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ANNUAL REPORT

SIDE is a vibrant, cohesive learning community committed to excellence.

SCHOOL OF ISOLATED AND DISTANCE EDUCATION
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SECTION ONE

INTRODUCTION





PRINCIPAL'S MESSAGE

Dear Members of The School of Isolated and Distance Education (SIDE) Community,

I am pleased to share with you our 2021 Annual Report.

SIDE is Western Australia's only K-12 public school specialising in the provision of equitable access to education for all students across the state, unable to access mainstream schooling. Our blended teaching and learning programs support a diverse range of students, including those in remote communities seeking to access a broader range of curriculum and training opportunities; students who are unable to undertake a particular subject at their mainstream school; young people in the elite sports and community arts programs; and students unable to attend face-to-face schooling due to various health challenges.

SIDE accepts students who are residents in WA, including both home-based and school-based students from all sectors. Of our current 2300 student cohort, 600 are based in Catholic and Independent schools. SIDE is on a significant journey to ensure we consistently provide quality learning experiences that are contemporary, engaging, interpersonal and relevant. Following the review conducted in 2020, SIDE is building on its strengths and implementing a change agenda to respond to recommendations made.

During 2021, SIDE staff managed to ensure the continuous provision of teaching and learning programs and support positive student outcomes whilst simultaneously engaging in the change agenda, managing increasing enrolments, as well as venturing into the unknown world that COVID-19 has created. The resilience and efforts our staff and students have shown in the face of significant challenges and disruptions caused by the COVID pandemic, are commendable. I would like to thank our staff for continuing to support our students during the ongoing uncertainty of 2021.

There was an increase in demand by schools for SIDE support due to COVID, which resulted in a rising trend of opportunities offered to students across the state. This was particularly true of practical programs. School surveys have indicated growth in requests for specialist programs requiring appropriate facilities, such as The Arts, Music and STEM. Our woodwork engagement program is an example of the untapped potential for SIDE's services.

Considering the diversity of our students and their contexts, SIDE continues to engage with the ongoing development of meaningful and culturally inclusive teaching and learning materials as well as appropriate means to measure student achievement and SIDE's effectiveness. Nonetheless, conventional measures of student achievement are appropriate in many circumstances and are detailed in this report, supported by our interpretation of overall student achievements.

Thank you for taking the time to engage with our 2021 Annual Report.

SECTION TWO

WHOLE SCHOOL PROGRAMS



ONLINE TEACHING AND LEARNING

PURPOSE AND VISION

The SIDE Online Teaching and Learning (OTL) team is flexible and responsive to the needs of the school. The team is charged with supporting pedagogy and systems to meet the needs of students and teachers. In 2021, the OTL team consisted of:

- 1 x Level 3 program coordinator
- 1 x special duties teacher at 0.6 FTE, increasing to 0.8 FTE from Term 2
- 1 x special duties teacher at 0.8 FTE Terms 1-3, decreasing to 0.7 FTE in Term 4
- 1 x content editor/database administrator
- 1 x special projects teacher working 0.2 FTE

The OTL team is committed to exploring new teaching methodologies and technologies, developing collaboration across the school and building supportive partnerships with families, schools and more broadly within the Department of Education.

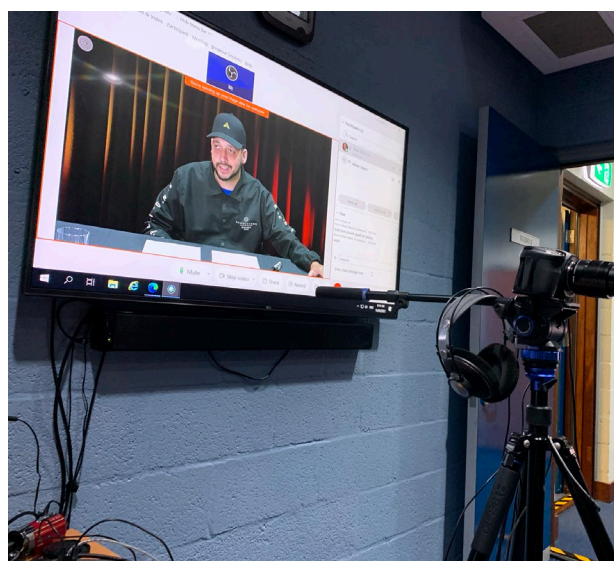
The OTL team:

undertakes teaching and the provision of training programs for both teachers and students in the appropriate use of technologies exercises responsibility for and manages human, financial and physical resources in order to meet the organisational objectives of the Department and SIDE contributes to the development and implementation of a whole-school curriculum, policies, programs and procedures maintains and manages the SIDE learning delivery systems such as the Moodle LMS, Webex Classroom web conferencing, the Erol content management system, and the Medial audio/video repository in collaboration with SIDE ICT, administers and populates SIDE's staff intranet, school website, and social media presence.

2021 GOALS

In 2021, OTL aimed to:

support teachers to deliver effective, evidence-based online pedagogy asynchronously and synchronously, with specific focus on differentiation and meeting the individual learning needs of our diverse student cohort investigate and implement "hands-on" web-conferencing, whereby live lessons include practical demonstrations and activities ensure the Webex platform continues to remain relevant for all students in every context research, promote and support innovative and creative teaching practice ensure beginning teachers have the training and support necessary to focus on teaching practice support the SIDE Primary Languages program in working with client schools in Webex, Moodle and complementary applications ensure SIDE's online presence reflects our ever-evolving school and meets the needs of our community work with SIDE System Support and school staff to develop a suite of digital literacy materials to support students in remote schools.



ACHIEVEMENTS

System upgrades

- The Moodle LMS was upgraded to Moodle 3.9. This involved comprehensive testing during term 2. SIDEMoodle was upgraded during the Term 2 break, followed by SIDElink during the Term 3 break.
- SIDENet was upgraded to better meet the needs of staff.
- During Term 1, our media streaming service, Enhance TV, was taken over at short notice by ClickView. This required immediate and urgent action by OTL, aided by the ICT team, to implement ClickView avoiding any disruption to teaching and learning. Following this, professional learning was offered to all staff on ClickView.

Supporting students in remote communities

As part of the OTL commitment to implementing the Aboriginal Cultural Standards Framework, the team was involved in a collaboration to

develop a digital literacy program. A range of help videos, simple activities and guides to support students with managing IT and working effectively at SIDE were developed. Using a co-design approach, a Moodle course was created to be trialled with students in remote communities.

Professional Learning

Professional Learning was offered throughout the year, including:

- engaging students, using multimedia, H5P, and advanced Webex tools such as QA, breakout rooms and polls.
- a suite of professional learning offered during School Development Days.
- Senior Leadership Team support in teaching and learning at SIDE.
- Learning Area specific professional learning for after-hours, including screen casting for Science and H5P for Learning Support, was provided.
- relief and new teacher training.



Staff mentoring and support

- Conversations with a teacher – SIDEnet blog posts sharing examples of practice around the school aimed at developing a shared learning culture were well-received by staff. Many of these articles were followed up with a Webex session allowing teachers to engage further with the topic.
- OTL provided mentoring and support to staff charged with developing new courses. Many writers had no previous experience at writing and/or working in Moodle. OTL supported instructional design and building engaging courses. Quality Assurance was completed on the new courses. Feedback from partner schools and staff supported the value of this work.

New technologies and methodologies

- The Stream Room was trialled and implemented across the school.
- A range of new equipment to enhance teaching and learning online was investigated, including Surface pro, interactive whiteboards, Obsbot camera, blackboards, lightboards, document cameras and Microsoft hands free speaker/microphone. A range of these tools are now in use across the school.
- Led by OTL, SIDE took part in the Department's trial of Microsoft Teams for Education and provided a rubric for assessment used during the trial by participating schools.



Special Events

OTL supported a range of special events across the school, including:

- eSafety for years 3-6
- special guests and authors online
- principal/student services/parent information sessions from the Stream Room.
- Year 12 graduation.
- orientation at the end of the year with 35 participants across Year 7-12.

FOCUS AREAS 2022

- A focus on data to guide the future directions of OTL in the support of staff and students, in line with whole school strategic drivers.
- A review and reimagining of the OTL professional learning model to encompass a program to support teachers to deliver effective, evidence-based blended learning pedagogies to meet the needs of our students.
- Further development of mentoring and peer support for new and existing staff.
- Leadership in the Quality Teaching and Learning professional learning community.
- Support of partner schools through information sessions about our teaching and learning tools and the trialling of supervisors in Moodle.
- Continuation of the digital literacy project.

STUDENT SERVICES

PURPOSE AND VISION

The Student Services Team, comprising a Program Coordinator, Student Coordinators and School Psychologists “... create connections with students, families and schools, building capacity and enabling high quality teaching and learning” (SIDE vision 2022-2024)

Student Services are responsible for all aspects of establishing and monitoring educational programs, student and supervisor support including:

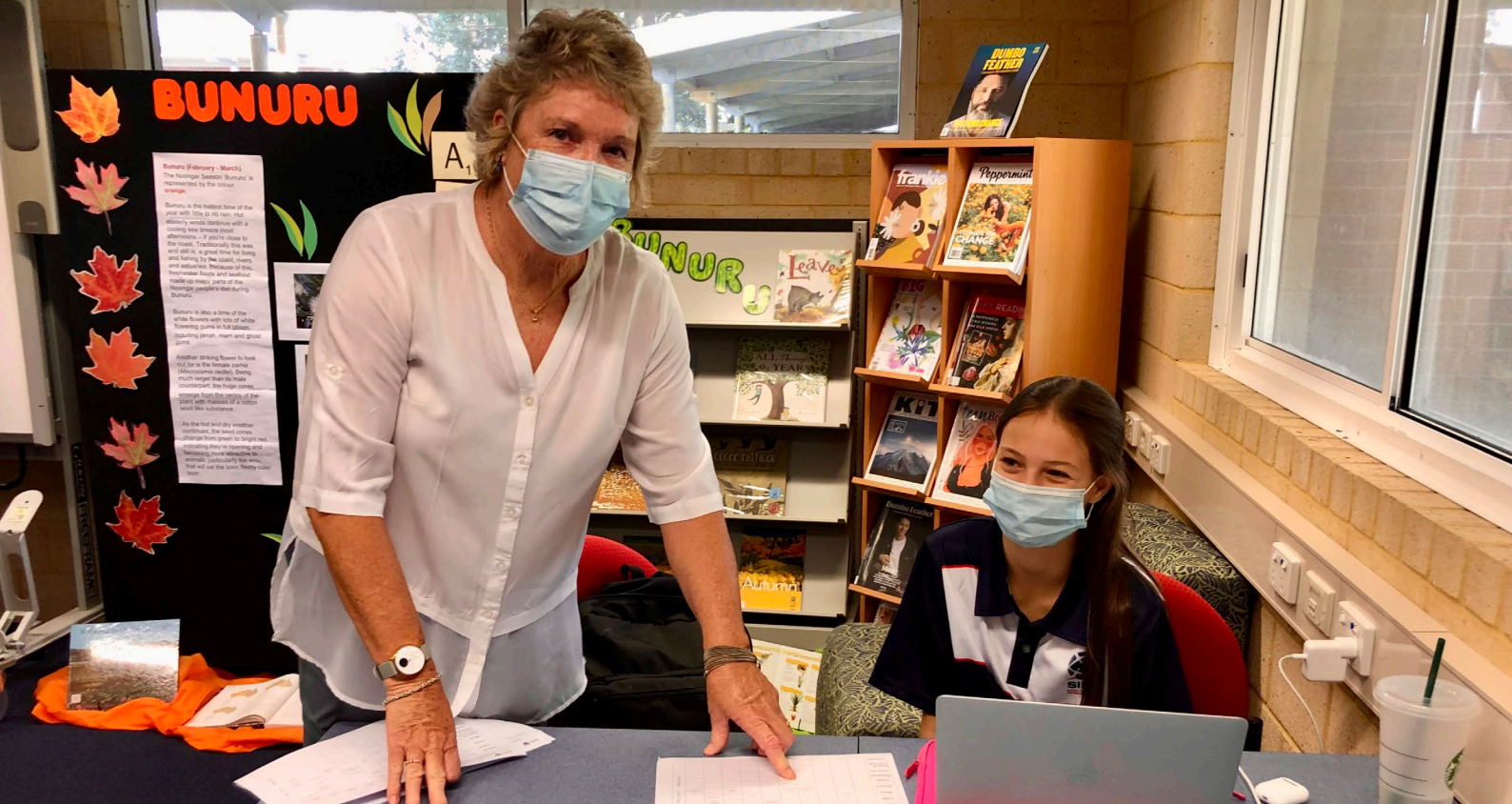
- Coordinating and monitoring each student’s educational program in partnership with teachers, supervisors, parents and previous schools
- Counselling students regarding appropriate curriculum pathways including WACE and VET; ATAR and TISC requirements
- Assisting students to explore tertiary educational options and/or career directions that match their interests and strengths
- Considering individual circumstances as well as the local context when monitoring student progress
- Assessing SCSA permission approvals, including EALD and Language courses, and SEA and analysing system data to ensure students are given appropriate opportunities.

Student Coordinators also have a teaching role.



2021 GOALS

- Participate in and contribute to SIDE’s Vision for the Future discussion and realign as appropriate.
- Engage with the Principal to review the Student Services/Career HOLA; and Student Coordinator roles. Examine opportunities to restructure to create efficiencies.
- Expect student by student high performance, high care culture based on strong individual case management
- Have every senior secondary student, regardless of WACE eligibility, on a learning pathway that explicitly connects to further training or higher education
- Counsel and monitor students toward WACE achievement by using SIDE WACE Planners
- Encourage completion of Year 12 as a *Closing the Gap* target for Aboriginal students and other students at risk of not achieving WACE
- Implement strategies that provide opportunities for Aboriginal students
- Further develop and maintain key partnerships via regional and onsite visit programs and regular communication
- Maintain a *Year 12 Noticeboard Moodle* course designed to provide important information to assist students succeed in their final year at school and beyond
- Create opportunities for students to demonstrate leadership and care in school and community
- Individualise student programs and pathways to meet the needs of students including their cultural context, aspirations and learning style.
- Raise awareness of individual circumstances that impact on teaching and learning and the health and well-being of students by effective communication with teachers via email and SEQTA
- Apply whole school strategies to monitor attendance and focus on intervention and positively engaging students in individualised programs



ACHIEVEMENTS

- Permanent school psychologist appointed
- Career/VET HOLA appointed
- Continuing to create efficiencies within the Student Services Team – streamlining regional travel
- Students on meaningful pathways that explicitly connect to further training or higher education
- Implemented strategies to assist Aboriginal students to achieve their goals - EALD
- School Psychologists coordinated a significant increase in enrolments and enquiries in the Referral Program
- Care packs sent to all Year 12s, metro, regional and overseas

HIGHLIGHTS

- Counselling and monitored students towards WACE achievement (Year 12, Current Roll, 26 ATAR, 42 WACE, External Roll, 16 ATAR, 16 WACE)
- Raised awareness of individual circumstances that impact on teaching and learning and the health and wellbeing of students by effective communication with teachers by SEQTA
- Successful on-site orientation program for incoming 2022 students and Webex induction offered to school groups
- Participation in Young Leaders program - four students



SECTION TWO

FOCUS AREAS 2022

- Ensure every senior secondary student, regardless of WACE eligibility, on a learning pathway that explicitly connects to further training or higher education
- Streamline the enrolment process
- Streamline travel/regional visits
- Investigate opportunities for student access to more hands on, practical courses
- Review the face-to-face and online induction program for students new to SIDE
- Realign regions to better reflect demands on Student Coordinators
- Streamline processes for special circumstances enquiries



LIBRARY RESOURCE CENTRE

2021 GOALS

- Continue to support English through a Webex Wide Reading program and expand to integrate reading lists into Moodle courses.
- Continue to support Primary curriculum through library Webex lesson programs and resource lists to accompany learning.
- Continue to expand collaboration with Science in developing research guides for curriculum and skills support.
- Continue to expand collaboration with other learning areas in supporting their curriculum.
- Continue to streamline and optimise systems and processes related to dispatch and overdues.

PROVISION AND RETURN OF RESOURCES SPECIFIC TO SIDE SUBJECT COURSES

SIDE Resource Centre loaned and dispatched 2848 course-related items to 1312 student borrowers. These loan/dispatch requests did not include 632 student loans for reading for interest/pleasure, or the ebook and online audiobook loans through our two digital libraries.

