2024 Annual Report

SCHOOL OF ISOLATED AND DISTANCE EDUCATION

SIDE

ACKNOWLEDGMENT OF COUNTRY

Our school recognises the Traditional Custodians of the lands on which our students, throughout Western Australia, live and learn. We acknowledge the enduring connection that Aboriginal people have to the lands, waterways and communities.

We pay our respects to Elders, past, present and emerging, for the privilege of connecting with students on the many traditional lands of Western Australia.

Pictured on the front cover
Fitzroy Valley District High School student, De-Andre with SIDE Design & Technology teacher, Rohan.

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Principal's Message

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

Our School is four years into a significant change agenda as we continue our journey of cultural responsiveness in the quest to achieve our vision. 743 Aboriginal students enrolled during 2024, making us one of the largest schools by Indigenous enrolments in the State. Getting our teaching and learning and relationships right for Aboriginal students means we are getting it right for all students!

Further to our change agenda, the outgoing Director General and the Minister gave approval to commence the name change process, to contemporise and accurately capture the education role we play and the context of each student who enrols. The name School of Isolated and Distance Education is no longer reflective of the teaching and learning we provide or the nature of all of our students.

Our school is the largest K-12 school in Western Australia, and in 2024 we met the educational needs of 3976 students across 287 partner schools. Measuring our effectiveness is challenging and is part of the improvement journey we have embarked on. Many of the traditional measures for face-to-face schools are not always culturally safe and inclusive ways of determining our impact for the students we serve.

During 2024, to ensure teachers were accessing quality teaching spaces, we consolidated our shared campus arrangements at Canning College, Churchlands Senior High School, Clarkson Community College and North Lake Senior College. We also established facilities at Eaton Community College in the South West, which means we will have our first official regional shared campus in 2025.

The importance of our school was reflected by the Premier's visit. The Honourable Roger Cook took time out on the last sitting day of Parliament before the State Election, to meet with students and speak at our Year 12 Leaver's Ceremony! Having the Premier at a Year 12 Ceremony is indeed a very privileged moment that few schools experience. Our community was very appreciative of the Premier sharing his time, along with his acknowledgment of the importance of the role we play.

I recognise all the efforts of our school leaders and staff in connecting with the change agenda occurring and providing culturally responsive, blended teaching and learning. The 2024 Annual Report captures our effectiveness and progress made in the Learning Areas.

Thank you for taking the time to read and reflect on our Annual Report.

Regards
Paul Mathews
Principal

Online teaching before (left) and after (right) the commencement of SIDE's change agenda. SIDE introduced purpose-built, individualised classroom spaces to support culturally responsive teaching & learning strategies.

1 **Provide equity of access to educational opportunities for Western Australian students.**

2 **Enable high quality teaching and learning in an inclusive and culturally responsive environment.**

3 **Enhance organisational culture, structures and processes to optimise the collective capacity of SIDE staff.**

4 **Create and sustain meaningful and effective partnerships with families, schools, and communities.**

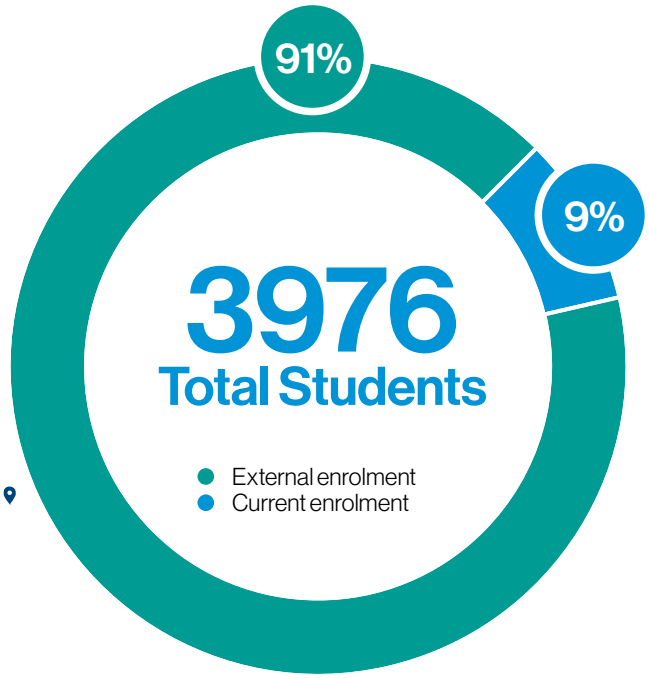
5 **Use evidence to continuously improve our impact on student outcomes.**

6 **Identify and respond to system needs in proactive, flexible and innovative ways.**

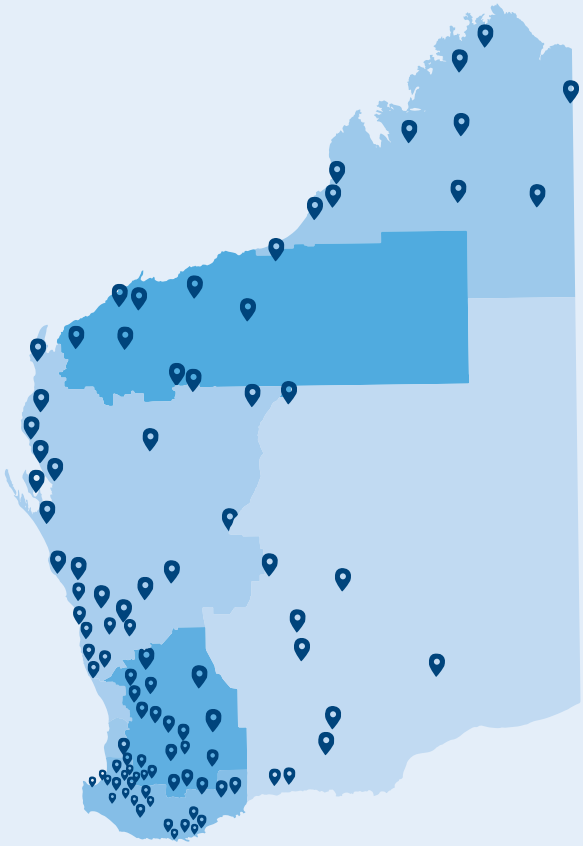
These identified key priorities are reflected and expanded further through our School Area Reports.

SIDE Coverage 2024

Global Coverage



Statewide Coverage



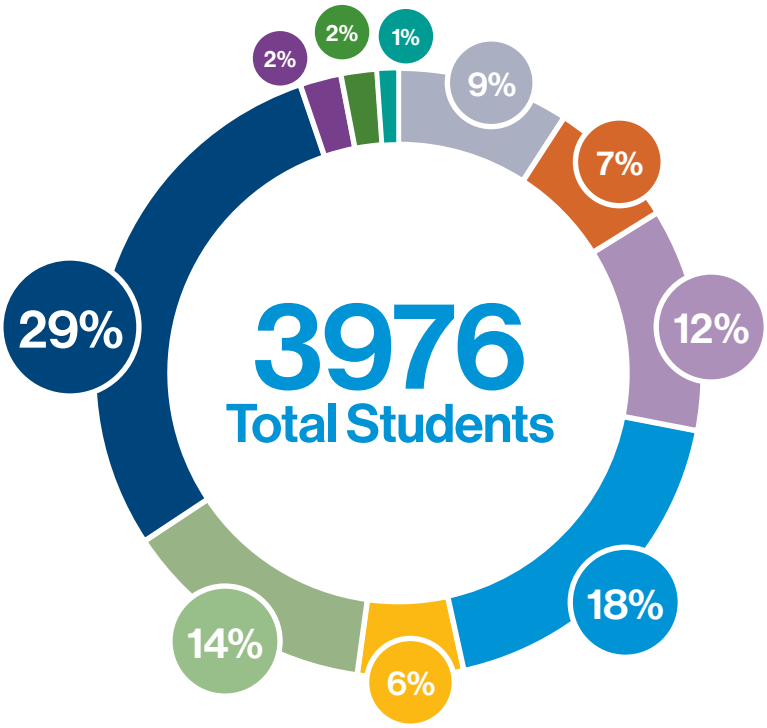
Metropolitan SIDE Campuses

Student Distribution

Overall Student Regional Distribution

Student data collected 02/08/2024.
*Metro includes Referral and Dance/Sports students and external metro students.

