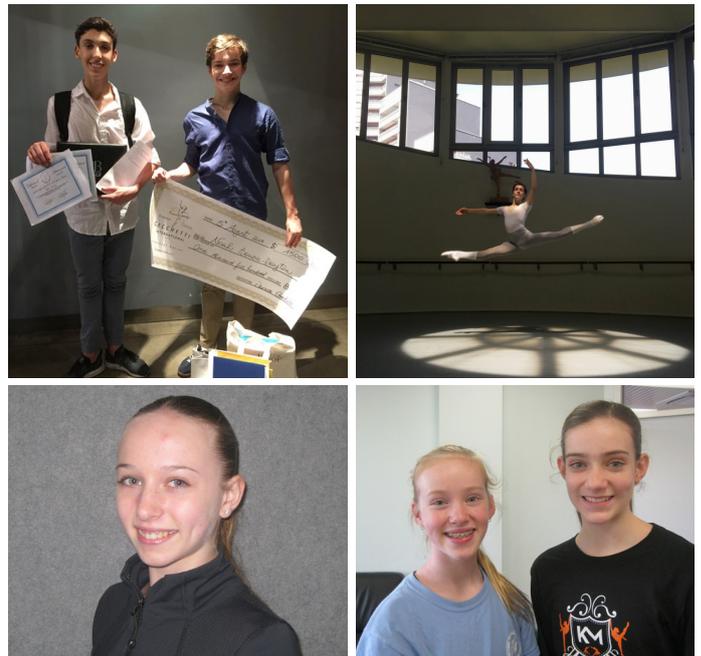
SIDE students are a very diverse bunch! We have students studying in all kinds of locations and situations. Here's a small snapshot of some of their achievements. Congratulations to all students!

Year 9 student **Noah**, travelled to Paris on a scholarship in July, as well as London and Florence to take part in intensive ballet programs and competitions. Congratulations to Noah on winning a Musicality Award and several short term scholarships.

**Tyler**, another Year 9 student has been invited to compete in the Finals for the Youth America Grand prix in New York in 2018 and to take part in the International Summer Intensive at Ballet Staatsoper, Vienna.

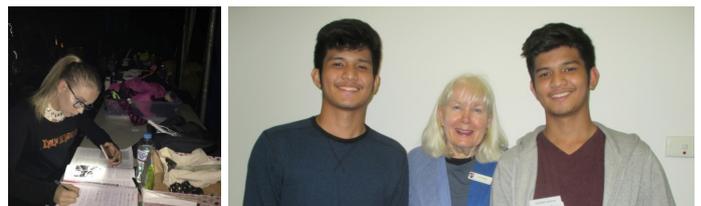
**Chloe**, Year 9, has been accepted in to a full time program at The Australian Ballet School in Melbourne commencing next year.

Year 8 students, **Amy** and **Lili-Mae** auditioned and were accepted into a two week intensive summer school program at the English National Ballet.



Top to bottom, left to right: Noah and Tyler; Noah; Chloe; Amy & Lili-Mae

**Dante** is a Year 11 SIDE ATAR student and a circus performer. Dante's family own Circus Ashton and they have recently taken their show on the road from Western Australia to South Australia. Her day consists of circus training, attending to animals, school work and performing in the Big Top as a flying trapeze artist. Dante somehow fits her ATAR course work into a very hectic, challenging but interesting life!



L to R: Dante studying between circus acts via phone torch light!; Visit to SIDE by Melchor and Melchor Jr Year 11 from Fitzroy Valley DHS

## STUDENT CONTACT VISITS

In Term 3, SIDE Student Coordinators and teachers have visited many parts of WA with some of the regions and locations stated below:

**Goldfields** – Kalgoorlie, Leonora, Leinster, Menzies, Ora Banda

**Midwest 2** – Dalwallinu, Dongara, Gingin, Mukinbudin, Wongan Hills

**Midwest 3** – Carnarvon

**Midwest 4** - Meekatharra, Mt Magnet

**Pilbara 2** – Onslow, Pannawonica

**Southwest 1** – Albany, Lake Grace

**Wheatbelt 1** - Corrigin, Narrogin, Ravensthorpe, Quairading, Wellstead

## SCHOOL SNAPSHOTS

**Dalwallinu DHS** Dalwallinu is situated 250 kilometres north of Perth on the Great Northern Highway and is part of the Wheatbelt Education Region. The town is the centre of a predominantly wheat farming region but also is the first shire along the Wildflower Way, a route that stretches to Geraldton. The school caters for students from K - 10, with students in Years 11 and 12 able to enrol through the School of Isolated and Distance Education. Liz Wells and Gay Tierney visited their students in September.