Overdues processes continued to be streamlined, with system generated emails moved to an improved html format and layout. A shared Outlook calendar was implemented with the library team to schedule and track events and tasks related to overdue notifications and follow up.

WIDE READING PROGRAM: PRIMARY

Pre Primary - Year 2 and Year 3-4

Literature based lessons were presented using stories by well-known authors and illustrators, particularly Western Australian artists and those who were hosted as authors online. Students discussed quality texts looking at characters, events and settings to develop their understanding and encourage a love of reading. The main themes during the year linked with National Simultaneous Storytime, CBCA Book Week and the promotion of Aboriginal cultures, through story.

Year 5-6

In Term 2, lessons were based in information literacy skills and understandings, with a focus on the structure of Wikipedia and skills for informed and critical use of Wikipedia for research. In Term 3, lessons promoted literature shortlisted in the CBCA Book of the Year Awards, with a focus on the younger readers and the information books categories. Year 5-6 lessons also linked in with the Author Online program, previewing and exploring works by visiting authors.

WIDE READING PROGRAM: SECONDARY

Year 7 and 8 students, through their English classes, attended sessions across the year where teacher librarians presented literature based lessons, focussed on the exploration of visual texts (integrating with Year 8 course curriculum) and skills for using the library catalogue (Year 7).

ASYNCHRONOUS CURRICULUM SUPPORT: PRIMARY

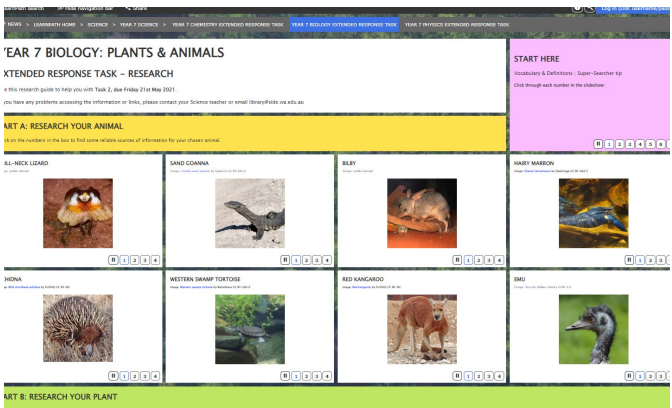
Teacher librarians continued to match new resources to the Year 3 Integrated Sets and worked with the Curriculum Writer to identify suitable resources to link with the rewriting of Year 2 English sets.

ASYNCHRONOUS CURRICULUM SUPPORT: SECONDARY

Teacher librarians collaborated with secondary Science teachers in Year 7 and 10 to develop research support guides in LearnPath tailored to students' research assessment tasks in Science.

Catalogue reading lists and LearnPath guides were also produced in collaboration with HASS teachers, in the areas of recommended reading for Modern History topics as well as a specific graphic novel reading list being developed and resourced for Political and Legal Studies courses.

Reading lists were developed for EALD (Dialect) courses for Year 11 and 12, with a focus on texts that use Aboriginal English and/or feature Aboriginal voices. Links to all reading lists and LearnPath research guides were integrated into Moodle courses to be used seamlessly at the point of need.



Year 7 Science Biology LearnPath guide screenshot.

AUTHORS ONLINE

This valuable aspect of the Library Resource Centre's (LRC) program continued to be highly supported by students, teachers and parents.

TERM 1

Mark Greenwood (author) - the LRC liaised with HASS teachers to plan and organise two sessions. The first was promoted to Year 7-10 students and Mark focused on his historical picture books *Jandamarra* and *Simpson and his Donkey*. The second session was for Year 11-12 ATAR students and the focus was discussing and modelling the writing process.

The sessions were well received and one of the Modern History students, Nathan from Kimberley College responded . . . *I'm so glad I went to that Webex it was brilliant. Can you pass on to Mark my appreciation and let him know that I really enjoyed it and got a lot out of it? He came across with such passion and I was inspired and intrigued by all his stories. I was literally devastated when the hour was up ahaha. It all made me so excited and I've got a big list of books to read now. Thanks for helping organise that, it made my week!*

TERM 2

Nadia King (author) - there were two presentations to Pre Primary - Year 2 and Year 3-4 students, discussing her two picture books *Claire Malone Changes the World* and *The Lost Smile*. Working with a British publisher, the illustrators were sourced from outside Australia, one being Russian and the other Armenian. The students were interactive, engaged and keen to contribute to Nadia's challenge that she termed "finding ideas".

TERM 3

Gavin Aung Than (author/illustrator) - the LRC planned with Upper Primary teachers and Arts and Technologies staff to host and present two exciting sessions for Year 5-6 Primary and Year 9 Art students with author and graphic artist Gavin Aung Than. He discussed his fascination with comics, his studies and work as a graphic designer and his progress towards becoming a published author/artist. Gavin directed the students to sketch step by step two of his characters from his *Side Kicks* series, *Junior Justice* and *Fly Girl*. Many were surprised by their success and proud to show their work via video from their locations in other countries and across Australia.

Alton Walley (author) – this presentation was organised with English teachers for Year 9-10 and Primary teachers for Year 3-6 teachers. Alton is a proud Whadjuck, Wilman, Kaneang, Nyoongar man from south west WA, a member of the Middar dance group which has performed throughout Australia and overseas and a

recognised author. He discussed his first book *Chunyard and the Cheeky Parrot*, set in King's Park and three Dreaming stories based around Australian bush animals living together in a harsh environment. Highlights included sharing aspects of Noongar culture including simple language, playing the sliding didgeridoo and presenting the story of a kangaroo through music and movement.

Lucy Peach (author) - in partnership with the SIDE Health team, Lucy Peach presented to Year 7-12 students. She is a sexual health educator, a musician, performer and author of the book *Period Queen*. Her book explores the four phases of the menstrual cycle, and she presented two empowering sessions about reframing periods, helping our students to understand their bodies and to see their cycle as a source of power and pride. Students found the sessions engaging and informative, contributed lots of their own ideas to the discussion, and were excited to see Lucy perform some of her songs as part of the sessions.



Alton Walley with kangaroo skin.



Lucy Peach



CBCA Book Week Library team



CBCA Book Week Students

SPECIAL EVENTS

- Children's Book Council of Australia (CBCA Book Week) - the theme was **Old Worlds, New Worlds, Other Worlds** as we celebrated quality literature for young people and promoted the work of highly talented Australian authors and illustrators. Initiatives included displaying and discussing winner, honour and shortlisted books in the CBCA Book of the Year Award year's awards; our Dress Up Day when staff and students were invited to dress up as a book character or around the theme and whole school book donations for Big Brekky Book Club run by ABC Radio in partnership with Communicare.
- National Simultaneous Storytime – this year's story *Give me some space* by Philip Bunting was presented from SPACE! Dr Shannon Walker, a NASA astronaut/physicist living on and researching at the International Space Station shared the story with over one million students across Australia. Our Early Childhood teachers reported that . . . *the children were captivated by today's reading. It was a pleasure to watch their faces as they responded to the story.*

FOCUS AREAS 2022

- Continue to broaden range of learning areas and departments at SIDE where curriculum support and information literacy skills teaching is integrated into subject/course programs. For example:
 - Year 8 and 9 Science research guides for assessment tasks
 - Health tasks involving finding reliable sources of health information
- Identify and use opportunities within Author Online program for creation of video resources to support students and curriculum in an asynchronous way. For example, creation of periods Q&A videos for Year 7 and 9 Health courses in 2021 during Lucy Peach author visit.
- Improve dynamic quality and organisation of the Resource Centre Online homepage, based on reflection and user experience since implementation of new RCO in 2020.

RTO

PURPOSE AND VISION

The Registered Training Organisation (RTO) arm of SIDE was established in 2019 to provide Vocational Education and Training Services to schools across Western Australia, with an emphasis on providing these services to regional and remote schools. RTO is also committed to supporting schools with RTO status or qualified teacher-trainers by providing advice on compliance and professional development opportunities.

Since inception, the has focused on securing registration, establishing governance and the development of initial training products which included:

- BSB20120 Certificate II In Workplace Skills
- FSK10219 Certificate I in Skills for Vocational Pathways
- FSK20119 Certificate II In Skills for Work and Vocational Pathways
- ICT20115 Certificate II in Information, Digital Media and Technology

Students per Qualification	
Qualification	Total Students
BSB20120 Certificate II in Workplace Skills	21
BSB20115 Certificate II in Business	28
FSK10219 Certificate I in Skills for Vocational Pathways	106
FSK20119 Certificate II in Skills for Work and Vocational Pathways	26
ICT20115 Certificate II in Information, Digital Media and Technology	24

SIDE RTO Enrolments 2021 by Region	
Schools	
Total Schools Served	32
Total Schools - Goldfields	2
Total Schools - Kimberley	2
Total Schools - Midwest	4
Total Schools - Pilbara	3
Total Schools - South West	4
Total Schools - Wheatbelt	9
Total Schools - North Metro	6
Total Schools - South Metro	2
Students	
Total Students	205
Total Students - Goldfields	5
Total Students - Kimberley	11
Total Students - Midwest	16
Total Students - Pilbara	19
Total Students - South West	29
Total Students - Wheatbelt	50
Total Students - North Metro	45
Total Students - South Metro	30



Students at Laverton and Leonora District High School participating in whitecard training.

2021 GOALS

Key priorities in 2021 included:

- expand the RTO’s suite of training products
- build partnerships with schools
- increase delivery to students, particularly in regional and remote areas
- maintain registration (initial registration is only valid for two years).

ACHIEVEMENTS AND HIGHLIGHTS

The SIDE RTO committed to meeting the needs of rural and regional communities and identified five new training products to be developed following thorough consultation with schools and industry. These included:

- AHC10216 Certificate I in AgriFoods Operations
- CUA20720 Certificate II in Visual Arts
- ICT20120 Certificate II in Certificate II in Applied Digital Technologies
- SIS20115 Certificate II in Sport and Recreation
- AHC21020 Certificate II in Conservation and Ecosystem Management

Three of these five additional qualifications were added to scope in late 2021 and are available from January 2022. It is envisaged that the final two qualifications will become available in the second half of 2022.

The ‘White Card’ as it is commonly known, or CPCCWHS1001 Prepare to Work safely in the Construction Industry, is mandatory for anyone wanting to undertake construction work at a work or mine site. This standalone unit became available in early 2021 and was immediately in demand, due to the high value placed on holding this unit of competency by employers. This training and the subsequent issuance of a White Card was provided to 129 students.

The School Relationships Officer spent much of 2021 travelling across Western Australia, building relationships and promoting RTO’s products and services. This included visits to one Remote Community School, 16 District High Schools and 39 Senior High schools. This resulted in a significant increase in partnerships as well as delivery to students. In 2021 SIDE RTO serviced 32 schools across eight regions, and delivered training to 205 students. Further, 37 of these students identified as Aboriginal.

The SIDE RTO represented on many committees, including the VET Regional Advisory Group. Involvement in this group has provided the RTO with insight into the barriers to providing full qualifications in the regional areas and is helping inform focus in 2022 on exploring skillsets as opposed to full qualifications.

In September an acting Manager joined the team and work began on the development of a website for the SIDE RTO, is expected to be finalised in early 2022. The website will be designed to increase WA schools’ knowledge of and interaction with SIDE RTO.

In October, following several months of meticulous preparation, SIDE RTO submitted its re-registration application and after successfully passing audit in November, had its registration extended until 2027, a pleasing success at the end of a really productive year.

FOCUS AREAS 2022

2021 was focussed on developing and delivering qualifications and building relationships with the schools, as well as securing continued registration. In 2022, the RTO is turning attention towards skillsets and short courses, over full qualifications. RTO will continue to build relationships with schools but also explore how partnering with the regional TAFEs can enhance student participation and access to VET in regional and remote areas. RTO is also undertaking a comprehensive review of several key policies and procedures.

SECTION THREE

CURRICULUM LEARNING AREA REPORTS



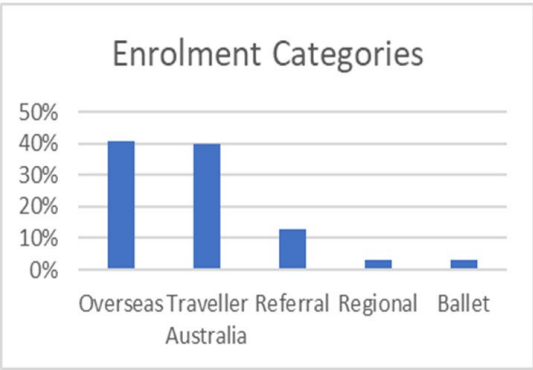
PRIMARY SCHOOL

INTRODUCTION

Students

The Primary School enrolls full-time students who cannot access a local school due to geographical isolation, living overseas temporarily, or travelling within Australia or overseas and not enrolled at a local school. Elite performance students including sport, theatre and music, and full-time students enrolled in a registered dance/ballet school, may also enrol with Primary. Students may be referred to Primary due to severe health problems, severe mental health issues or other special cases.

Due to COVID-19 there were increased enrolments of Western Australian students stranded overseas. After these students return to Western Australia they will enrol with their local schools. There were also fewer students travelling than in previous non COVID-19 years. Enrolments peaked at 99 students.



Staffing

There are equivalent to seven full-time teachers employed. An education assistant is employed to support students with special needs and the ECE team. A full-time administrative assistant provides administrative support and performs student enrolment duties.

The Primary staff is highly experienced. In addition to the Deputy Principal, there are three Level Three Teachers and the remaining six teachers hold Senior Teacher status. All teaching staff meet the professional requirements to teach in Western Australian schools and are registered with the Teachers Registration Board WA (TRBWA). All permanent staff were retained from 2020.

In 2021 an EALD program was funded to support EALD students living in regional Western Australia. FTE 1.4 teachers worked with the regional schools through targeted school visits, network meetings and online professional learning. The excellent feedback ensured that new schools and students were continuing to request the service.

TEACHING AND LEARNING

Primary utilises a blended approach to lesson delivery. Students are offered daily online lessons in Webex covering the curriculum, along with Moodle courses in middle and upper primary and learning packages in all Learning Areas other than Physical Education. The teachers work with the parents/caregivers to build their confidence and knowledge of how to implement the program and provide online, telephone and face to face support. All students and families are encouraged to attend an orientation meeting at SIDE with their teacher. Orientation meetings are also done via Webex.

The online delivery of learning materials has become the preferred medium for home-based students. In 2021, classroom teachers continued to increase the use of Online Learning in all available modalities by creating and developing learning materials and lessons and promoting and delivering these to a wide range of students (Australian Travellers, Overseas Home-based, Overseas Travellers, Regional and Referral) over

the whole school year. Many Australian Traveller students took advantage of greater wireless connectivity within Australia to attend the School's online lessons.

Learning programs, classroom pages and specialist study areas were created and promoted by classroom teachers in Moodle. The majority of our Kindergarten to Year Six students used of this facility. Primary has continued to encourage students to download, and electronically return their learning programs through Moodle. In addition, a number of students accessed asynchronous learning opportunities including Literacy/Numeracy intervention programs, Maths Online and Reading Eggs.

Though students engaged in SIDE's delivery, access continued to be hindered by internet connectivity and residing in an incompatible time-zone.

NAPLAN

NAPLAN data is reviewed in two cohorts. The first being the students enrolled long-term and the second, the students enrolled while travelling. A review of data for the longer-term students indicates the Year Three students now in Year Five have made overall gains in their performance. The students who were average and below average in Year Three made the largest improvement. The above average students maintained their above average achievement.

The data indicates that travelling students are reluctant to take the time out of their travels to complete the testing under the set procedures.

Curriculum Provision

A full review of all Primary learning materials was undertaken in 2020/2021 to determine the cultural responsiveness, curriculum changes and

updates, and ability to allow for differentiation. This will continue into 2022.

Information gathered in the classrooms, from parents, previous school, diagnostic testing, and external tests including the National Assessment Program Literacy and Numeracy (NAPLAN) testing, helps inform teachers to determine the needs of their students and plan for their learning.

Teachers in ECE use print-based learning materials supported by online apps such as Reading Eggs and Maths Online and a daily Webex lesson.