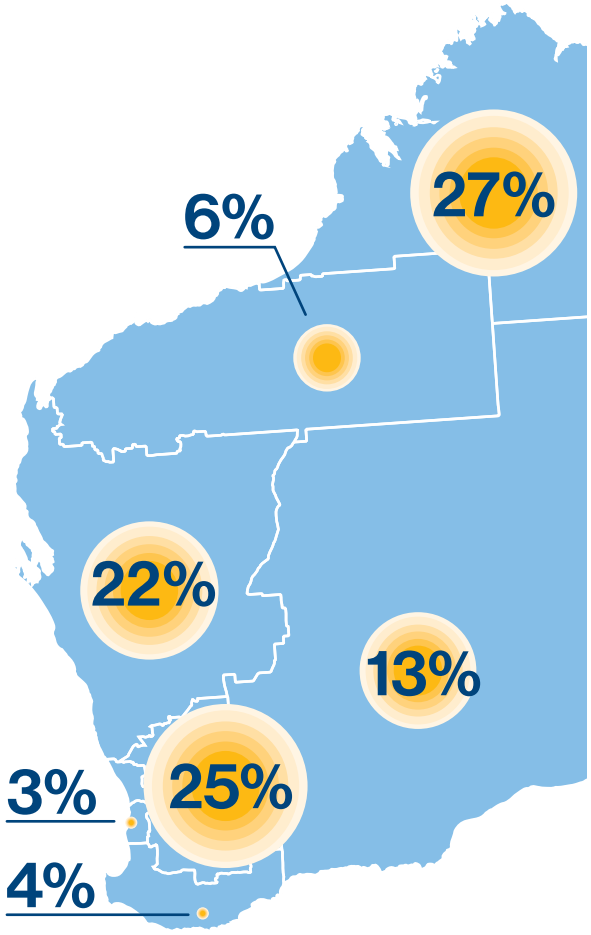
Goldfields	364
Kimberley	279
Midwest	472
Metro*	736
Pilbara	223
Southwest	538
Wheatbelt	1156
Overseas	87
Travellers	76
Indian Ocean Territory Schools	45
Total	3976



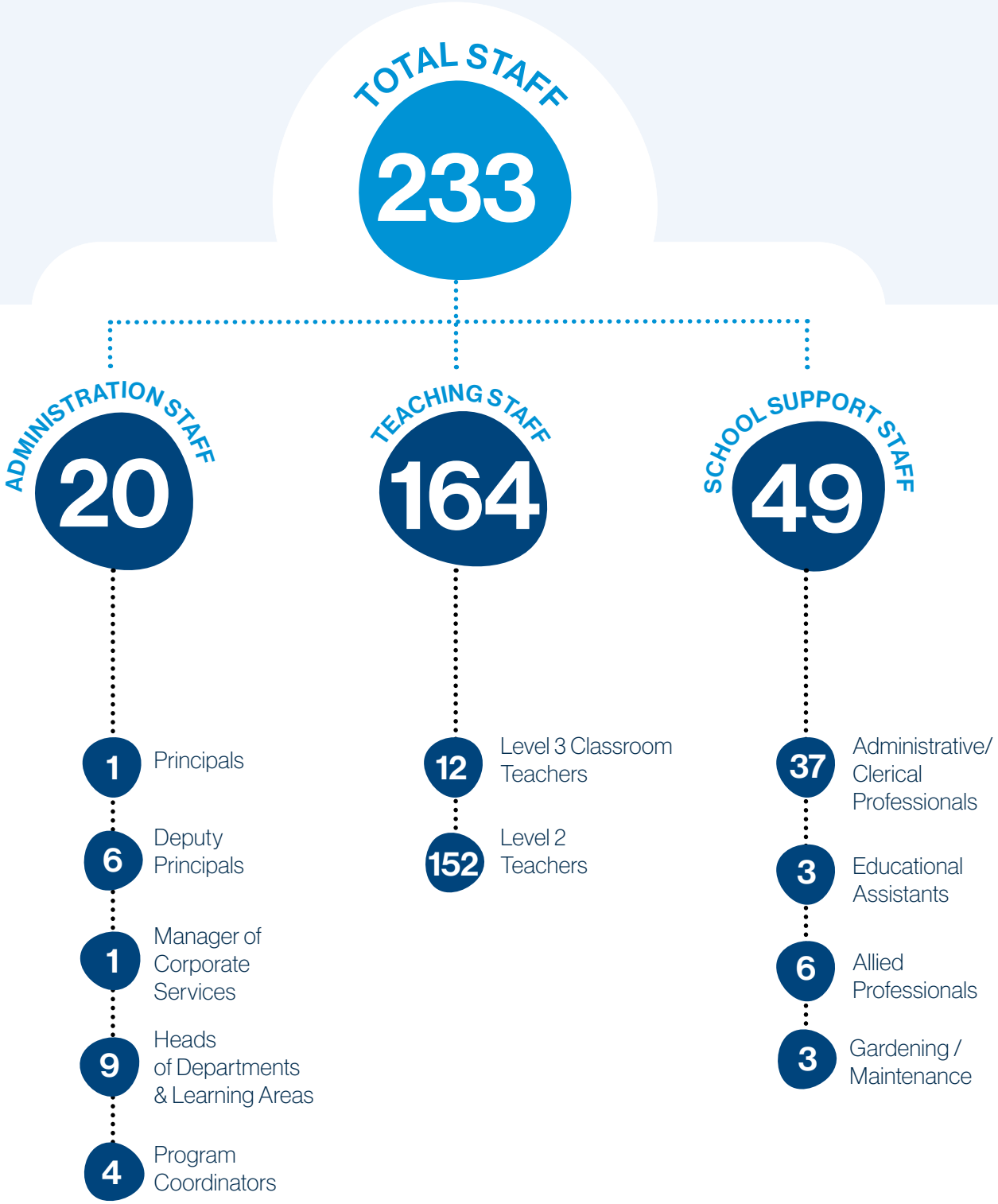
Aboriginal Student Regional Distribution

*Student data collected 02/08/2024.