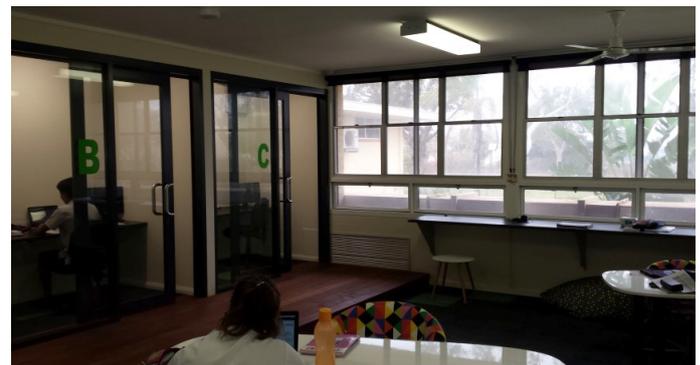


L to R: Liz Wells helping Year 12 student Eric with his TISC application; Gay Tierney assisting Year 11 student Kurt with his ADWPL logbook updates.

**Nagle Catholic College** established a Year 11 and Year 12 Carnarvon campus in 2016, offering Carnarvon students an opportunity to achieve a catholic high school education without leaving their hometown. SIDE provides ATAR online study programs for students at the campus. In 2017, there are four Year 11 students and one Year 12 student undertaking SIDE studies. The school is situated on the former campus of Carnarvon Primary School.



Entrance to Nagle Catholic College, Carnarvon campus



The SIDE room set up with Saba booths

## DIARY DATES TERM 4 2017

- **Week 1 Mon Oct 9** – Term 4 commences for SIDE teachers
- **Week 1 Tues Oct 10** - Term 4 commences for SIDE students
- **Week 1 - Year 11 SIDE WACE exam dispatch**
- **Week 2 Oct 16** – last week for final tasks and assessments for all Year 12 students
- **Week 4 Nov 1** – Year 12 WACE exams commence **GOOD LUCK!**
- **Week 5 Nov 6 – 10** – Year 11 SIDE Exam Week
- **Week 6 Nov 13** – SIDE reporting period commences for Years 7 – 12
- **Week 10 Dec 14** – Last day of year for SIDE students

## THOUGHT FOR THE DAY

*The purpose for education is to make good human beings with skill and expertise.... Enlightened human beings can be created by teachers.*

A.P.J. Abdul Kalam 11th President of India (2002 – 2007)

## Resource Centre



Term three has been a very busy term. Here are some of the highlights from the SIDE Library Resource Centre.

### Children's Book Council of Australia (CBCA) Book Week

CBCA Book Week was celebrated in schools and libraries throughout Australia from the 18-25 August. The Children's Book Council of Australia promotes this week nationally to engage young readers with high quality literature. The SIDE Library Resource Centre explored the shortlisted and winning books with Primary and Secondary students and had a chance to vote on their favourites. Staff and primary school students had fun dressing up as their favourite character:



See the Winner and Honour books on the CBCA website: [cbca.org.au/winners-2017](http://cbca.org.au/winners-2017)

### Author Online — Deb Fitzpatrick



This term we continued with our very successful Author Online series. We were thrilled to have Deb Fitzpatrick visit SIDE to talk to the Year 7-8 and Year 9-10 students. Although Deb confessed to having nightmares about using Saba, she soon sorted the system and was off and running in two very engaging sessions where her stories about living in Costa Rica and how her adventures influenced her writing kept the students enthralled. One question about writer's block segued into Deb sharing tips and tricks on

how to be a successful writer. The students, located in different countries around the world, appreciated Deb's sense of humour and said it was a fabulous experience.

We have all of Deb's books including Have you seen Ally Queen? and the newly released The Spectacular Spencer Gray in our collection in print or ebook format.

<http://debfitzpatrick.com.au>



### Other events this term

\*Indigenous Literacy Foundation Great Book Swap – this was a very successful year with SIDE staff raising over \$85.00.

\*Australian Reading Hour – the LRC encouraged staff and students to read for 60 minutes and take a photo of themselves reading in an unusual way

\*Talk Like a Pirate Day

\*Staff Book Chat

### Helpsheets

A series of Help Sheets is being 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 borrow an ebook from Orbit (Primary)
- How to borrow an ebook from Wheelers (Sec)
- How to borrow an ebook from Overdrive (Sec)

### Ebooks

Ebooks allow many of our students who are in remote or country locations to read quality fiction.

The SIDE Library Resource Centre is developing online collections that include novels, graphic novels, picture books and audio ebooks.

You can access these in the Resource Centre Online Moodle Catalogue Page or in the E-books section.

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