Teachers in Years Three to Six use a blend of online resources in Moodle and print-based learning materials along with Webex lessons.



An example of a SIDE travelling family.

HIGHLIGHTS

The highlights for 2021 included:

- the capacity of teachers to develop and implement high quality curriculum materials to meet the Western Australian and Australian Curriculum to meet the system demand due to COVID-19
- the professionalism of the teachers and non-teaching staff in responding to DoE initiatives and priorities. COVID -19 provided an opportunity to focus on supporting the education system in Western Australia. Many teachers developed new skills in desktop publishing, copyright researching while updating learning materials to reflect the latest curriculum requirements
- the staff commitment to the Aboriginal Cultural Standards Framework
- the swift enrolment of Western Australian students stranded overseas due to COVID-19 which enabled them to continue their education
- the Incursion by Westoz Wildlife which students participated in via Webex
- author and illustrator online sessions.

FOCUS FOR 2022

Primary will continue with its strong focus on catering for the individual needs of students and supporting parents and caregivers working with their students.

The curriculum focus in 2022 will be the continuation of rewriting of Year 2 English to reflect cultural diversity and integrating the learning areas other than Mathematics, the continuation of the Year 6 Mathematics rewrite, and the updating of modules to meet the needs of our travelling students.

ANALYSING DATA

The review of student participation, engagement, and achievement in 2021 showed the difference between our longer-term students studying at home and the students who are travelling short term. Longer-term students were mostly fully engaged whereas travelling students were immersed in their travels which at times conflicted with completing a full learning program. At least half of our referral students began to engage/re-engage in their schooling.



CAREERS AND VET

INTRODUCTION

The Career and VET Learning area is responsible for the delivery of programs that link students with their future pathways by providing knowledge through curriculum, first hand experiential learning and transitions into post-school options.

A focus is the Workplace Learning (WPL) and School-based Apprenticeship School-based Traineeship (SBAT) programs. These are highly valued by students, parents and local communities with 132 students participating across the state in 2021.

Enrolments occurred throughout the year, particularly with Referral students. One interstate traveller (NSW), classed as an overseas student enrolled in 2021. Students are able to accumulate proof of workplace participation and skills over their secondary schooling.

Staffing and Regions

There were six SIDE Workplace Learning Coordinators (WLCs) in 2021. The number of WPL Coordinators has risen from three to six in line with succession planning and growth of cohort numbers.

Regionalisation for Workplace Learning, over a two-year cycle, has created student rapport, retention, success, strong community partnerships, streamlined organisation and increased local career pathways. Some adjustment has occurred over the years to these sub-regional boundaries and this will be an on-going arrangement depending on where Workplace Learning enrolments are. Metropolitan and Referral students are allocated to WLCs as appropriate, to balance FTE requirements.

SCHOOL BASED APPRENTICESHIPS/SCHOOL BASED TRAINEESHIPS

School-based Traineeships (SBATs) combine school studies, on-the job training with an industry partner and completion of a Certificate II or III VET qualification. In 2021, 12 students commenced an SBAT taking our total since 2004 to 150. Two students completed their qualification this year which they commenced in 2020.

SBATs commenced in 2021(12):

- Certificate II in Community Service: Tori Delaney (Leinster Day Care), Molly-Rose Fanciulli-Herron (Dalwallinu, REED Childcare)
- Certificate II in Business: Amy Campbell (Shire of Dalwallinu)
- Certificate III Automotive Technology: Lucas Ballard (Double R Equipment Supplies, Leinster), Abbi Hodder (Ag Implements, Mukinbudin)
- Certificate II Hospitality: Ashe Hazell (Angie's Café Kalbarri), Cooper Ferguson, Ugly Duck Wines, Henley Brook)
- Certificate II Sport & Rec: Krystal Thompson (Laverton Aquatic Centre)
- Certificate II Agriculture: Alex Tapscott (Pingrup, Needilup Farm)
- Certificate II Retail: Cate Martinovich (Boost Juice Perth), Millie Madden (McDonalds, Greenfields)
- Certificate II in Community Pharmacy: Neha Dwarakanath (Lake Grace Pharmacy)

Students completing their SBAT in 2021 (2):

- Certificate II Land Management: Royden Elliott (Chevron, Onslow)
- Certificate II Business: Trinity Brickhill (Community Resource Centre, Walpole)

WPL Results

YEAR GROUP	4 units	3 units	2 units	1 unit	Non-completion	Withdrawals	Total cohort
Year 12	1	4	21	10	2	5	43
Year 11	4	2	25	7	3	15	56
Year 10	0	0	6	18	4	5	33

Career and Enterprise

SCSA course Career and Enterprise is offered to year 11 and 12 students. The focus of the course is on exploring individual career development and the nature of work.

2021 Grades Career and Enterprise

YEAR GROUP	A	B	C	D	E	Total cohort
Year 12 General	6	4	7			17
Year 12 Foundation	3	5	4		2	14
Year 11 General	6	4	13	1		24
Year 11 Foundation	1	5	1		1	8

These results show an 8% improvement for Year 12s in 2020. The 93% pass rate for Year 12 students was above the 85% state average. This can be attributed to the student focus and the attention to individual learning needs.

In preparation for Career and Work place exploration, 69 Year 10 students participated in the elective of Work Studies. This course is at an introductory level and builds student awareness of future pathways in a year where choosing future courses is a focus.

HIGHLIGHTS AND FOCUS

Students

- Three Year 12 ADWPL students in Dalwallinu have been offered full-time apprenticeships.
- Comprehensive photographic/video evidence of monitoring visits

- Increased and effective use of digital log book and skills journal
- Increase in 3 and 4 unit credit achievement in 2021
- Evidence "banked" and carried over for students who enrolled later in the year
- Additional "Continuing" Moodle course accommodating different cohort groups worked well.

Partnerships

- Strong partnerships with Australian Apprenticeship Support Networks (AASNs)
- Consolidation of previous host employer partnerships across WA
- Engagement of new host employer partnerships across WA
- Continued uptake of SBATs in 2021.

WPL Team

- Grew to a team of six WPLCs in 2021 to cater for increase in WPL cohort
- Extensive collaboration with the Student Services and Careers Team members to assist student career planning and work placement synergies
- Fostering local personnel to assist with WPL monitoring visits in the regions.

Administrative

- Positive feedback from students on the layout and separation of the two WPL key documents i.e. Log book and Skills Journal
- Employer thank you cards and certificates (new version) as per 2020, is an effective means of showing our appreciation
- Regular WPL focus in SIDE newsletters, along with submission of articles in local regional papers to highlight these school-to-work programs
- Continued assistance of Support Officer

- (Student Services) with RTP Work Placement data input. Embedded use of the RTP Work Placement module linked to WPL program
- Teacher relief for WPL monitoring visits, of three or more days duration has been a useful and productive means of support
- Use of Primary Admin and Enrolments Officer, with Workplace Learning travel arrangements, has contributed to work load efficiencies.

Professional Learning

- Regular attendance by team members at WPL Network meetings hosted at Nmero and Statewide Services.
- WPL/PMI regular term meetings (x3) to provide collegiate support, Moodle team PL (HP5 activities), navigation, Webex PL to improve lesson delivery.

Feedback

- MS Forms surveys to students/employers emailed at time of completion. Year 12 Week 2, Term Four (recommended that survey is sent in Week 9-10 of Term 3 to this cohort). Year 10 and 11 Week 2, Term 4
- Positive, constructive and valuable feedback received.

Issues

- Student Coordinator and Workplace Learning Coordinator of a school in a region in dual roles can be problematic. This was reviewed and changed in 2020 making it a more effective working practice in 2021.
- Literacy level of some students . The implemetation of Scaffolded Skills Journal, digital version, point-of-need one-on-one Webex assisted with this issue.
- Lack of work placements in some remote communities.

- Monitoring School-based Apprenticeships and Traineeships with RTO lecturers: Progress reports/lecturers hard to access at times.
- Some issues with AASN Field Officers and their support given to our SBAT cohort.

Recommendations

- Continued recruitment/training of new WPL Coordinators to assist transition planning
- Year 12 survey to be diss eminated at end of Term 3
- Continue to promote SBATs
- Target WPL students to provide a virtual tour of workplace focusing on WHS using iPhone
- Supply a USB to store digital evidence to complement on-the-job training activities
- Enhance WPL Moodle courses through collaborative review process
- Continue to get students, enrolled in VET certificates, to also enrol in WPL
- Liaise closely with SIDE RTO for WPL and SBAT growth.



ENGLISH

INTRODUCTION

The English Learning Area worked collaboratively during 2021 to seek innovative ways to respond to the unique needs of our wide range of students. The 2021 team grew to 15 English teachers engaged in a teaching load of 10.9 fulltime equivalent (FTE) of teaching and administration time.

TEACHING AND LEARNING

Our goal for 2021 was to continue our relentless focus on best teaching practices and resources. We aim to offer our students a rich and differentiated online English curriculum, promoting equity, inclusivity and excellence that will enable all SIDE English students to reach their potential.

Priorities

- Case management of SAER students. Student-centred targeted focus on feedback and assessment strategies.
- Action research of explicit teaching strategies linked to case management.
- Increase differentiation strategies to provide for heterogeneous cohort and target identified literacy needs.
- Ongoing individualised support.
- Development of culturally responsive resources for Foundation EALD.
- Increase the knowledge of history, culture and experiences of Aboriginal people in teaching practices and learning resources, including courses with a specific focus on dialect speaking Aboriginal students.
- Collaborative collection and use of data is cyclical and ongoing. Staff worked in teams, set goals and reviewed findings.
- Common tasks, assessments and moderation strategies embedded.

Culture and Learning

One of our key focus areas for 2021, more culturally responsive teaching, has resulted in an increase in the use of knowledge of history, culture and experiences of Aboriginal people in teaching practices and learning resources. We were delighted to have musician, performer, state high jumper, WAFL player and cultural representative Johnny Garlett visit SIDE to create video resources for our senior school EAL/D Moodle courses. Johnny shared his story of growing up in two worlds and spoke of the importance for students to stay connected to their culture to reach their potential. We look forward to students working with these resources next year.

Innovative Resources

Our aspiration to better respond to the learning needs of FEELD focused us on the development of culturally appropriate resources. We were thrilled to have Noongar Wongi hip-hop artist Flewnt visit SIDE to run an exciting online writing workshop with EAL/D students about enhancing cultural messages and experiences through writing and music. Flewnt spoke about the value of sharing cultural and personal experiences and answered student questions about his life as one of Western Australia’s most prominent hip-hop artists. The highlight of the workshop was the collaboration between Flewnt and students from Pia Wadjarri, Meekatharra, Mount Magnet, Shark Bay, Geraldton, One Arm Point and Laverton. Together they created a hip-hop song Never Forget, which Flewnt performed at the end of the session. Flewnt also recorded a SIDE produced instructional video about how to write a hip-hop song and answered student questions in a Q&A. These videos will be used in EAL/D Moodle courses.



Opportunity and Challenge

Years 7-10 English students had the opportunity to enter the 2021 UN Youth Voice Competition. SIDE was represented in the State Junior Final by Zy from Year 7, who spoke on the topic: How can we ensure the benefits of globalisation are realised around the world?



Celebrating Success

SIDE students have continued to find success in the ABC Heywire Competition. Year 12EALD student, Rania Adim Habena was chosen as a winner for 2021. Three other SIDE student stories were Highly Commended: Destiny (Morawa District High School), Grace (La Grange Remote Community School) and Veejay (Shark Bay School), Persistence saw Veejay re-enter the ABC Heywire Competition for 2022 and he was chosen as winner.



SAER Targeted Approach

In 2021, we continued our case management strategy for students at educational risk. English teachers in all classes adopted an increasingly targeted approach towards the teaching of Indigenous students whose first language is Aboriginal English, grades at the lower end have decreased.

Data Reflection 7-10

Data showed 2021 students performed at least as well across the Language Modes as previous cohorts and teachers noted the ongoing improvement in student Writing. Interrogation of the factors leading to the improvement, led to findings that conclude that it is the result of our focus on explicit teaching, targeted teaching and feedback, resulting in increased formative assessments and more scaffolding of tasks. Speaking and Listening is an area needing more focus in 2022 as we continue to explore ways for all students, and particularly medical and referral students, to engage with this mode.

Data Reflection 11-12

WACE data shows that statistically our students are not cohorts who behave in predictable ways but are groups of individuals with widely diverse backgrounds and circumstances. ATAR EALD students performed exceptionally

well with a positive course differential of 7.2 indicating that significant value was added. ATAR English students performed at state mean and as expected. Moderation strategies for 2021 assisted with improved rewarding of students at the top end. Making adjustments to the bottom end has been identified as an area of focus for 2022. ATAR Literature students showed a correlation of 0.7 indicating that assessments replicated exam conditions and the spread was similar. A line of enquiry pursued with SCSA is the impacts of a rising state mean for Literature negatively affecting students scoring below 65%.

Offering Foundation and General English and EALD courses continue to provide students choice and a differentiated curriculum to meet the needs of our varied cohort. We had two students move from FEELD to GEELD, which indicates that the level of support these students are provided with meets their learning needs and enables the building of success. EALD offers tasks scaffolded and designed to support students from dialect speaking and from migrant backgrounds. Students successfully completed EST and teacher ranking reflected SCSA ranking and marks were within range. General and Foundation English students engaged with their studies to maintain their routine during COVID. They also reported anecdotally that their studies enabled them to experience a sense of continuity and familiarity, which reduced stress.



HEALTH AND PHYSICAL EDUCATION

INTRODUCTION

The Health and Physical Education (HPE) Learning area is a dynamic learning space which has predominantly focused on delivering health education, however a shift in focus to adapt and integrate Physical Education Studies into the online environment has taken shape throughout 2021. The HPE learning area aims to support adolescents to develop functional health knowledge, challenge and strengthen attitudes, beliefs and practical skills needed to adopt and maintain positive health behaviours into adulthood. Senior School Health Studies and Physical Education Studies aims to prepare students for future career and employment pathways in a range of Sporting, Health and Community Services industries.

The HPE learning area is vibrant and engaging for all students as it tackles the many challenges young people experience in the social and health sphere of society. Health lessons offer students a safe space to question, respond, share their beliefs and develop skills and strategies.

The scope, breadth and depth of the curriculum, focuses on students understanding the impact of societal and cultural influences on personal identity and health behaviour. Lower school health builds from year 7-10 with content supporting age-appropriate development socially/emotionally and mentally. The HPE learning areas utilises evidence-based health education materials, as well as, applying relevant, real-life scenarios to deliver the health content in order to connect with students and make their learning more meaningful.

The HPE learning area staffing for 2021 was 2.6 FTE. Peak enrolment data for 2021 showed a staffing increase to 2.81 FTE. Staffing consisted of Bronwyn Carter HOLA, Shaun Redding and Kirsty O'Halloran, and Kate Thomson (on-going relief and part-time contracts).

Focus Areas 2021

- Improving 12 ATAR results – poor performance previous years
- Year 11 General Health Studies – re-writing Moodle course, assessments and lessons
- Differentiating assessments to assist D/E students to experience success in lower school health
- Introduction of formative assessment strategy Portfolio for lower school health
- Development of 2 x courses of study for 2022 – Year 12 General PE Studies working with Exmouth District High School and Keys for Life Endorsed Program for Yr 10 -12 students.

Achievements

- Targets were mostly achieved, 12 ATAR results were excellent, 2 x courses ready and successfully implemented at the start of 2022. 11 General saw an improvement in course average for 2021.
- Both students and HPE staff felt differentiated assessments for lower school were successful, however still to be refined further in 2022.
- Further work still need to be done on using Portfolios as a formative assessment in lower school.