Goldfields	96
Kimberley	198
Midwest	163
Metro	21
Pilbara	42
Southwest	31
Wheatbelt	187
Overseas	0
Travellers	5
Indian Ocean Territory Schools	0
Total	743



Workforce Composition



Organisational Structure

Vision

COURAGE · CONNECTION · CREATIVITY · EQUITY · COMPASSION

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

Highlights

Teaching Staff Kilometres Travelled
372,725

278
Number of Schools Visits

KEY CHALLENGES

- The provision of a contemporary and engaging educational program for Aboriginal students.
- Increased need for broader and more specialised curriculum.
- Capturing innovative metrics of student achievement and engagement data that allows effective, accurate measurement of student success and progress for a diverse school cohort.
- Workforce planning to manage the risk of 45% of the teaching staff being 55 years and over. Maintain a focus on the attraction and recruitment of graduate or recently qualified staff to ensure a blend of experience and expertise.
- Supply of specialist teachers in regional and remote settings is tightening.

287
Partner Schools

SIDE Student Enrolments Student Numbers*
3976

*Data collected 02/08/2024.

Strategic Plan 2022-2024

1 Provide equity of access to educational opportunities for Western Australian students.

2 Enable high quality teaching and learning in an inclusive and culturally responsive learning environment.

3 Enhance organisational culture, structures and processes to optimise the collective capacity of SIDE staff.

4 Create and sustain meaningful and effective partnerships with families, schools and communities.

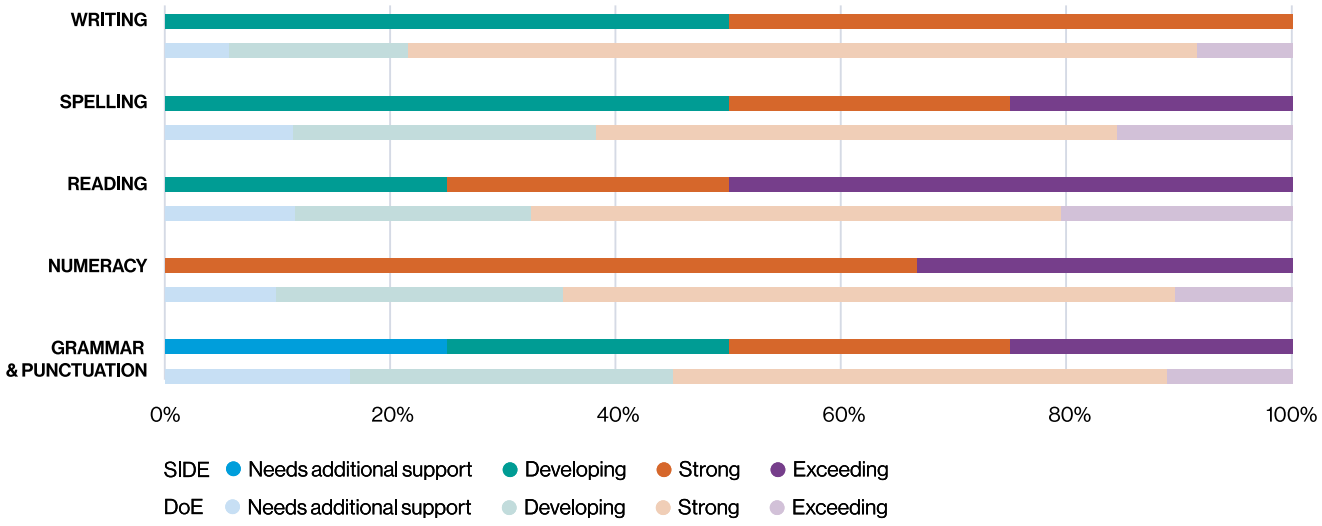
5 Use evidence to continuously improve our impact on student outcomes.

6 Identify and respond to system needs in proactive, flexible and innovative ways.

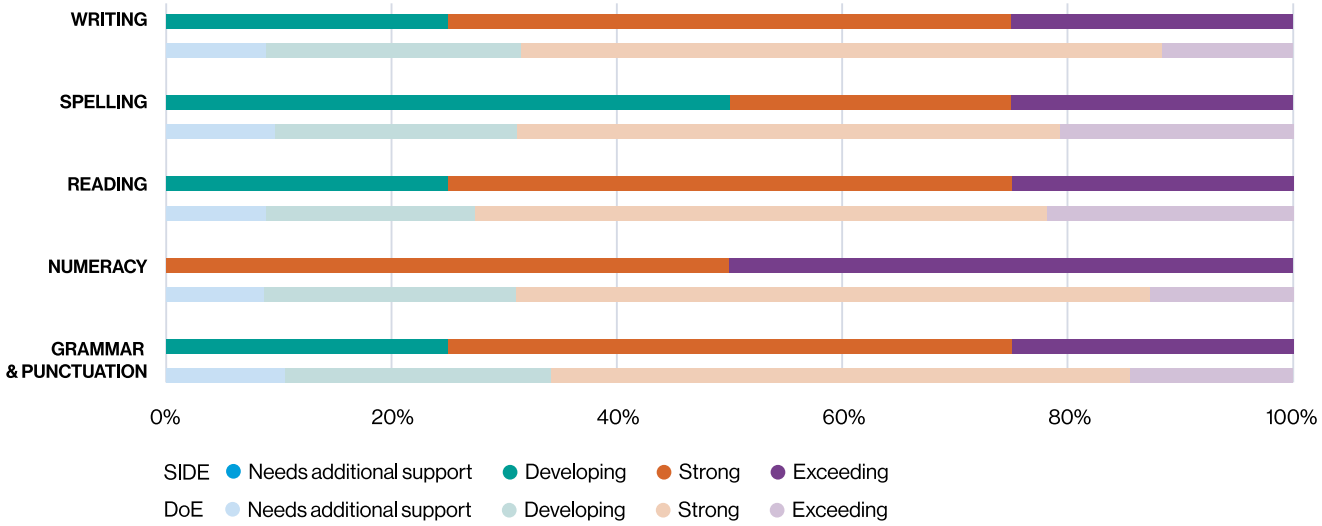
Student Participation & Achievement

NAPLAN

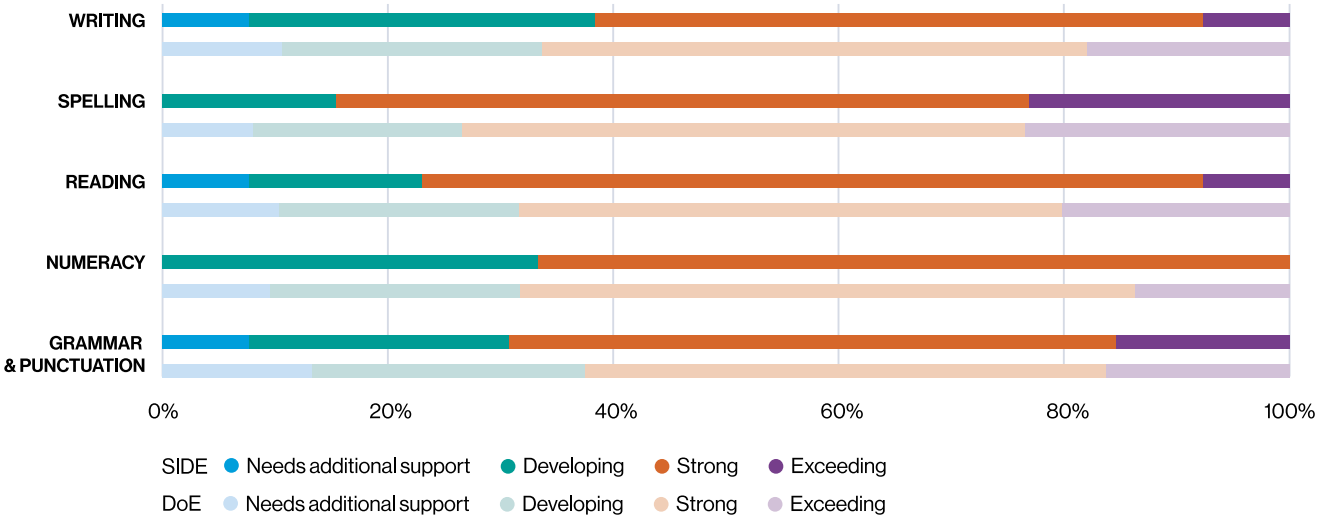
Year 3 SIDE results
Compared to Department of Education



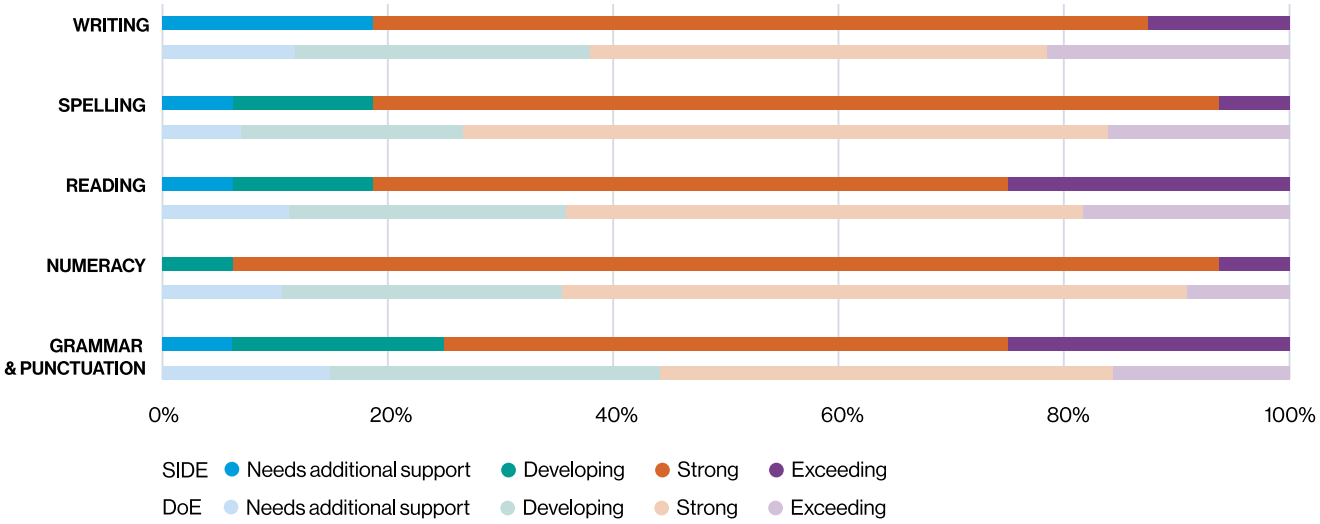
Year 5 SIDE results
Compared to Department of Education



Year 7 SIDE results
Compared to Department of Education



Year 9 SIDE results
Compared to Department of Education



Year 12 Outcomes

Year 12 Numbers

STUDENT NUMBERS						
	2024	2023	2022	2021	2020	2019
NUMBER OF STUDENTS						
School Semester 2 Census	60	75	89	73	82	90
School Semester 1 Census	60	84	93	78	84	83
Students reported to SCSA	62	84	104	79	96	106
Students in the cohort	87	111	131	101	105	110
ALTERNATIVE PATHWAYS (STUDENTS IN THE COHORT)						
Year 11 repeat					4	
Left school – NOA	14	8	12	11	4	7
Left school – other verified	4	11	10	3	4	5
Left school – unverified	4	10	13	8	8	9
Total (%)	22 (25%)	29 (26%)	35 (27%)	22 (22%)	20 (19%)	22 (25%)
COMPLETION RATE						
	47.3%	36.4%	42%	41.4%	43.9%	

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

Outcomes

WACE

	2024	2023	2022	2021	2020	2019
NUMBER OF STUDENTS ELIGIBLE FOR WACE: COUNT (%)						
SIDE	45 (52%)	57 (51%)	61 (47%)	50 (50%)	51 (49%)	58 (53%)
State	69%	68%	64%	70%	70%	65%
ACHIEVEMENT RATE: COUNT (% OF ELIGIBLE STUDENTS)						
School (WACE eligible)	40 (89%)	53 (93%)	56 (92%)	42 (84%)	46 (90%)	52 (90%)

Source: SCSA data files

VOCATIONAL EDUCATION AND TRAINING (VET)

	2024	2023	2022	2021	2020	2019
VET PARTICIPATION RATE (COUNT; ENROLLED IN VET AS % OF COHORT)						
School VET enrolments	20 (23%)	29 (26%)	44 (34%)	29 (29%)	53 (50%)	60 (55%)
LEVEL OF HIGHEST QUALIFICATION ACHIEVED (OF VET ENROLLED STUDENTS)						
Diploma			2 (5%)			
Certificate IV	5 (25%)	5 (17%)	4 (9%)	3 (10%)	2 (4%)	5 (8%)
Certificate III	3 (15%)	5 (17%)	4 (9%)	1 (3%)	3 (6%)	6 (10%)
Certificate II	6 (30%)	5 (17%)	11 (25%)	12 (41%)	25 (47%)	27 (45%)
Certificate I					1 (2%)	1 (2%)
No certificate completed	6 (30%)	14 (48%)	23 (52%)	13 (45%)	22 (42%)	21 (35%)

Source: Department data

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

	2024	2023	2022	2021	2020	2019
ATAR PARTICIPATION RATE: COUNT (%)						
School count (% Cohort)	15 (17%)	17 (15%)	21 (16%)	27 (27%)	20 (19%)	32 (29%)
School (% WACE eligible)	31%	26%	33%	50%	35%	45%
ATAR PERFORMANCE – COUNT OF STUDENTS (% OF ATAR STUDENTS)						
70-98.95	10 (67%)	13 (77%)	9 (43%)	13 (48%)	12(60%)	16 (50%)

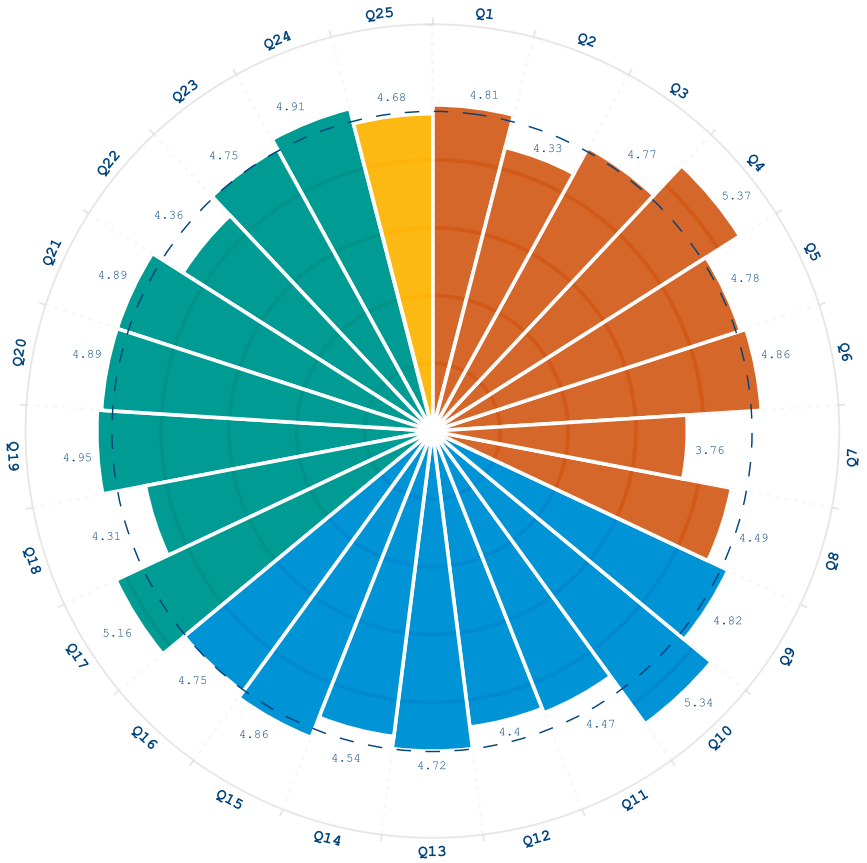
Source: SCSA data files and Department calculations