TEACHING AND LEARNING

- Engagement is key to student success, the HPE learning area aims to support student learning through the use of Instructional Strategies for both the online and face-to-face space. A snap shot of the types of activities incorporated in lessons include; scenarios, class discussions, videos, break-out rooms, values clarification.
- Assessments are varied to provide students with scope to demonstrate differing abilities

- and competencies; for example, vlogs, projects, inquiry, tests
- Separate Moodle courses are currently being adapted for lower school face-to-face students – previously one course for all students
- PIVOT and Moodle Surveys gathering student voice enables the HPE learning area to adapt best practice
- The HPE learning area is culturally responsive to all students. Health teachers/lessons provide a safe space and non-judgemental environment for students to thrive. Developing positive, respectful relationships with all students enables teachers to ask students to share their cultural beliefs in lessons. Adjustments are made to support students including flexibility with assessments and particular health content. For example, the assignment for Year 7, All About Me – requires students to reflect on important people in their lives, strengths and weaknesses, and who they are. As the first assessment for Year 7, this helps HPE teachers develop a deeper understanding of the student cohort.
- The HPE learning area is beginning to embed First Nations history into lower school health lessons, for example, using evidence-based curriculum such as Young Deadly Free in combination with SCSA curriculum.
- Health Studies focuses on developing students' awareness and understanding of the impact of white settlement and loss of culture and its impact on the health of our First nations people.

- In 2021, the HPE focused on differentiating all lower school assessment tasks for 7-10 Health. This was completed by adopting the Universal Design Checklist and basing tasks on C grade descriptors.
- Senior School, Year 11 General Health Studies assignments included note-taking worksheets to scaffold questions.

Data Analysis PIVOT HPE Learning Area

Strengths

- 1st 4.93: This teacher treats me with respect
- 2nd 4.86: This teacher encourages me to share my ideas or opinions about what we are learning in this class
- 3rd 4.79: I feel comfortable asking this teacher for individual help about the things we are learning

Growth

- 1st 4.00: In this class the teacher adapts to my personal needs
- 2nd 4.: This teacher tells me clearly what success will look like in my learning
- 3rd 4.14: This teacher explains why we are learning what we are learning
- Student voice collected via Moodle with an end of year subject review. Another snapshot below.



HIGHLIGHTS

- **Student awards and achievements:** winner of Health Studies ATAR SCSA subject award 2021, Lily Watts Exmouth District High School
- **Regional visits of note:** Norseman District High was visited late 2021, important in developing relationships with staff and students. Attendance concerns for senior school students, important to visit and show support for the students and school staff
- **Author Oline:** Lucy Peach – Joint guest author with the Library Resource Centre. Born in WA, Lucy focuses on sexual health education and is a long-time proponent of menstrual cycle awareness. SIDE students joined Lucy online for a session on the menstrual cycle, including Q and A from the SIDE students. The video will be embedded into the 7-10 health courses.



Norseman District High School Regional visit

FOCUS AREAS 2022

Student Voice

- Lesson Intentions – explaining ‘why’ we are learning content (PIVOT)
- Feedback – assessment tasks, meaningful (Moodle)

Data Analysis

- Lower School Portfolio development and differentiated assessment tasks
- Year 11 ATAR – updating Moodle, course PPTs, assessment tasks
- Year 12 ATAR – maintain 2021 strategies to see if effective over time
- Year 12 General – update Moodle, assessment tasks

DATA ANALYSIS

Lower School Health

- Students completing Health Education at SIDE generally experience success. There has been an increasing trend of improvement in grades, with fewer D/E awarded over the years 7 – 10.. A-B grades have remained steady
- Students are mostly clustered in the C grade for 2021
- 2021 saw the introduction of differentiated assessment tasks to support Low Literacy/ Numeracy and Learning Support students – there has been a slight decrease in the number of D/E grades awarded.

Contributing Factors

- In previous years, assessment tasks were inadequate to assess student performance – and focused solely on tests, rather than other format modes
- Students joining from Learning Support and/ or Low literacy were not accounted for in assessments
- Students were penalised for late work/ and awarded grades based on %, rather than work completed compared to ‘grade related descriptors’

Actions for 2022

- Moodle – engaging set-up, keeping courses across Lower School to ‘look’ the same for consistency
- Using SCSA grade descriptors to ‘word’ summative assessment tasks
- Portfolio – challenge all student’s abilities, use SCSA grade descriptors / blooms taxonomy
- Differentiated assessment review – is it meeting C grade descriptors, or too easy??

Senior School Health

- Year 12 ATAR results improved for 2021. Trends and patterns in data indicate school mark and WACE mark were very similar.
- Year 11 ATAR results were poor, low mean for school mark and exam mark compared with data for State DOE schools. C/D cluster – low comparison again to State DOE schools. Very small cohort. Unfortunately, this was not expected and requires teacher reflection.
- Year 11 and 12 General Health Studies on par performance with State DOE schools. A positive trend seen in Year 11 General Health with more students achieving a C or above, Year 12 General grade distribution has remained stable.

Contributing Factors

- New HOLA started 2020 - experience with teaching ATAR and General Health Studies, working with SIDE teachers to improve understanding of course content, delivery, update assessments and Moodle to better support student learning so they are successful.
- Yr 11 ATAR - Assessments too difficult, lesson PPTs – some content included irrelevant
- 11 General and 12 ATAR course Moodle updates complete and introduced for 2021, assessments updated
- Revision sessions 2021 – 12 ATAR, successful and on-going 2022
- Student exemplars for assignments both General and ATAR available in Moodle

Actions for 2022

Yr 11 ATAR

- Assessments update
- Moodle course
- Lesson PPT update
- Revision Sessions introduced

Year 12 General

- Moodle course
- Assessments

HUMANITIES AND SOCIAL SCIENCES

INTRODUCTION

The purpose of Humanities and Social Sciences (HaSS) Years 7-12 is to develop our students’ ability to participate as active and informed citizens who question, think critically, make decisions based on evidence, devise proposals for actions, and communicate effectively about the key historical, geographical, political, legal, economic, business, and the societal factors involved in our society and world.

Staffing

HaSS enrolments and FTE typically vary throughout the year. Student enrolment numbers peaked in September at 7.8 FTE staffing allocations were aligned with this at 7.8.

Priorities

- To achieve WACE rates equal to or better than West Australian Public Schools, HaSS successfully developed and deployed effective teachers to all courses, implemented comprehensive revision packages, used WACE-like assessments, had extensive exam preparation and worked closely with Regional Learning Specialists to foster engagement.
- To reduce the number of D/E grades in Years 7-10 mainstream classes, HaSS enhanced staff-student relationships, applied differentiation strategies, provided alternative assessments, improved delivery of programs and created new General Courses to target a range of wide student needs.
- HaSS enhanced student experience and achievement through innovative use of online teaching and learning technologies and a focus on evidence-based practices. Enhanced Webex performance was supported by collaborative lesson planning, lesson quality assurance, and

peer observation. Student achievement and engagement were strengthened by improving relationships with partner schools and local communities.

- In Learning Area meetings, HaSS addressed cultural responsiveness as a part of ongoing work to implement the Aboriginal Cultural Standards Framework. Curricula intentionally included Aboriginal perspectives. Continuing endeavours are being made to assess work based on what the students know/ can do rather than how it is expressed, as English is not the first language for many of our students. On-going endeavours and education to understand and value Aboriginal English are being made.

TEACHING AND LEARNING

HaSS successfully provided engaging, online/ blended teaching and learning for all students. Our ATAR and EST results are well above state average. Our success with most Years 7-11 students is commendable. The relationships we build with students, especially those with medical issues, greatly assist them to feel safe in our learning environment. Many successful referral students transition back to mainstream schools, which is a strong indication of the impact we have had.

All students were accurately assessed according to SCSA standards by experienced, moderated teacher judgment. The D and E grade students were identified as students with pre-existing achievement challenges.

Similarly, A-C grades for students in Years 7-10 HaSS students are commendably good considering the nature of our student population.

Referral students make up approximately 30% of our intake. Many student enrolments and

withdrawals occur throughout the year. These ends of the year enrolments are merely a snapshot of a dynamic, moving scenario. Success for many referral students is regaining the confidence to re-enter a mainstream school within the same year as enrolled. The separate age cohorts are not true ‘subsequent cohorts’ as the composition of each cohort is substantially different each year. Consequently, year to year comparisons are inappropriate.

The grade profile of students who identify as Aboriginal is concerning. Of the 66 SIDE students who identify as Aboriginal, only one student in Year 7 HaSS has achieved a B grade. Ten Year 7 HaSS, four Year 8 HaSS, and two Year 10 HaSS Aboriginal students achieved a C grade or better.

Most of the Aboriginal students were in Learning Support classes. This means that 16 SIDE Aboriginal students out of 66 (9.48%) achieved at state standard (C Grade) pass or better grades. Many HaSS endeavours to address this are noted above.

Pivot: Student Voice data analysis demonstrates that students consider that their HaSS teachers are knowledgeable, passionate, and approachable. HaSS is an experienced, mutually supportive, cohesive Learning Area continually looking for ways to improve and apply feedback to support student learning, which delivers quality curriculum.

Year	Grades achieved in SIDE HaSS LA in 2021						Number of students	HaSS Learning Support numbers	% C grades minus LS students	% Main stream pass grades i.e. A + B + C Adjusted for LS...
	A	B	C	D	E	NO GRADE				
7	6.06% (4)	7.8% (5)	53.08% (35)	24.24% (16)	7.58% (5)	1.52%	66	12	65%	78.9%
8	18.99% (15)	18.99% (15)	27.85% (22)	16.46% (13)	13.92% (11)	3.80%	79	19	37%	74.8%
9	6.19% (6)	16.49% (16)	32.99% (32)	23.71% (23)	17.53% (17)	3.09%	97	21	42%	64.7%
10	15.59% (29)	26.34% (49)	29.03% (54)	12.37% (23)	14.52% (27)	2.15%	151	20	41%	82.93%

2021 HaSS Grades



HIGHLIGHTS

Impressive achievements in most courses, numerous Certificates of Excellence and Endeavour in the Australian Geography Competition, Certificates of Participation in the Stock Market Competition and significant participation in WACE preparation seminars occurred. Many well received metropolitan and regional visits occurred. Similarly, HaSS organised many guest speakers and panels.

culturally responsive learning environment, HaSS will actively involve all staff in data analysis to inform planning for all students. We will continue to develop our capacity as a collaborative team and have a renewed focus on lesson design and delivery to maximise student achievement and engagement. We will continue to develop meaningful and effective partnerships with families, schools, and communities through regular contact in lessons and visits to regional locations.

2022 FOCUS AREAS

To provide equity of access to educational opportunities for students, HaSS will promptly identify and provide intervention and differentiation strategies where appropriate, refer students for counselling into courses in which they can succeed, provide interesting, worthwhile General Courses of Study which they can succeed, and continue to deliver adaptive and responsive curriculum. To enable high quality teaching and learning in an inclusive and



LANGUAGES

INTRODUCTION

In 2021, the SIDE Languages Department offered programs at both Primary and Secondary levels in French, Italian, Indonesian and Japanese. Programs were delivered to 48 remote or regional primary schools and over 200 secondary students across both DOE and the private school sector. Students unable to access the learning of a language, because of isolation, are given the opportunity to study a second language. The learning of a language provides students with the opportunity to develop skills which promote resilience, optimism, confidence, and an understanding that although we may come from diverse cultures, we live in an ever increasingly connected world.

In 2021 the department was staffed with 20 teachers (11.1FTE) and four language assistants under the leadership of the two Level 3 Heads of Learning Area with four Level 3 Classroom teachers and six Senior teachers.

Priorities for 2021 included: implementing the new curriculum for all Year 6 students and writing courses with the new curriculum for all Year 7 students in all languages. This included the development of beginner Chinese courses in primary and lower secondary school to be implemented in 2022. Promoting our partnerships with small regional school schools was also a priority with a focus on school visits and the delivery of high-quality online lessons. Staff attended numerous professional learning workshops throughout the year and continued to help familiarise themselves with the Aboriginal Cultural Standards Framework.

TEACHING AND LEARNING

All language teachers delivered synchronous lessons through Webex. Primary teachers delivered twice weekly Webex lessons to

students. Secondary teachers delivered all language students at SIDE a minimum of one Webex lesson per week in conjunction with the Moodle classroom. A trial program with Bridgetown SHS allowed a class group of 30 students to rotate in two groups within a one-hour period between a live Webex lesson with their teacher and individual online activities developed in Moodle. Groups swapped at the halfway point in the hour and lessons were delivered twice a week. This program had numerous challenges which included keeping communication open between teachers and supervisors and managing student engagement.

Interactive white boards continue to be used in conjunction with Webex in many Primary schools to maximise student engagement where there is a shortage of computers or lack of bandwidth precludes a number of computers being online simultaneously. The use of white boards has had success with early language learners in Pre-Primary to Year 2 who have benefited from the flexible delivery approach.

Best Practice and Innovation

Staff continued to access professional learning to improve their skills in using and developing the asynchronous Moodle courses, with all Secondary courses delivered through Moodle. Several languages staff were involved in delivering 2-day forum for Department of Education Secondary Language teachers, called Ready 2022. These included the facilitation of sessions on the new, mandated curriculum being introduced for all Year 7 students in 2022. These sessions included 'investigating the strands and sub-strands', 'engaging with the WAC: L resources' and 'effective task design and development'.

New courses for the introduction of compulsory Year 7 language learning were developed in 2021 for all Languages including Chinese.

These are based around new curriculum and were developed to be culturally responsive and inclusive.

SYSTEM SUPPORT FOR LANGUAGES DURING 2021

Two Languages staff were allocated 0.2FTE each to coordinate support for the implementation of the School Curriculum and Standards Authority's Languages Policy for Year 6 and to prepare for implementation in lower secondary. During this year, the Languages System Support Coordinators:

- developed and facilitated 15 professional learning sessions, held after hours
- attended by over 250 workshop participants across primary and secondary schools throughout WA. These sessions included planning and preparation for the implementation of the SCSA Languages Policy for Year 7s in 2022.
- maintained ongoing liaison with the SIDE System Support team and external teacher support networks (including Willetton SHS

Languages TDS, Primary Language Support Schools, Curriculum Support Teachers – Languages and Statewide Services Languages).

Language Assistant Program

In 2021 SIDE Languages was supported by 4 language assistants for each of the languages offered through SIDE. All were employed through the Department of Education Language Assistant Program. Students from PP-12 were motivated by the presence of these young native speakers in their online classrooms and through face-to-face interactions which added immeasurable value to the Language learning program. The participation by the language assistants on numerous school visits around WA was especially valuable.

Native speaker tutors were also employed at various times throughout the year to assist French, Italian and Japanese senior secondary students improve their language and be fully prepared for the WACE practical exam.



ACHIEVEMENTS

Primary Languages

SIDE Languages delivered programs in the four languages to approximately 760 students, from 48 primary schools, across the state. These programs included beginner and continuer pathways, catering to needs of all students. Many of the primary classes were multi-age groups. This provided challenges for teachers who needed to differentiate the curriculum to suit individual school contexts.

The Bell curve for grades across all languages was consistent with other DOE schools and indicated expected achievements. The percentage of Year 3-6 students achieving the expected C grade standard or above was 84%. In 2021, some SIDE staff participated in SCSA's Year 4 Moderation and in 2022 will participate in SCSA's Year 6 Moderation.

Secondary School Languages

In 2021 there were approximately 160 Year 7-10 students studying a language through SIDE. Student learning programs were tailored to cater for entry into secondary as a new beginner of a second language or on a continuing pathway from primary school. A variety of teaching models for large groups of lower secondary students were trialed. Engagement and achievement was highly dependent on having an active school supervisor at partner schools.

Senior Secondary

In 2021 there were approximately 160 Year 7-10 students studying a language through SIDE. Student learning programs were tailored to cater for entry into secondary as a new beginner of a second language or on a continuing pathway from primary school. A variety of teaching models for large groups of lower secondary

students were trialed. Engagement and achievement was highly dependent on having an active school supervisor at partner schools.

Senior Secondary

In 2021 the Languages Department at SIDE continued to offer a variety of pathways for students including Year 11 and Year 12 ATAR courses across all languages and the VET Certificate II in Japanese. General Languages courses were not offered for Year 11 and 12.

ATAR Year 12

School assessment grades for each Language followed a normal pattern however, there was a noticeable discrepancy in some Languages between school marks and raw WACE exam marks. Some individual students and cohorts did not perform as well as expected in the external exams and consequently, some cohorts were adversely affected by the standardisation and moderation processes. Overall, however, all average scaled scores for each language improved from the previous year. In 2022, teachers will engage in additional moderation activities and focus on strategies to support students in effective exam preparation.

FOCUS AREAS 2022

In 2022, we will build on the primary supervisor's PL model to deliver a session for secondary supervisors to model best practise and engage supervisors in similar roles throughout the State. We will survey secondary schools regarding their experience at SIDE to gain information about satisfaction, and areas of improvement, using the 2020 primary survey as a model. Plans have already been made to expand moderation practices to primary and lower secondary through common assessments and the co-marking of tasks.