OLNA (Online Literacy And Numeracy Assessments)

ONLINE LITERACY AND NUMERACY ASSESSMENTS (OLNA)						
	2024	2023	2022	2021	2020	2019
NUMBER OF STUDENTS WHO MET THE STANDARD: COUNT (%) SOURCE: SCSA DATA FILES						
READING						
School (WACE eligible)	45 (100%)	57 (100%)	61 (100%)	50 (100%)	51 (100%)	58 (100%)
School (Cohort)	61 (70%)	81 (73%)	99 (76%)	77 (76%)	86 (82%)	92 (84%)
WRITING						
School (WACE eligible)	45 (100%)	57 (100%)	60 (98%)	50 (100%)	51 (100%)	58 (100%)
School (Cohort)	61 (70%)	76 (68%)	99 (76%)	76 (75%)	86 (82%)	91 (83%)
NUMERACY						
School (WACE eligible)	42 (93%)	55 (96%)	59 (97%)	50 (100%)	49 (96%)	58 (100%)
School (Cohort)	57 (66%)	76 (68%)	99 (76%)	74 (73%)	82 (78%)	90 (82%)

Pivot

The Pivot Student Perception Survey is designed to collect feedback from students about their experiences in the classroom. The survey results help teachers identify opportunities to refine their practice and/or introduce new teaching strategies aimed at meeting the needs of their students.



Areas of Strength

5.37 I know how I am supposed to behave in this class.

5.34 This teacher knows a lot about the topics in this class.

5.16 This teacher respects me for who I am.

Areas for Growth

3.76 In this class, I often work with other students.

4.31 This teacher connects their teaching to my life.

4.33 This teacher gives me choices about the work I do.

School Area Reports

Online Teaching and Learning

The SIDE Online Teaching and Learning (OTL) team drives instructional improvements and helps teachers address student needs while also maintaining SIDE systems.

Purpose and Vision

Committed to enhancing teaching strategies and technology use, the OTL team promotes collaboration within the school and builds strong connections with the wider education community.

SIDE Systems

Student access to SIDE systems was stable throughout the year.

As a school, SIDE continued to refine consistency within the Learning Management System (LMS), Moodle, to improve student experience. A comprehensive audit of the Moodle LMS was undertaken, providing valuable feedback to Learning Areas to support best practice and consistency across the school.

Professional Learning and Staff Support

Staff professional learning needs were canvassed and identified, and professional learning events were offered throughout the year.

The OTL team provided 47 synchronous professional learning events for SIDE staff, reflecting an increase of 123% over the previous year. These events included:

1. Focus sessions related to online pedagogies, engagement and instructional design.
2. Training for 66 new and relief teachers, an increase of 43% compared to the previous year.
3. The OTL team responded to 928 HelpDesk support requests, reflecting an increase of 51% across the year.

123%

Provided 47 Professional Learning events for SIDE staff, an increase of 123% from 2023.

66

Provided training for 66 new and relief teachers, an increase of 43% from 2023.

Highlights

1. After a successful trial, SIDE entered a partnership with ATOMI, providing additional learning materials to students across Years 7-10.
2. SIDE's knowledge database for staff, KnowIt, was redeveloped in a new platform, providing integrated and streamlined access to school support materials for all staff at SIDE.
3. Members of the OTL Team presented two workshops at the bi-annual Australian Association of Distance Education Schools conference in Fremantle.
   - Launchpad for Digital Literacy: Building Skills for Online Learning.
   - Building Connection and Inclusion in Online Education .
4. OTL continues to offer targeted mentoring support for SIDE staff through one-on-one guidance and Learning Area support in developing teaching and learning resources.

Future Focus

1. **Enhancing LMS consistency and student experience.**
   Implement a structured review and improvement cycle for Moodle courses, incorporating student feedback to refine usability and accessibility. Expand the use of interactive and adaptive learning elements within Moodle to better support differentiation and engagement.
2. **Expanding Professional Learning Opportunities**
   Offer targeted microlearning modules for staff, allowing flexible and self-paced professional development.
3. **Improving Student Engagement and Well-being in Online Learning**
   Expand resources and professional learning on culturally responsive online teaching, ensuring inclusivity and relevance for diverse student cohorts.
4. **Expanding and Enhancing Resource Collections**
   Enhance Access and Support: Develop self-help materials and conduct targeted how-to sessions for students and staff to maximize the use of digital resources.

SIDE Registered Training Organisation (RTO)

Vocational Education and Training (VET) courses contribute to Western Australian Certificate of Education (WACE) attainment and provide students with post-secondary pathways. SIDE RTO is an important aspect of the school's efforts to improve the outcomes of students by providing access to VET courses.

Action

A significant milestone in 2024 has been the RTO's dedicated work with the Department of Education Aboriginal Languages team. Their concentrated efforts have facilitated the transition of the Aboriginal Languages Teacher Training (ALTT) course to an accredited course, ensuring its readiness for inclusion in our scope this year. This initiative ensures the preservation and future proofing of the ALTT course and in turn, also supports the preservation and revitalisation of Aboriginal languages and cultures.

To maintain compliance and uphold excellence in vocational education,the team actively engaged in multiple professional development opportunities throughout the year. This has included extensive training aimed at understanding and implementing the new Standards for RTOs. The investment in professional growth means they are well equipped and prepared for the changes in mid 2025.

Our concerted efforts to position ourselves as the preferred choice for vocational training in alternative education settings has been successful, enabling more students from diverse backgrounds to access opportunities for further education.

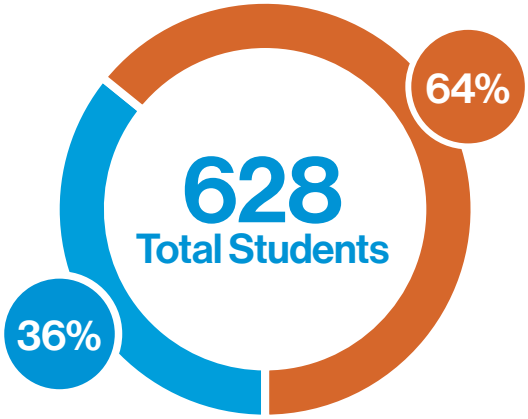
Performance

In 2024, course completions increased by 26%, reflecting a positive trend in student achievement. However, overall completion rates remain lower than anticipated. Notably, completion rates for FSK10219 Certificate I in Skills for Vocational Pathways and FSK20119 Certificate II Skills for Work and Vocational Pathways improved by approximately 40% following a successful re-write and modularisation of the courses. Despite this progress, these courses continue to have lower engagement and completion rates compared to others.