Plans for SIDE System Support for Languages during 2022 include:

- 1. **Support for Regional High Schools:** Surveys and feedback from DHSs have indicated that schools will need ongoing support to implement Languages programs in lower secondary. Support will include supporting teachers teaching out of area/KETAWA teachers with little or no knowledge of language. We will also support graduate/LEAP teachers/limited authority teachers who are new to teaching Languages in high schools.
- 2. **Year 7 implementation:** In 2022, there will be an increased need for ongoing support for Language specialist teachers in high schools with implementing Year 7 programs. We plan to offer targeted professional learning to build curriculum knowledge, planning, assessment, moderation, and reporting processes. We plan to continue our ongoing collaboration with Willetton TDS, Statewide services, and other stakeholders to ensure a co-ordinated and sustainable approach to support.
- 3. **Primary Languages Support:** During 2021, we surveyed PL participants about their needs for support in 2022. Areas of need for targeted PL include addressing the challenges of split Year level classes,

development of fair and valid assessment, moderation practices; and strategies for addressing the curriculum with limited time with students.

- 4. **Planning for Year 8 implementation in 2023:** Already, we have plans in place for how we will support the roll out of the SCSA Languages policy for Year 8s in 2023, which will involve supporting teachers to understand the Year 8 Scope and sequence documents; and unpack the SIDE-developed Year 8 Digital Resources.

Ongoing support may involve school visits, WebEx sessions, mentoring, coaching and after-hours professional learning.

CONSIDERATIONS

Split year level classes continue to be the main cohort of primary language classes and consideration must be given to the timetabling each year of these groups. One senior teacher is in the process of applying for her Level 3 Classroom Teacher accreditation.

In 2022, there will be a change of HOLA. A considerable focus of the HOLA's role will be guiding teachers through large classes of Year 7 beginning language students, roles currently staffed by many new to SIDE teachers.



LEARNING SUPPORT

INTRODUCTION

Learning Support caters for students that have been identified as having a minimum two years below their chronological year level. Students are engaged in an individualised one on one teacher learning environment with one teacher for all subject areas. These include Mathematics, English, Science, Humanities and Social Sciences and ASDAN courses across Years 7-12.

Students in Learning Support are given individual SEN plans that focus on where the students are at and goals set in order to achieve success and progress with their development. They are reported on through the Education Department’s SEN Reporting framework. This allows students and parents to see what the student has achieved throughout the semester/year in a positive way.

At the start of 2021 the Learning Support Team consisted of 6.7 FTE teachers and 1.0 FTE education assistant shared by two EA’s, providing service to approximately 70 students, requiring Educational Support. By the end of Semester One this grew to 11.2 FTE and ended the year at 12.2 with approximately 130 students engaging in core learning subjects and ASDAN courses.

The focus areas and priorities for 2021 were to continue building on and improving student attendance in Webex and student engagement through Moodle. This was achieved by further developing appropriate literacy and numeracy tasks that best suited the needs of our Aboriginal students. Further to this Learning Support continued to implement the Aboriginal Cultural Standards Framework, embedding appropriate Aboriginal perspectives in the curriculum content for all subjects.

The following ASDAN courses for E-Safety, Healthy Relationships, History, Science, Geography and Bronze and Silver Awards were

also developed, providing further courses for students to undertake in Learning Support. To ensure ASDAN courses were being taught correctly, all new teachers attended ASDAN training.

Ongoing updating and development of all Learning Support Moodle courses and Webex content continued throughout the year, ensuring content was differentiated sufficiently to provide students with success. Developing strong relationships with partner schools through supporting SIDE supervisors and visiting schools through more regional visits continued throughout the year, with some schools having multiple visits by Learning Support staff.

One key focus area moving forward was looking at how we can offer more teaching/learning time via Webex for our students by offering students two forty minute lessons per subject per week. To enable this to happen Learning Support will move from one to one class instruction to small group class instruction for 2022.

TEACHING AND LEARNING

Students enrolling in ASDAN courses continued to increase throughout 2021. Not all students completed their courses in the year but we did have an increased number who did and all received their completion certificates from ASDAN. The feedback from ASDAN WA was that the SIDE portfolios were of excellent standard and are often used to show others what an excellent portfolio looks like. More schools are wanting to enrol their students in these courses as they provide students with success as they can complete the course with varying levels of support.

Regional visits are always a highlight. All Learning Support teachers managed to visit

schools throughout the year with some schools having multiple visits to help support students and teachers. These schools included Marble Bar, Laverton, Wiluna, Dalwallinu, Mount Magnet, Narembeen, Kandiwal, Shark Bay, Lake Grace and a visit to a homebased student at Cape Kerauden. Regional visits will continue to be a priority for all Learning Support Teachers in 2022.

FOCUS AREAS 2022

The major focus for 2022 will be the successful implementation of the new Learning Support teacher/learning model as we move away from the one on one model to the small group model, providing students with more face to face teaching/learning time with their teacher. This will also require Moodle courses to reflect individual needs as well as group needs for all students.

Learning Support Teachers will also move away from teaching four subject areas to two, allowing them to become more proficient in two areas and therefore developing greater quality lesson experiences. However, in some cases, teachers will continue to teach all four MESH subject areas.

Attendance continues to be an ongoing issue with Learning Support students. It is often the low attendance rate that has contributed to students being in Learning Support. Teachers will continue to work with partner schools to help improve attendance rates. Unfortunately, when a student is not attending they are withdrawn from SIDE.

One key area is to improve student engagement with Moodle tasks. Often students will engage in Webex but lack the confidence to engage with Moodle due to low levels of literacy. Having two lessons per week will help improve this.

Develop effective partnerships with families, schools and communities to establish shared understanding of roles and responsibilities.

Investigate assessment practices that will allow teachers to gather baseline and progress data so that educational growth can be measured over the year.



SCIENCE

INTRODUCTION

The Science Learning Area is an innovative learning community delivering a range of high quality teaching and learning programs through synchronous and asynchronous delivery.

Staffing

At the peak of enrolments in 2021, the Science Learning Area had 12.80 teaching FTE and 1.0 Laboratory Technician FTE. These staff covered 12.43 FTE enrolments (about 740 students). These students came from diverse backgrounds including School Based enrolments, home-based, Dance and Elite students, interstate, and overseas enrolments.

Priorities

Senior Secondary:

- Implementation, ongoing reflection and review of Year 11 and 12 WACE ATAR and General courses occurred in 2021. This included high quality resources used during Webex lessons and Moodle course design, as well as refinement of assessment tools. This process was ongoing using the curriculum expertise and experience within the Science Learning Area team as well as networking with staff from SCSA and other schools.
- Typical exam type practise questions, revision and course specific exam techniques were incorporated into senior secondary ATAR courses and Webex.
- Targeted revision and tutorial Webex lessons for Year 11 and 12 ATAR students to prepare them for their WACE exams were implemented.

Lower Secondary:

- Delivery of the Western Australian Curriculum for Years 7, 8, 9 and 10 students.
- Ongoing review and refinement of curriculum, instructional design for Webex and Moodle, assessment tools and reporting practices occurred during collaborative meeting sessions.
- Each year group had ‘Common Tasks’ embedded in the assessment outline which facilitated internal moderation.
- Western Australian Curriculum Achievement Standards and SCSA work sample exemplars were used for comparison.
- Internal moderation of assessment tasks to ensure comparability of grades allocated to lower school students.
- Increasing the submission of lower secondary tasks to endeavour to reduce the number of E grades awarded due to lack of work submission.



Senior Secondary and Lower Secondary:

- Increased participation and engagement in Webex lessons and Moodle activities was achieved through online instructional strategies and OTL general capabilities.
- Teachers used SAIS data, maximising feedback and other system data to improve student outcomes.
- Use of formative feedback/student voice strategies in Webex and Moodle using PIVOT and teacher constructed surveys.
- Embedding rich tasks that addressed the Aboriginal Cultural Standards Framework in the Science teaching and learning programs to foster cultural awareness amongst students.
- Students exposed to a range of STEM-based activities, including guest speakers.

TEACHING AND LEARNING

Senior Secondary

In 2021 a wide range of courses were offered to senior school students (Table 1). There were 406 students who completed senior secondary courses.

Students studying science courses		
Course	Year 11	Year 12
Biological Sciences	21	41
Chemistry	42	25
ATAR Human Biological Sciences	29	40
General Human Biology	19	17
General Integrated Science	29	18
Physics	50	33

Table 1

Overall, the results of the Year 12 Science courses were good due to the teaching and learning strategies that staff implemented with their students. Table 2 summarises the moderated differences in SIDE Year 12 courses and these

are then compared with the Department of Education schools (DoE). Most moderated differences in Science courses were within a very close range to DOE.

WACE Moderation differences 2021			
Course	No. Students	SIDE	DoE
Biology	41	-11.9	-6.7
Chemistry	25	-9.3	-2.4
Human Biology	40	-1.8	-0.2
Physics	18	-7.1	-4.5
Psychology	33	-0.9	-5.1

Table 2

Lower Secondary

At the end of Semester Two 2021 there were 273 students enrolled in science at SIDE in Years 7-10.

Lower School Enrolments				
	Year 7	Year 8	Year 9	Year 10
2009		65	80	80
2010		28	66	71
2011		69	36	88
2012		76	89	64
2013		67	91	95
2014		64	100	88
2015	57	80	75	87
2016	36	57	99	80
2017	40	53	76	126
2018	50	53	82	78
2019	30	46	81	83
2020	38	50	76	96
2021	49	56	68	100

One of the aims of the Science Learning Area over the last few years was to reduce the number of students receiving an N/A or E grade on their report. The majority of students who achieve an E grade have attendance concerns or do so because they failed to submit the required tasks.

HIGHLIGHTS

Curriculum Resources

SIDE teachers were involved in developing high quality Senior school and Lower school resources to engage students.

STEM

Students had access to various online activities during the year including:

- WA STEM careers forum
- free online events
- virtual labs
- national Science Week challenges and guest speakers.

Staff Professional Learning

- During the year, Science staff attended a range of career development and leadership Professional Learning opportunities.
- Science teachers participated in numerous regional and school visits.

FOCUS AREAS 2022

Senior Secondary

- Continue to incorporate exam type practise questions, revision and course specific exam techniques into Senior Secondary ATAR Year 11 and 12 course lessons to improve student performance.
- Use data analysis to identify areas of weakness and address these through refinements in the teaching and learning programs.
- Continue review of teaching and learning programs for the Year 11 and 12 courses.

Lower Secondary

- Ongoing review and refinement of Years 7-10 teaching and learning programs.
- Encourage greater student participation and engagement in Webex and Moodle.
- Increasing the submission of lower secondary tasks. Encouraging students to complete portfolio activities and use STILE resources.
- Regular monitoring of students attendance to identify SAER students and ensure early intervention.
- Refining Documented Plans to suit students who need additional support or extension.



MATHS

INTRODUCTION

A strong foundation in mathematics allows students to excel in many possible career paths. Those can range from the Sciences through Medicine, Law, Education and Cybersecurity. A common denominator in all of those fields is the need for quantitative reasoning, creativity, critical thinking and an ability to apply the correct strategy to the situation. In particular, school mathematics has a strong focus on numeracy and the ability to count as well as a need to develop investigative logic and strategic thinking. Students explore through number and are encouraged to behave like mathematicians – looking for patterns and decoding problems. It is not a simple set of skills and many students, and adults, find mathematics challenging. Teachers are here to help navigate a path towards understanding and reasoning – known as multiplicative thinking. SIDE's purpose is to further develop students along the multiplicative thinking continuum and to foster the skills which will assist our students as they begin improving our communities.

Date	Maths		
	Appointed FTE	Enrolments	Under/over
9/02/2021	9.6	8.26	1.34
12/02/2021	9.6	8.63	0.97
19/02/2021	9.6	9.19	0.41
23/02/2021	9.6	9.15	0.45
26/02/2021	9.8	9.15	0.65
11/03/2021	9.8	9.41	0.39
24/03/2021	9.8	9.54	0.26
22/04/2021	10.20	9.86	0.42
31/05/2021	9.70	9.97	-0.27
16/06/2021	9.70	10.49	-0.79
25/06/2021	9.70	10.79	-1.09
2/07/2021	11.50	11.03	0.47
25/08/2021	11.30	10.82	0.48
15/09/2021	11.30	10.94	0.36
24/09/2021	11.30	11.01	0.29

Table 1

SIDE mathematics continues to be popular. Enrolments have continued to grow as can be seen in Table 1. The growth in enrolments, means that mathematics teachers often have to be found during the course of the year. The FTE for staff peaked at 11.5 teachers.

In 2021 Mathematics started to review the Year 7–10 courses in line with the process undertaken by the School Curriculum and Standards Authority. The analysis showed that there is opportunity to improve the scope of mathematical content across year groups. The need to better support the large number of students who seem to have trouble with number skills and reasoning in number was also recognised. The focus for 2021 was to better understand the problems and issues faced by students and use that knowledge to adjust the design and delivery of courses in future years.

Time was spent working with staff from Statewide Services supporting investigation of student misunderstanding. The expected outcome was that more targeted material for a range of students, of all ages, experiencing numeracy difficulties developed.

As well as looking to improve numeracy, Mathematics is looking to embrace a more consistent pedagogy across the teaching staff. The process of peer observation has begun with a clear focus on simple pedagogical features in lessons. This has been helpful in a common standard of what students can expect in maths lessons. This process is gradual and will continue in 2022.

TEACHING AND LEARNING

Maths teachers at SIDE spend time discussing content, pedagogy and assessments in detail at regular team meetings. This works to make sure that students are getting a balance of different

learning and delivery modes as well as ensuring that assessments and reporting remains consistent. The reliability of student outcomes is an important factor in our regular data analysis and much of our success is based on the data we collect.

Teachers recognise that they can improve. Working with partner schools in regional and remote areas will drive that improvement by allowing appropriate contexts for the syllabus teaching points as well as developing culturally appropriate methods of assessment.

Student data shows the consistent approaches that were taken over the last three years. Successes are based on having consistent teaching practices employing formative assessment strategies which guide differentiation. The use of key questions every week which encourage student reasoning and conceptual understanding allow teachers to ensure that students work from current understanding towards more challenging material. This is a successful strategy with research evidence and student feedback.

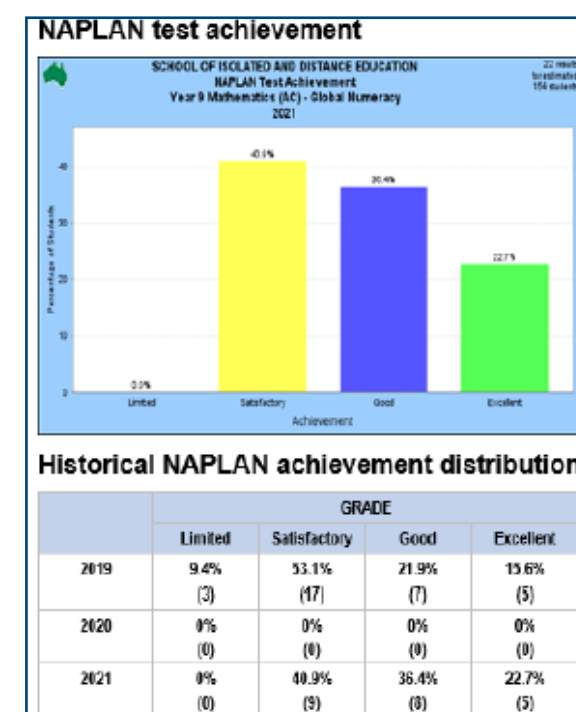


Figure 1

NAPLAN data shows continued improvement across our stable cohort, (Figure 1). This is encouraging as it affirms the expected improvements when using some of our early number strategies. There is more work to be done in this area but with our continued development of suitable materials, and using expert advice and current research methods, we expect the trend to continue.

ATAR results are generally in line with expected scores, although negative weightings for students undertaking Mathematical Methods, as in Figure 2, are still experienced. Much of those weightings reflect the decision to allow all students to undertake the course if they wish. This often means that students without a strong background in Year 10 and Year 11 find themselves challenged beyond their ability. The internal marking processes and the strong correlation (0.93) with final exam marks shows that the ability of each student is accurately assessed when compared across the cohort. It will be prudent to make sure that some aspects of the assessment are grading students more rigorously to better reflect final scores and grades.