Encouragingly, the introduction and promotion of other courses, such as ICT20120 Certificate II in Applied Digital Technologies and AHC21020 Certificate II in Conservation and Ecosystem Management, have led to a decline in FSK20119 enrolments. This shift is viewed positively, as these alternative courses demonstrate higher completion rates (around 80%) and are more closely aligned with student interests, contributing to improved overall student outcomes.

81

81 schools serviced across WA in 2024.



225 Aboriginal or Torres Strait Islander students enrolled in 2024.

Highlights

Other highlights in 2024 include:

1. The successful partnership with Hillside Farm and Kelmscott Senior High School to deliver the Rural Skills program, resulting in 28 students being awarded the Certificate II in Agriculture through SIDE RTO. The success of this learning model will continue in 2025 and has been expanded to Kiara College's similar rural program.
2. SIDE RTO successfully transitioned from its standalone Learning Management System (LMS) to align with the broader SIDE platform. This integration streamlines the learning experience, ensuring that from 2025 onward, students will no longer need to navigate multiple LMS platforms. This change enhances accessibility, improves consistency across courses, and supports a more seamless digital learning environment.
3. During the term break, RTO staff participated in a four-hour workshop on Cultural Perspectives in Education at Kings Park. The picturesque setting of Kings Park added to the immersive experience, reinforcing the importance of connection to Country in education. This workshop reflects the RTO's ongoing commitment to cultural responsiveness and inclusive education.

Future Focus

In 2025, key priorities include:

1. The implementation of the new Standards for RTOs, ensuring compliance while enhancing the quality of training and assessment.
2. Strengthening student voice by actively seeking feedback on course content and learning experiences to drive continuous improvement.
3. Continuing commitment to reviewing and updating resources to strengthen their cultural responsiveness.
4. Collaborating with other teams to create clearer pathways for students, supporting their transition into further education, training, and employment opportunities.

Regional Remote Teaching Team

The Regional and Remote Teaching Team (RRTT) delivers blended, culturally responsive programs to Aboriginal students in the Kimberley and Goldfields. Eight subject specialists co-develop context-specific programs reflecting community aspirations and needs.

NAIDOC week at Laverton.

Action

In 2024, the Regional and Remote Teaching Team focused on improving student wellbeing, engagement and achievement through responsive, instructional models

1. Prioritised on-entry and ongoing curriculum-linked data analysis to identify learning gaps and support targeted teaching and student progress tracking.
2. Prioritised working closely with partner schools, families and communities to ensure learning programs were relevant and respectful of local languages, cultures and histories.
3. Focused on student wellbeing and engagement through regular face-to-face visits, personalised learning plans, and flexible, responsive delivery.
4. Prioritised collaboration and communication across the teaching teams by embedding weekly planning and case management meetings.
5. Supported transitions to further education and employment through community consultations that included partnering with Registered Training Organisations and local industries to develop vocational and training pathways.

Performance

Student outcomes in 2024 show clear signs of progress, particularly in engagement and participation. Across all year levels, there was an increase in connection to learning through more culturally relevant content and personalised support. Ongoing feedback from partner schools has confirmed this:

> "You've created a really fun, engaging and positive learning environment...I can't praise you all enough... the RRTT's approach has been a game changer around here."

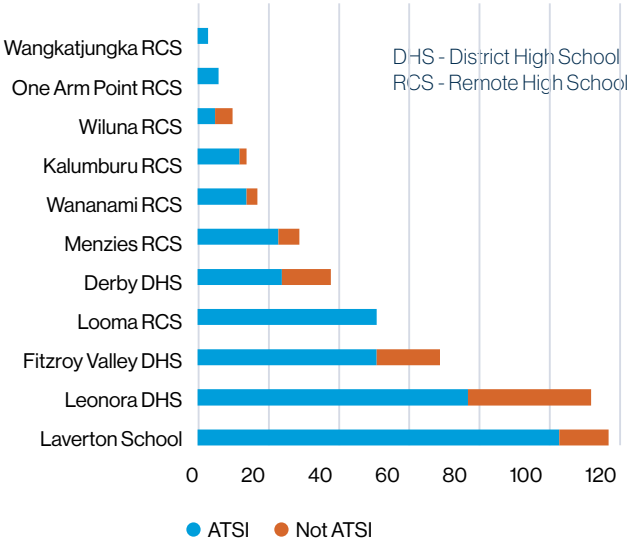
> "The kindness, compassion and support you have offered my students is definitely next-level stuff!"

> "The RRTT have provided us with 4 amazingly dedicated, responsive teachers who are all meeting the kids where they are at. They are all tailoring the content to be inherently interesting and relevant to our context, culture, language and community."

While student attendance remains a challenge, efforts in building relationships and reducing barriers have led to better identification of student needs and stronger communication with partner schools.

There is limited 2024 data as no consistent baseline or Term 4 comparison and existing data collection protocols absorb RRTT results into Learning Areas. A plan to capture attendance, achievement and engagement data though cohort tracking has been established for 2025.

2024 RRTT Student Course Enrolments



185 **A total of185 teacher travel days. 125 days Goldfields and 60 days Kimberley.**

17 **17 Partner Schools in 2024.**

1:40 **8 dedicated regional education with a 1:40 teaching ratio.**

Highlights

2024 saw several important milestones for the Regional Remote Teaching Team:

1. Delivered responsive, context specific teaching across 17 regional and remote schools.
2. More than 185 days were spent on regional visits, enabling positive relationship building and collaboration with these communities.
3. The RRTT's work was presented at the 2024 AADES (Australasian Association of Distance Education Schools) conference as an example of innovative, culturally responsive remote education.
4. Learning on Country and Two-way Science approaches were successfully introduced into multiple curriculum areas.
5. RRTT successfully applied to be part of the 2025 Ngaparrtji Ngaparrtji Two-way Science program.
6. Positive feedback on the impact of the RRTT on student outcomes from 2024 partner schools, including a commitment to this culturally responsive model strengthening long term school and community partnerships into 2025.
7. Growth in schools for 2025 into the Midwest and Pilbara and expansion of programs to provide a senior secondary pathway.

Future Focus

In 2025, the Regional Remote Teaching Team will continue its culturally responsive, data-driven approach to strengthen connections between students, learning, and communities.
Key priorities include:

1. **Data-Driven Teaching**: Collect baseline data to set learning goals with students and families, using five-week planning and feedback cycles.
2. **Culturally Responsive Teaching**: Embed Two-way strategies into Science, HASS, and STEM units, linking learning on-Country with online and offline experiences that reflect students' lives and cultural knowledge.
3. **Curriculum Alignment**: Align learning goals with WA Curriculum outcomes and implement culturally responsive assessment and moderation processes for reporting achievement.
4. **Addressing Attendance**: Collaborate with school communities to track attendance data, measuring the impact of teaching practices and informing future lesson planning.
5. **Innovative Engagement**: Pilot immersive VR tools aligned to the WA Curriculum, co-developing location-based experiences that reflect Aboriginal stories and geography to enhance student engagement.