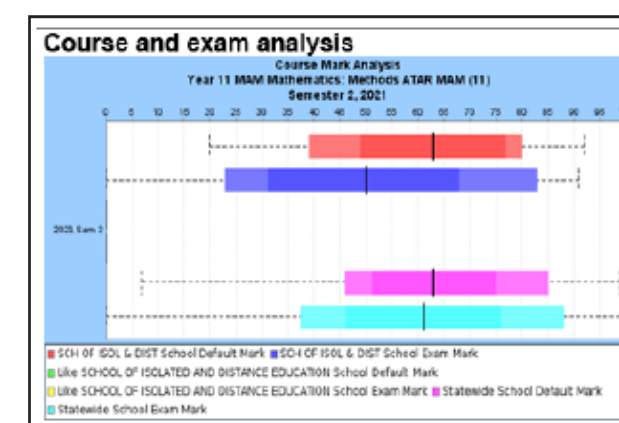


Figure 2

2021 HIGHLIGHTS

Results in 2021 were in-keeping with previous years. The Year 7-10 results are consistent year on year, but there are larger numbers of students achieving lower grades of D and E. Analysis, often indicates that students have failed to complete the necessary assessments rather than low grades being an indication of student ability. As a Learning Area, a broader range of assessment strategies will be investigated which may encourage more students to participate, or offer a different understanding of ability.

There is always a deal of pride when significant internationally renowned mathematicians agree to speak to students. This year Maths were fortunate indeed to have Emeritus Professor Cheryl Prager, winner of the Prime Minister’s National Prize for Science in 2019, who spoke to students on International Women in Mathematics Day. Dr Tom Crawford was also welcomed from the University of Oxford, in the UK. Tom is a world phenomenon as a YouTube teacher, *Tom Rocks Maths*, where he finds interesting and innovative ways to teach maths. Teachers and students all learned much from their expertise.

The Mathematics team offers students the opportunity to participate in the Australian School Mathematics Challenge. This is an annual challenge open to all Australian school students throughout the world. In 2021, SIDE had a large number of participants with a number of students attaining Distinctions and other certificates. A Distinction in this competition places students in the top 20% of entrants across Australia. Two students earned a Distinction, well done to all participants

The team made a number of visits to support students across WA this year. There have been significant relationships established with a number of schools across the regions, particularly in the Kimberley and Wheatbelt. Other trips included One Arm Point, Dalwallinu, Kununurra and Shark Bay. The benefit to students and school support staff is important and adds to the development of relationships as well as offering a better insight into the local community for staff.



FOCUS AREAS 2022

As a result of student data analysis, including achievement, engagement and student voice, the Mathematics Learning Area will continue to develop strategies to better engage student learning in remote and regional Western Australia. Maths expects to adapt the teaching model from one lesson per week to at least two lessons each week. This will give a better student focus on differentiation and encourage student participation in lessons.

Maths will further develop numeracy support projects with an emphasis on supporting student development into multiplicative thinking rather than a narrower curriculum focus. This will take time to develop, will employ current research techniques, and will allow experts in the field to assist.

Success will be measured in the movement from traditional assessment techniques into other forms of assessment more appropriate to community and culture. The development of number will improve student understanding of the world around them and assist them in other subject areas. This is an exciting year for SIDE Mathematics teaching and teachers.



THE ARTS AND TECHNOLOGIES

INTRODUCTION

The Arts comprises two practical contexts at SIDE – Visual Arts and Media Arts. Both engage students in artistic expressions or communication using material or technical means. Creativity is critical in all Arts subjects. Students learn how to create, design, represent, communicate and share their conceptual ideas and experiences. Technologies, both Digital Technologies and Design and Technologies have at their core the need to create solutions to complex challenges. Students investigate, plan, create and evaluate designed solutions. Technologies engages students in a range of learning experiences in order to engage confidently and responsibly with materials, data, system, tools and equipment.

Focus areas for the learning area in 2021 included the enrichment of online learning materials for students. Professional learning for further development of skills for engaging and interactive live lessons. Effective feedback strategies that promote student learning. Moderation strategies across all year levels. School visits to work with students and build rapport with key personnel and supervisors at partner schools. Professional learning delivery to students at educational risk such as indigenous, EALD and medical referrals. Increase SIDE's capabilities to offer the Specialised Woodwork program to a greater number of schools. Development of a new Year 11 course – General Computer Science to be offered in 2022 and then the Year 12 course in 2023.

In general, focus areas can be considered ongoing especially when considering the improvement or updating of asynchronous materials and teacher professional learning to ensure that syllabus updates or moderation strategies are implemented. Covid restrictions limited school visits to some extent but not significantly in 2021, however, in 2022 this

will have far greater impact. The Specialist Woodwork program continues to attract considerable interest from around the state, given the shortage of Design & Technology teachers. A number of schools are on a waiting list and the ability to provide further resources to enable this to happen will be an ongoing focus. An additional teaching location was set up at Churchlands Senior High School which offers greater scope for the future.



Florrie with SIDE teacher Katharina Popp

TEACHING AND LEARNING

The Arts and Technologies staff have developed a vast range of distance learning techniques specific to their subject disciplines. By tailoring their delivery methods, they are able to provide engaging lessons and learning through synchronous and asynchronous mediums. Staff travel to meet students and work with them in a face to face environment in order to consolidate or enhance their understandings of

course content. Feedback from data, students and colleagues are all used to analyse the effectiveness of the range of teaching strategies.

Staff have undertaken extensive cultural awareness training over a number of years and are cognisant of the need to embed indigenous and other cultural learning content into their teaching and learning. The Arts & Technologies are in a unique position where the development of designed solutions involves often starts with the evaluation of ideas, media and practices from a diverse range of contexts and cultures. Student innovation is evident through the incorporation of a range of traditional, contemporary and emerging technologies.

Students at Pia Wadjarri RCS explored hands on textile design and print techniques to make a series of merchandise for their successful collaboration project with rapper Flewnt and other SIDE students. As part of their EAL/D and English studies they learnt about amplifying cultural messages and experiences through writing and music. They chose key words and ideas from the hip hop song 'Never Forget' and developed a range of designs and imagery to illustrate the concepts communicated by the lyrics using visual language. They learnt about silk screening using stencils, as well as lino printing and how to choose and adapt designs for each process.

A range of courses have been specifically developed to cater for students who are at different levels of development. Engagement courses in Visual Arts and Woodwork have proven to be highly successful in achieving desired learning outcomes. Teachers have the ability to modify design and production tasks to allow student to achieve success. This is done in consultation with significant stakeholders to enable identified standards to be met and reported against. Feedback from all parties involved is crucial in being responsive and adaptable in the further development or modification of resources.

ANALYSING DATA

While patterns and trends are evident in some areas, they can be very difficult to effect owing to the variable nature of student cohorts and the practical nature of the courses. Production tasks are highly reliant on significant teacher input which is somewhat problematical in a distance learning context. Students who have a high level of intrinsic motivation to succeed can cope with the reduced amount of teacher scrutiny compared to a mainstream learning environment. In the ATAR course WACE exam results all courses (Applied Information Technology, Computer Science, Media Production and Analysis and Visual Arts) were lower than expected. All had very weak bottom end student results which dragged down the cohort's moderated scores. More effective student counselling would ensure that students are enrolled appropriately, especially those who had not been successful or not done the Year 11 course. Ensuring that rigour is maintained in the assessment, thorough exam preparation and cross marking and/or moderation with external parties are also identified strategies to ensure performances are more reflective of state results. Upper school General courses grades were generally weighted towards an A - C range which reflects both the level of teacher support offered to these students and the appropriate level of the learning resources and suitability for their intended audiences.

Lower school results are consistent with previous years however they are generally below state means. The time constraints on distance learning students are greater than their mainstream counterparts and as such, option subjects are often given less precedence over MESH subjects, except by the most capable and/or well supported students. A common area of concern is whether students are able to devote the full two hours per option subject to complete their work. Learning resources are necessarily expansive to allow capable students an enriched program of work, however, students with lower levels of literacy or support can struggle to cope with this level. Teachers do modify course where appropriate,

SECTION THREE

but this does lead to grades that are lower when applying the state wide achievement standards. In 2022 SEN reporting will be considered in assessing these students. Teacher developed engagement courses in response to partner school requests, have been developed to cater for some groups of lower literacy students. These participating groups did not access the standard SIDE resources but were required to be graded under the standard assessment framework which has resulted in a higher number of NAs awarded, often due to the transient nature of the cohort re school attendance.



Jayeleen cutting her lino design



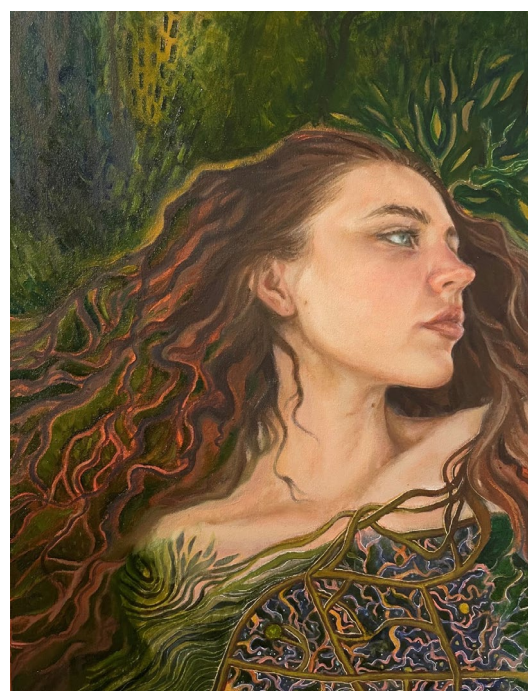
Joseph Cook

2021 HIGHLIGHTS

Joseph Cook chosen and exhibited in St George's, META and Young Originals Competitions. Also chosen for Pulse Perspectives and achieved Certificate of Excellence in Visual Arts - one of 3 students in state. Amara Sinclair-Hill and Kian Leki - selected for Young Originals.



Kian's artwork



Amara's artwork



SECTION FOUR

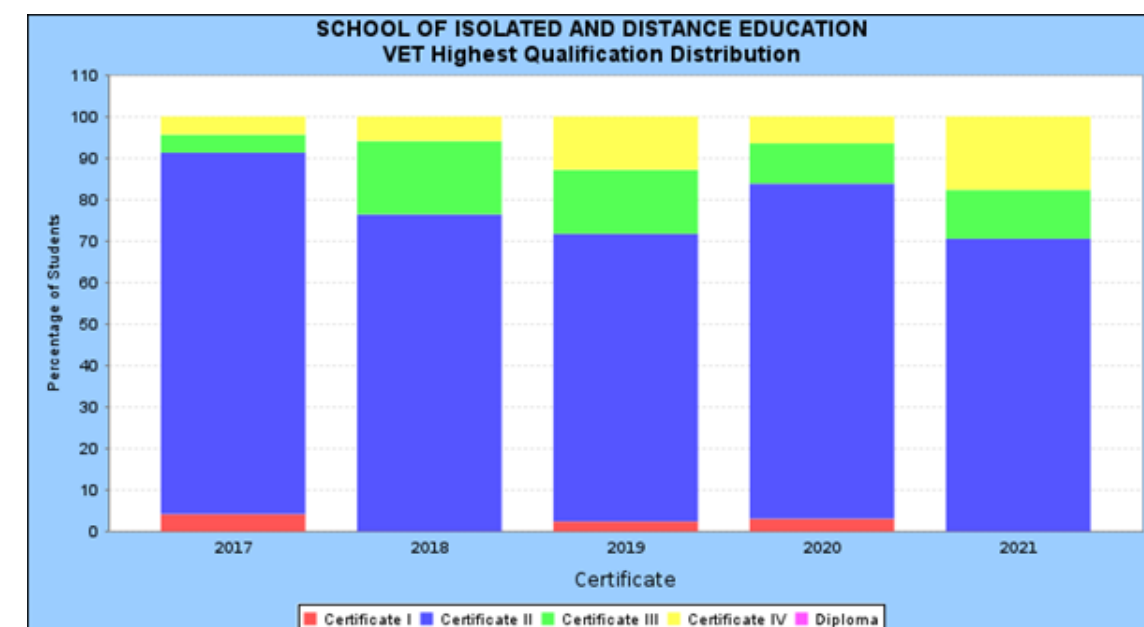
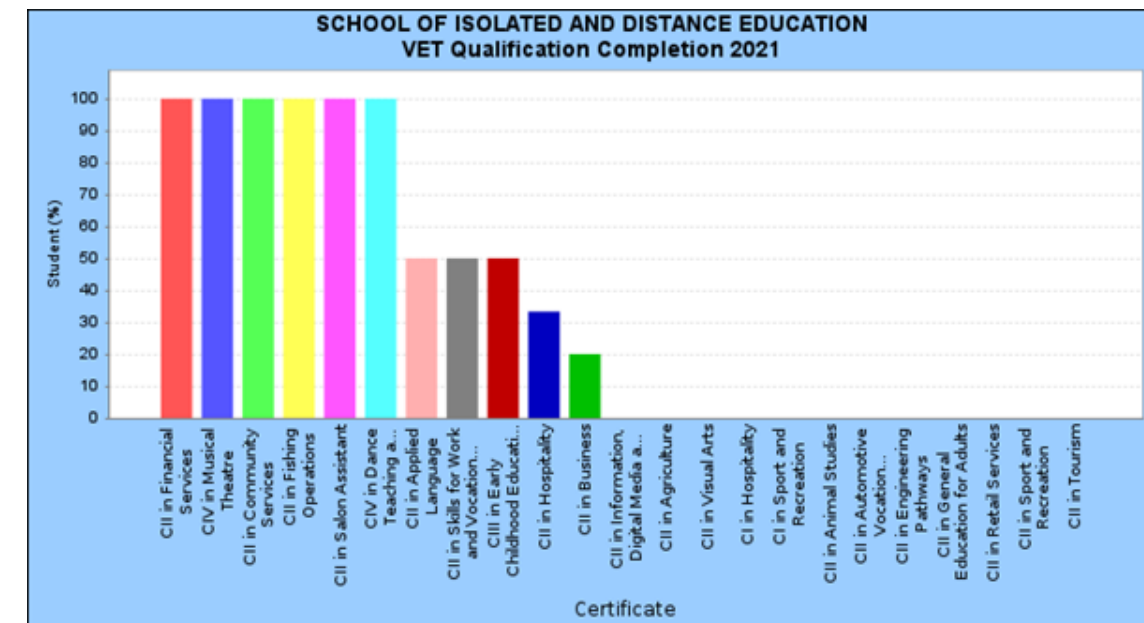
STUDENT PARTICIPATION AND ACHIEVEMENT



WACE

WACE						
Number of Students						
	2021	2020	2019	2018	2017	2016
School Semester 2 Census	73	82	90	63	61	56
WACE Achievement Rate: count (% of eligible students) Source: SCSA data files						
School (WACE eligible)	42 (84%)	46 (90%)	52 (90%)	34(100%)	31 (100%)	20 (100%)
WACE Achievement Standard - units include equivalents: count (%) Source: SCSA data files						
C Grade requirement	43 (86%)	49 (96%)	53 (91%)	34(100%)	35 (92%)	20 (100%)
English requirement	50 (100%)	51 (100%)	58 (100%)	34(100%)	38 (100%)	20 (100%)
ATAR or Cert II requirement	37 (74%)	50 (98%)	56 (97%)	34(100%)	34 (89%)	20 (100%)
Attainment						
Attainment Rate - ATAR >=55 and or Cert II or higher: count (%)						
School (WACE eligible)	28 (56%)	41 (80%)	52 (90%)	25(74%)	27 (71%)	18 (90%)
Median ATAR (no. of students) Source: SCSA data files and Department calculations						
School	68.05	76.43	77.53	70.68	68.83	57.85
Expected performance	-1.49	-0.19	-0.44	-1.23	-1.26	-1.85

VOCATIONAL EDUCATION AND TRAINING (VET)						
VET Participation Rate: (count: enrolled in VET as % of cohort) Source: Department Data						
	2021	2020	2019	2018	2017	2016
School VET enrolments	73	82	90	63	61	56

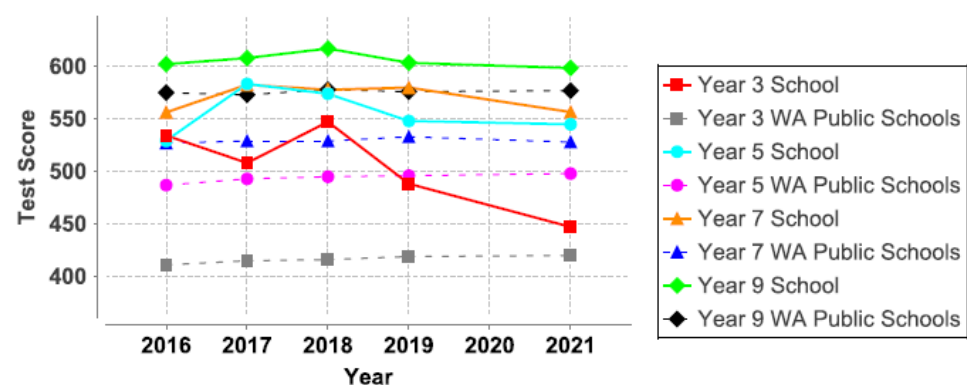


NAPLAN

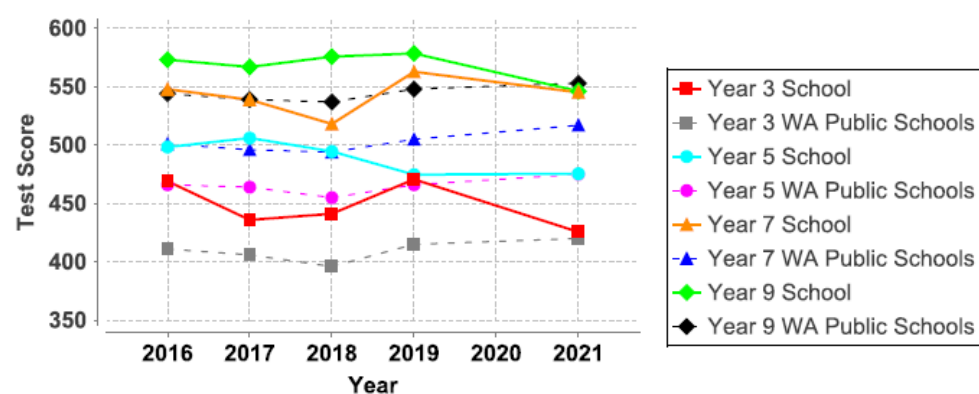
2021 NAPLAN

- Year 3, 5, 7 and 9 Student achievement data in NAPLAN across Reading, Writing, Spelling, Grammar & Punctuation and Numeracy, has remained consistently above WA Public Schools.
- Results indicate particular strength in Reading, Spelling and Grammar & Punctuation; with areas for improvement identified in Writing.
- Caution must be applied to interpreting data due to small student numbers, especially in Primary in 2021.

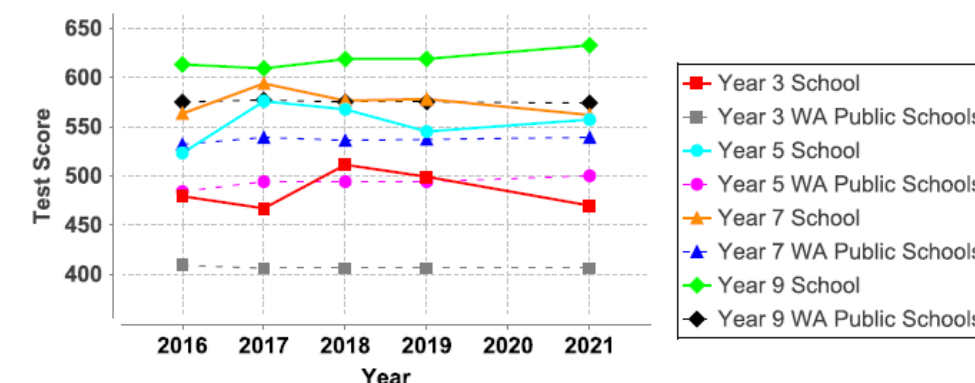
AVERAGE READING SCORE



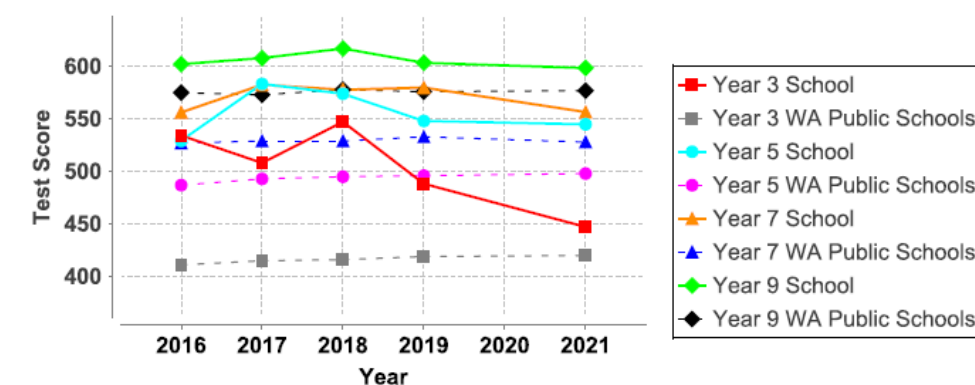
AVERAGE WRITING SCORE



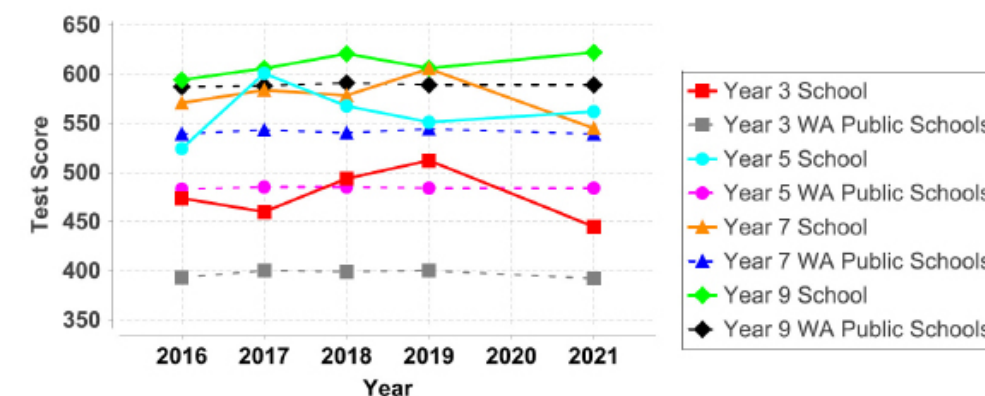
AVERAGE SPELLING SCORE



AVERAGE GRAMMAR AND PUNCTUATION SCORE



AVERAGE NUMERACY SCORE



OLNA

2021 OLNA

- 93.3% of Year 12 students have achieved OLNA upon completion.
- Approximately 70% of students have met OLNA requirements by the end of Year 10. A further 25% will qualify during Year 11 and 12.

CURRENT STUDENT STANDING

YEAR 10	Year 10 Students - Qualified In		
	Year 9	Year 10	Not Qualified
	17	22	16
2021	30.9%	40.0%	29.1%

YEAR 11	Year 11 Students - Qualified In			
	Year 9	Year 10	Year 11	Not Qualified
	35	26	19	14
2021	37.2%	27.7%	20.2%	14.9%

YEAR 12	Year 12 Students - Qualified In				
	Year 9	Year 10	Year 11	Year 12	Not Qualified
	31	23	8	8	5
2021	41.3%	30.7%	10.7%	10.7%	6.7%

NSOS AND PIVOT SURVEYS

NATIONAL SCHOOL OPINION SURVEY

The National School Opinion Survey was completed by parents and students and shows a high level of satisfaction overall.

PARENT SURVEY

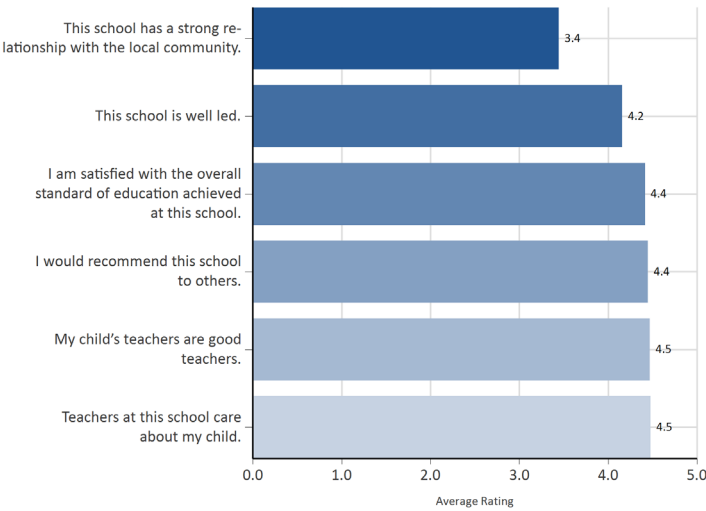
The survey asked parents to comment specifically on ‘The one aspect I like most about SIDE is ...’ The responses could be grouped into high quality teaching, clear communication, flexibility, support, care, accessibility, meeting students’ needs and adaptability.

Parents were also asked to complete ‘The one aspect I would like to see SIDE improve is ...’ Many parents left this blank or indicated that they had no areas of concern. However, some parents expressed a desire for more timely and frequent feedback about student progress, and more opportunities for face-to-face interaction with peers and teachers.

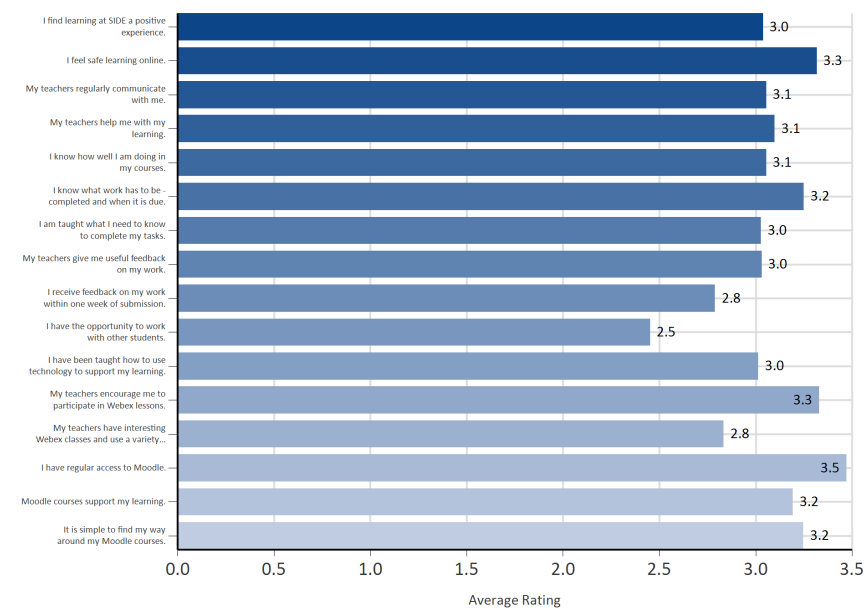
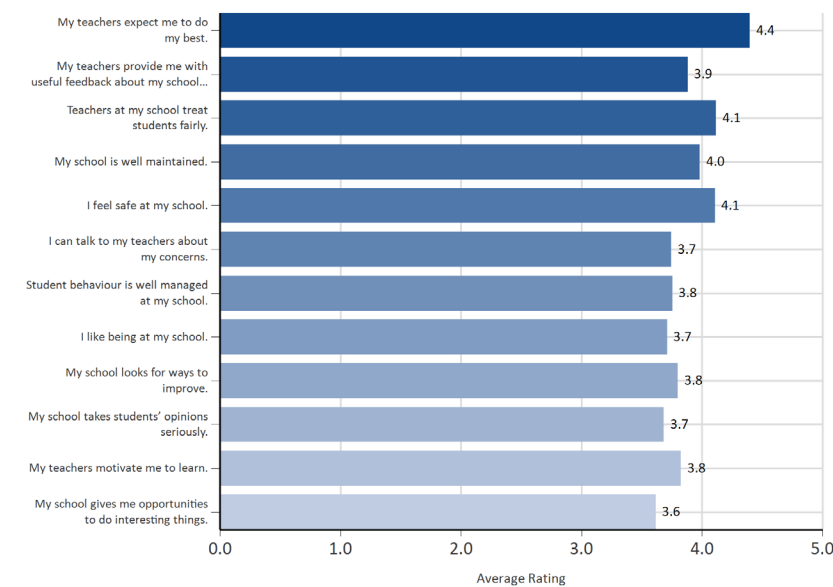
STUDENT SURVEY

Overall, the vast majority of students indicated that their teachers were good teachers who cared about their students. Areas to be addressed in 2022 include timely feedback from teachers and opportunities for student collaboration.

SIDE PARENT SCHOOL OPINION SURVEY



SIDE STUDENT SCHOOL OPINION SURVEY



INSIGHTS PIVOT SURVEY

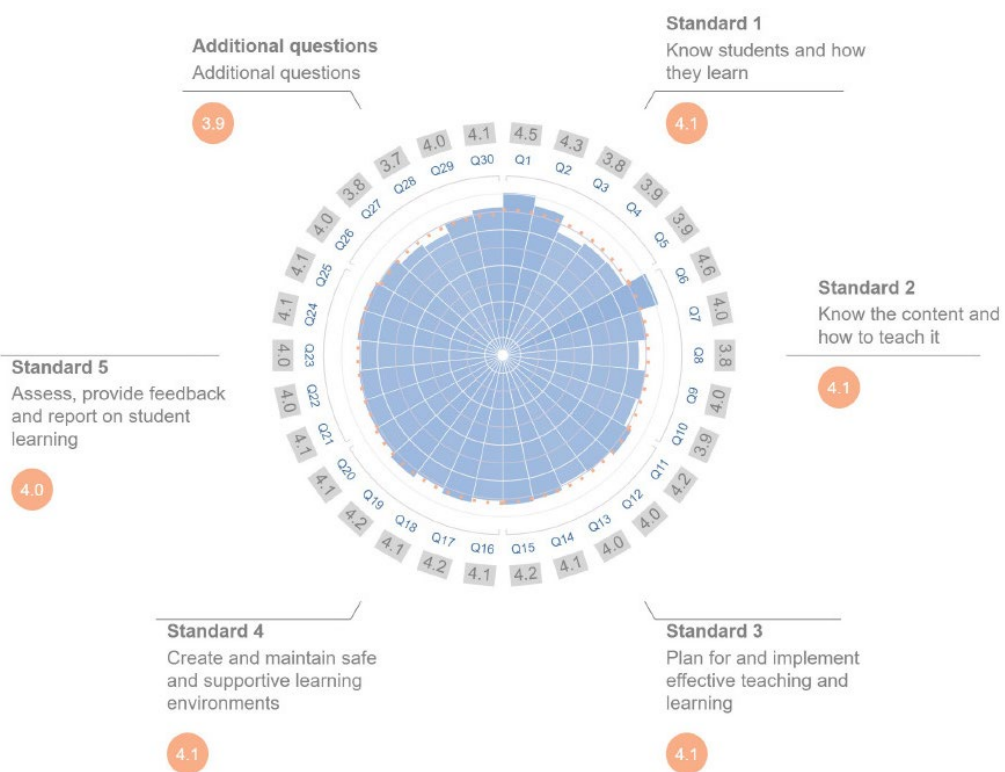
AREAS OF STRENGTH

- Standard 4 - Create and maintain safe and supportive learning environments
- Highest individual question scores
- 1st Q6 This teacher is knowledgeable about the topics in this subject
- 2nd Q1 This teacher treats me with respect
- 3rd Q2 This teacher cares about students' point of view

AREAS OF GROWTH

- Standard 5 - Assess, provide feedback and report on student learning
- Lowest individual question scores
- 1st Q28 In this class, the teacher adapts to my personal needs
- 2nd Q3 This class keeps my attention
- 3rd Q8 This teacher pushes me to set challenging learning goals