Library Resource Centre

The SIDE Library Resource Centre provides students and teachers with quality resources, supporting information literacy, reading, and personal growth. It enhances learning through digital and print materials, contributing to educational outcomes in distance education.

Students at the Library Resource Centre for CBCA Book Week.

Purpose and Vision

The Library Resource Centre provides:

1. Students with skills to find and use information online, and access to resources for reading, self-awareness and personal growth.
2. Teachers with support for developing information literacy and delivering the Western Australian curriculum.
3. A high-quality, culturally responsive collection of resources for both teaching and recreational use.
4. Well-managed print and digital resources, and a welcoming environment that supports learning outcomes.

Student Involvement

SIDE students across Primary and Secondary participated in a range of library events across the year, including:

1. Wide Reading sessions in Year 7 and 8 mainstream English.
2. Research & Referencing sessions for Year 9-12 students.
3. Premier's Reading Challenge Reading Club for Primary students.
4. Two dedicated book clubs for Secondary students.
5. Three Author Online events with local and interstate creators.
6. National Simultaneous Storytime.
7. The Childrens' Book Council of Australia, Book Week, featuring a K-12 whole school dress up day to celebrate.

Author Online with graphic novelist and ex-quantum physicist Aśka.

4,000+ More than 4000 loans were taken out in 2024.

120 Teacher Librarians delivered 120 sessions throughout the year, including book clubs and special events.

45/55 45/55 split between digital and physical resources available in the Library Resource Centre.

Highlights

1. More than 4000 loans were recorded by the Library Resource Centre in 2024.
2. The expansion of digital resources has resulted in a 45/55 split between digital and physical resources in the Library Resource Centre.
3. Teacher Librarians delivered approximately 120 sessions throughout the year across various contexts, including Learning Area curriculum, book clubs, and special events.

Future Focus

1. **Improving Student Engagement and Well-being in Online Learning**
   Expand resources and professional learning on culturally responsive online teaching, ensuring inclusivity and relevance for diverse student cohorts.
2. **Expanding and Enhancing Resource Collections**
   Enhance Access and Support: Develop self-help materials and conduct targeted how-to sessions for students and staff to maximize the use of digital resources.
3. **Promote First Nations Resources**
   Expand awareness and professional learning opportunities around the newly curated collection of First Nations creators' resources for SIDE teachers.

Student Services

SIDE's Student Services team fosters strong relationships between students, teachers, and families. Led by a Deputy Principal, it includes seven regional coordinators and four psychologists, focusing on student wellbeing and positive educational experiences.

Regional Coordinator visit to Halls Creek District High School

Action

In 2024, Student Services prioritised implementing initiatives to strengthen partnerships with families, schools, and communities through clear communication and shared roles. Following a 2023 functional review, significant structural changes were made to enhance pastoral care and case management. Key actions included:

1. **Collaboration for Restructuring**: Student Services worked closely with a Deputy Principal to explore restructuring opportunities, enhancing pastoral care and individual case management.
2. **Early Intervention**: A revised Student at Educational Risk process was implemented for early intervention, promoting a consistent whole-school approach to re-engage students and address academic concerns.
3. **Learning Pathways**: Every senior secondary student was connected to a learning pathway linked to further training or higher education through collaboration with the Careers and VET Coordinator.
4. **Dance Program Review**: The partnership was reviewed by consulting with dance schools, students, and families to improve learning outcomes and increase face-to-face learning opportunities.

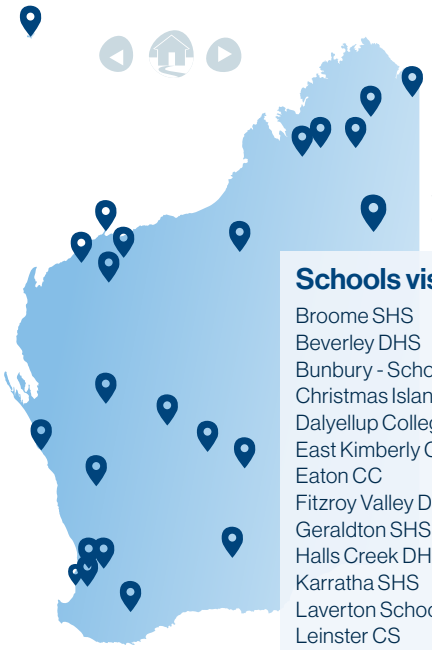
Performance

Regional Connections

Student Services prioritised regional connections by assigning one coordinator to oversee one region, working closely with partner schools and Regional Education Offices. Coordinators promoted initiatives, focusing on District High Schools and remote communities, while increasing student contact visits and implementing targeted travel strategies. During these visits, coordinators were able to discuss and promote the range of SIDE programs with schools and families, to determine the most appropriate pathway for their students. These visits played a crucial role in strengthening relationships with schools and families.

Dance Program Review

In Term 3 of 2024, surveys provided to students, parents, and dance school administrators highlighted challenges of the current SIDE dance student program, significantly, the limited face-to-face contact with teachers for Years 11 and 12 students. Respondents valued direct teacher interaction for learning, emotional well-being and belonging. In consultation with the dance schools, the Student Services DP and coordinators restructured the program so that senior secondary students would attend on the same day, creating larger classes with face-to-face teaching opportunities. This new structure will be rolled out in 2025 with anticipated improved academic outcomes for the dance cohort.

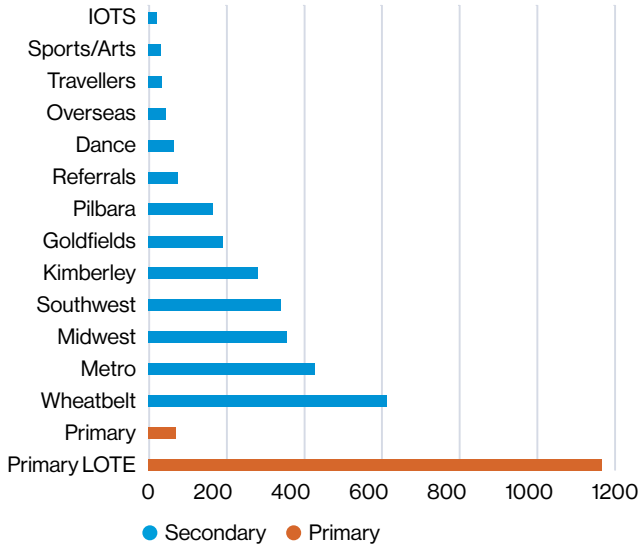


DHS - District High School
RCS - Remote High School
PS - Primary School
SHS - Senior High School
CC - Community College

Schools visited in 2024:

Broome SHS
Beverley DHS
Bunbury - Schools
Christmas Island DHS
Dalyellup College
East Kimberly College
Eaton CC
Fitzroy Valley DHS
Geraldton SHS
Halls Creek DHS
Karratha SHS
Laverton School
Leinster CS
Looma RCS
Marble Bar PS
Meekatharra DHS
Morawa DHS
Norseman DHS
Onslow PS
Pannawonica PS
St Mary's Broome
Tom Price SHS
Wagin DHS
Wananami RCS
Wangkatjungka RCS
Wiluna RCS
York DHS

Student Numbers by Cohort and Region



Highlights

1. **Regional Camps**: Regional Coordinators hosted schools, including Dalwallinu District High School, Wongan District High School, and Leinster Community School, at SIDE's on site accommodation. These camps fostered connections between students and online teachers, enhancing their connection to SIDE.
2. **Parent Information Nights**: A Q&A night in August informed parents of prospective Year 11 students about SIDE's WACE program. Sessions at partner schools like Dalwallinu District High School provided direct engagement opportunities with regional coordinators.
3. **Finigan School Visit**: In October, three coordinators visited Canberra's Finigan School to observe wellbeing and induction programs based on the Berry Street Education Model. Insights gained will inform SIDE's 2025 student onboarding and induction practices.
4. **Positive Feedback**
   "SIDE staff, including the Regional Coordinator, are always prepared to adapt and negotiate to meet our unique needs, and this is greatly appreciated. They have a solid understanding of our context through their visits to Fitzroy and connection with the students."