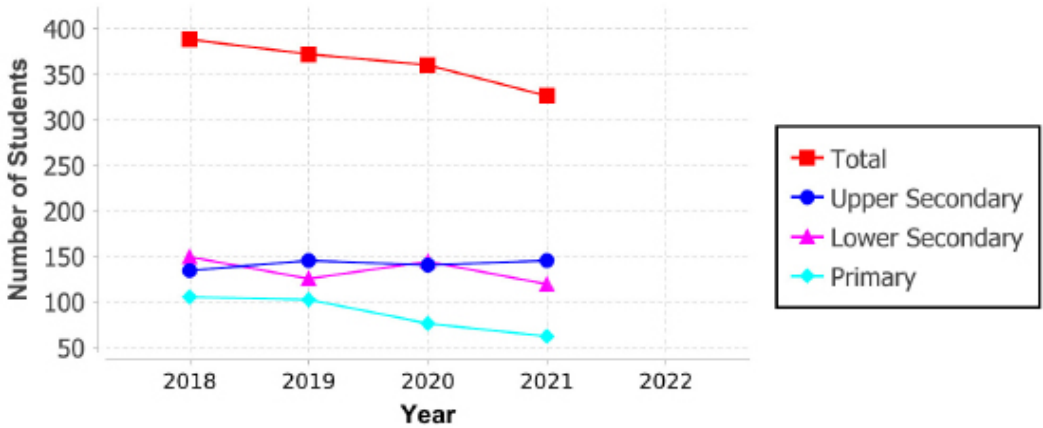
PIVOT SURVEY



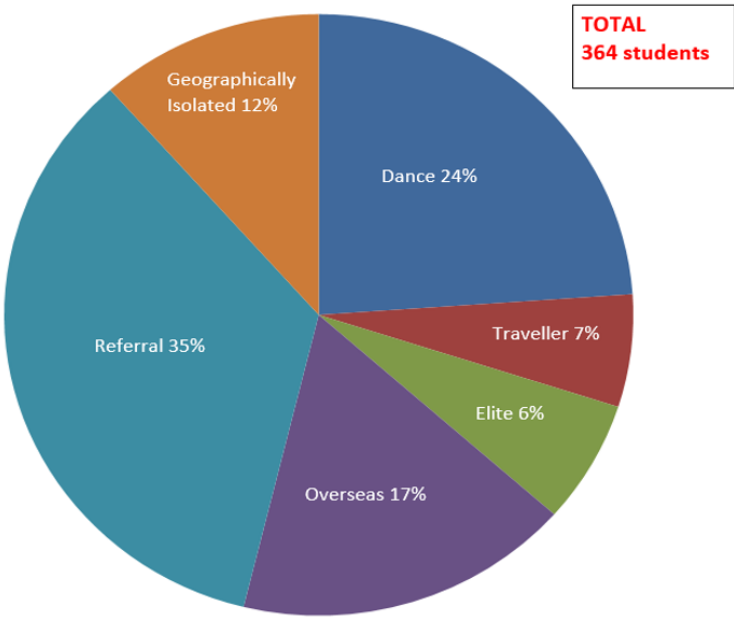
STUDENT PARTICIPATION

STUDENT NUMBERS

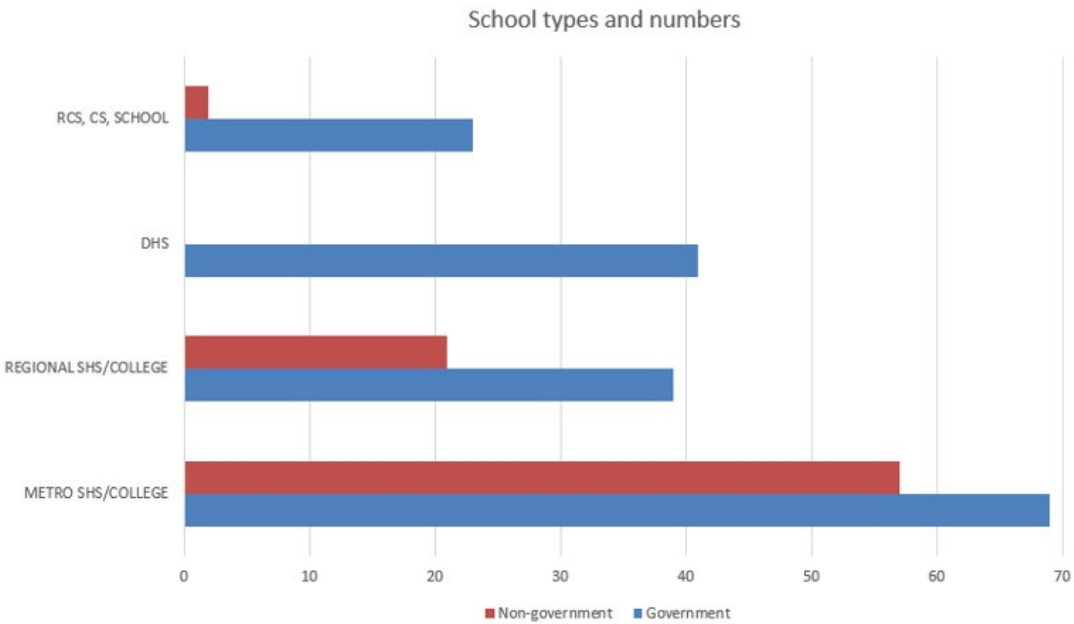
	2019	2020	2021
K-6 Current	117	99	93
K-6 External	448	728	759
7-10 Current	135	158	138
7-10 External	267	440	551
11-12 Curent	182	175	176
11-12 External	683	683	762
	1872	2283	2479



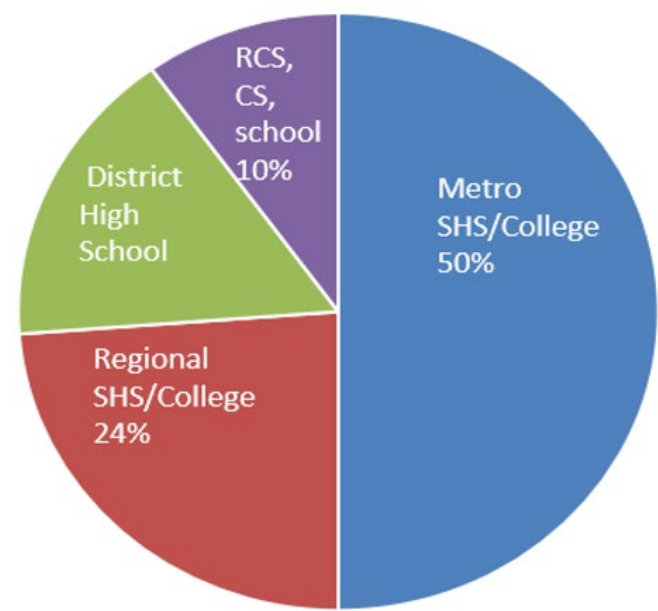
FULL TIME HOME-BASED SECONDARY STUDENTS



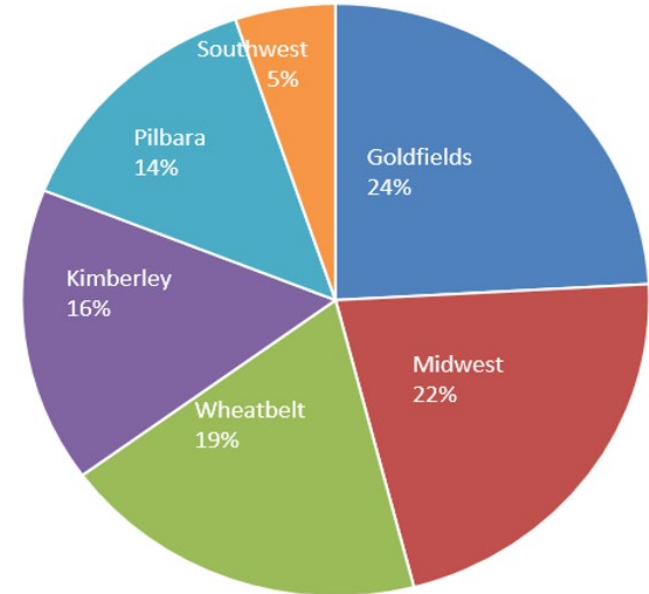
SECONDARY PARTNER SCHOOL TYPES



SECONDARY PARTNER SCHOOL TYPES/PERCENTAGES



ABORIGINAL STUDENT ENROLMENTS



SECTION FIVE

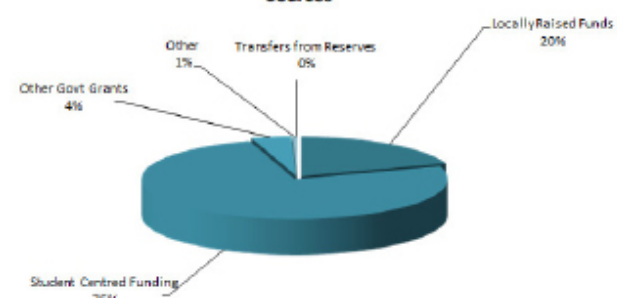
SCHOOL MANAGEMENT



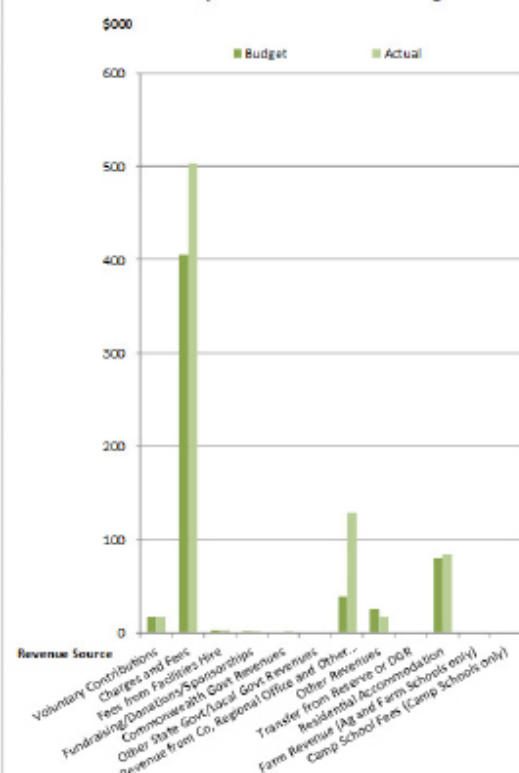
FINANCIAL SUMMARY

Revenue - Cash & Salary Allocation	Budget	Actual
1. Voluntary Contributions	\$ 17,914.50	\$ 17,686.00
2. Charges and Fees	\$ 405,575.00	\$ 502,827.45
3. Fees from Facilities Hire	\$ 2,273.00	\$ 2,273.72
4. Fundraising/Donations/Sponsorships	\$ 100.00	\$ 207.73
5. Commonwealth Govt Revenues	\$ -	\$ 412.49
6. Other State Govt/Local Govt Revenues	\$ -	\$ -
7. Revenue from Co, Regional Office and Other Schools	\$ 38,150.00	\$ 128,533.00
8. Other Revenues	\$ 25,059.63	\$ 17,108.61
9. Transfer from Reserve or DGR	\$ -	\$ -
10. Residential Accommodation	\$ 80,000.00	\$ 84,025.00
11. Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12. Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 569,072.13	\$ 753,024.02
Opening Balance	\$ 2,741,465.46	\$ 2,741,465.46
Student Centred Funding	\$ 2,306,014.48	\$ 2,310,829.48
Total Cash Funds Available	\$ 5,616,552.07	\$ 5,805,318.96
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 5,616,552.07	\$ 5,805,318.96

Current Year Actual Cash Sources

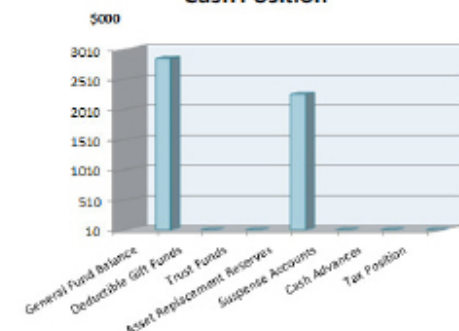


Locally Generated Revenue - Budget vs Actual

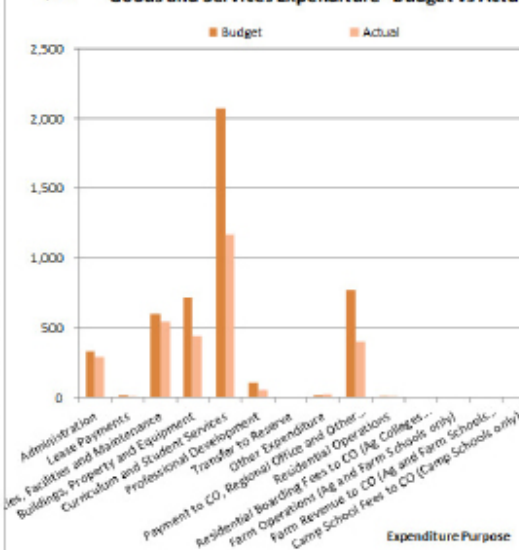


Expenditure - Cash and Salary	Budget	Actual
1. Administration	\$ 327,772.00	\$ 294,313.87
2. Lease Payments	\$ 12,000.00	\$ 10,967.60
3. Utilities, Facilities and Maintenance	\$ 600,164.81	\$ 549,042.31
4. Buildings, Property and Equipment	\$ 717,135.95	\$ 440,645.19
5. Curriculum and Student Services	\$ 2,067,864.26	\$ 1,172,905.92
6. Professional Development	\$ 105,000.00	\$ 54,841.32
7. Transfer to Reserve	\$ -	\$ -
8. Other Expenditure	\$ 15,052.00	\$ 22,127.37
9. Payment to CO, Regional Office and Other Schools	\$ 768,590.42	\$ 401,181.89
10. Residential Operations	\$ 2,500.00	\$ 1,253.78
11. Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12. Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13. Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14. Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 4,616,079.44	\$ 2,947,277.25
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 4,616,079.44	\$ 2,947,277.25
Cash Budget Variance	\$ 1,000,472.63	

Cash Position



Goods and Services Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 5,103,615.59
Made up of:	
1. General Fund Balance	\$ 2,858,041.71
2. Deductible Gift Funds	\$ -
3. Trust Funds	\$ -
4. Asset Replacement Reserves	\$ 2,264,838.46
5. Suspense Accounts	\$ 5,755.42
6. Cash Advances	\$ (280.00)
7. Tax Position	\$ (24,740.00)
Total Bank Balance	\$ 5,103,615.59





GLOSSARY

ACARA	Australian Curriculum, Assessment and Reporting Authority
ACER	Australian Council for Educational Research
AITSL	Australian Institute for Teaching and School Leadership
AQTF	Australian Quality Training Framework
ASDAN	Award Scheme Development and Accreditation Network
ASVP	Australian Vocational Student Prices
ATAR	Australian Tertiary Admission Rank
BOR	Breakout Rooms
CAC	Curriculum Advisory Committee
CAD	Computer Aided Design
CGEA	Certificate of General Education Adults
CMiS	Classroom Management Instructional Strategies
CNC	Computer Numeric Control router
CVET	Careers and Vocational Education and Training
DoE	Department of Education
EAL/D	English as an Additional Language/Dialect
ECE	Early Childhood Education
Erol	Electronic Resources On Line
HOLA	Head of Learning Area
HaSS	Humanities and Social Sciences
ICT	Information, Communication and Technology
IEP	Individual Education Plan
LMS	Learning Management System
MESH	Maths, English, Science and Humanities
NAPLAN	National Assessment Program Literacy and Numeracy
OLNA	Online Literacy and Numeracy Assessment
OTL	Online Teaching and Learning
PL	Professional Learning
PM	Performance Management
SAIS	Student Achievement Information System
SAER	Students at Educational Risk
SCSA	School Curriculum and Standards Authority
SEN	Students with Educational Needs
SIRS	Student Information Records System
SOEP	SIDE Online Enrolment Portal
TDS	Teacher Development School
TISC	Tertiary Institutions Service Centre
TLC	Trinity Learning Centre
TRBWA	Teachers Registration Board Western Australia
VET	Vocational Education and Training
WACE	Western Australian Certificate of Education



SIDE
SCHOOL OF ISOLATED &
DISTANCE EDUCATION