Future Focus

Looking ahead to 2025, the Student Services team will focus on directives aligned with SIDE's strategic directions.

1. Regional Coordinators will work closely with the SIDE Home Room teachers to collaborate and promote a sense of community for geographically isolated students. The Home Room initiative will enhance the existing pastoral care processes for SIDE's current roll students, some of whom are interstate or overseas.
2. Student Services will have a strong focus on cohort planning, specifically with meeting the student needs of District High Schools and regional primary schools that support secondary students to access SIDE.
3. Student Services, in collaboration with the Referral program, will look to enhance the induction process for new SIDE students. A Student Support Coordinator has been appointed to commence in 2025. Strategies from Finigan School of Distance Education, specifically from their Wellbeing Department, will be incorporated into the development of a comprehensive induction program that complements the existing online induction students receive upon enrolment.

Curriculum Support

The Curriculum Support team's core purpose is to assist students who require additional support to engage with regular SIDE programs and to help them make progress toward meeting the standard literacy and numeracy expectations for their age group.

Action

The 2024 review of the Curriculum Support model focused on student outcomes and teacher workload sustainability. Key initiatives included:

1. Baseline data collection using Acer Progressive Achievement Tests (PAT) testing and Elastik.
2. SEN Planning for monitoring student progress.
3. Targeted learning programs for students with significant gaps.
4. Collaboration with partner schools for vulnerable students.
5. Successful trial of small group Webex lessons for at-risk students.

Quality Teaching Strategies engagement with Leeming Education Support Centre identified three priority areas:

1. Developing an Instructional Model.
2. Enhancing differentiation support.
3. Improving curriculum resources.

The review aimed to establish consistency, meet diverse learner needs, and identify effective resources. Teaching For Impact strategies were incorporated and will continue in 2025.

School visits remained crucial, strengthening relationships and developing targeted programs. Attendance improvement remained a priority, with teachers fostering partnerships among families, schools, and communities.

Performance

Curriculum Support students demonstrate success through the achievement of their individualised Special Educational Needs (SEN) Plans. Every student has had some success throughout the year. However, the correlation between achievement and attendance is evident. 26% of Curriculum Support students have less than 25% achievement throughout the year. This was due to attendance being less than 10%. Attendance and goal achievement will continue to be a focus for 2025.

SEN Goal Achievement 2024 MESH Subjects

CURRICULUM SUPPORT STUDENTS GOALS ACHIEVED-					
	0%-25%	26%-50%	51%-75%	76%-100%	TOTAL
Yr 7	0	2	7	5	14
Yr 8	5	5	4	5	19
Yr9	9	1	2	3	15
Yr 10	5	10	5	2	22
No. students	19	18	18	15	70
%	26%	26%	26%	22%	100%

7

8 Curriculum Support teachers visited 7 schools in the Midwest, Wheatbelt and Goldfields throughout the year.

24

24 students received ASDAN recognition - SIDE's most successful year to date.

Highlights

1. Eight Curriculum Support teachers visited seven schools in the Midwest, Wheatbelt and Goldfields throughout the year to support students and supervisors. Positive relationships are a result of these visits and have led to improved student participation.
2. Award Scheme Development and Accreditation Network (ASDAN) continues to be a successful pathway for students to follow. 24 students received ASDAN recognition certificates for their successful completion of Short Courses, Workright, Towards Independence and Transition Challenge courses. This proved to be our most successful year with ASDAN.

Future Focus

1. In 2025, the Curriculum Support model will be refined to enhance student outcomes. This involves systematic data collection using Acer PAT testing and Elastik for analysis, alongside SEN Planning and Reporting to monitor progress. Baseline and comparative data will be established to measure educational growth.
2. A targeted approach will be implemented, focusing on Literacy and Numeracy interventions, while expanding ASDAN courses and culturally responsive curriculum. Quality Teaching Strategies and Teaching for Impact will continue, with professional learning to enhance skills in intervention programs. Peer observations and collegiate feedback will support teacher development.
3. Student engagement will be prioritised, with a focus on attendance initiatives. Regular school visits will strengthen relationships and partnerships, ensuring all Curriculum Support teachers engage with students throughout the year. Detailed strategies will be outlined in the Curriculum Support Operation Plan 2025.

English

The English Learning Area is committed to helping all students achieve their best outcomes by focusing on differentiation, building engagement and relationships, and embracing diverse, authentic voices and experiences through culturally responsive and inclusive practices.

Heywire winner, SIDE GTELD student Jillian Ceroriales from Norseman, Ngadju Country

Action

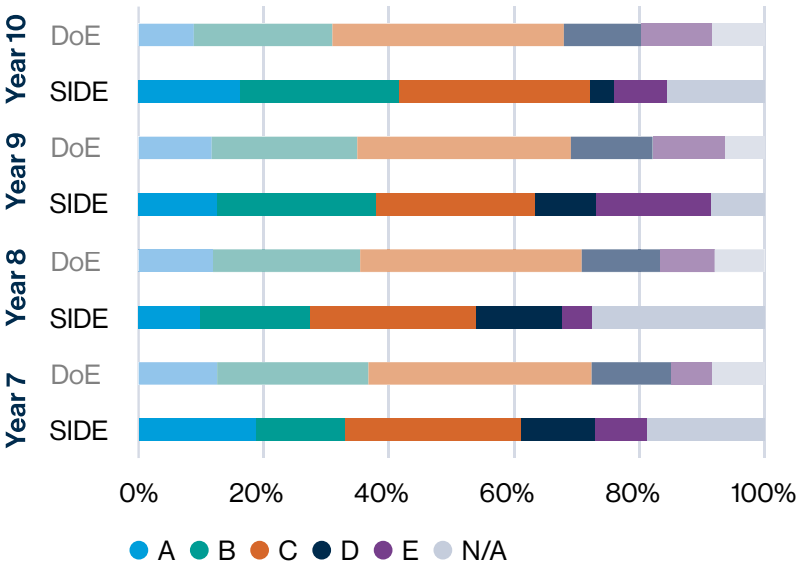
The English Learning Area prioritised its commitment to differentiation and inclusivity through various initiatives.

1. The Year 10 English Moodle course and Webex lessons offered novel study options tailored to students' needs, including adaptations of "To Kill a Mockingbird" and modern texts like "Hunger Games."
2. In Year 7, teachers adapted novel studies to short stories, ensuring engagement for all students. Poetry studies linked to the Poem Forest competition, fostering real-world connections.
3. English programs integrated diverse contexts, such as the Heywire competition, where students showcased their writing and experiences. One student won the national competition in 2024, with others shortlisted or highly commended.
4. Culturally responsive practices were evident through the ongoing integration of Aboriginal and Torres Strait Islander perspectives in texts and teaching programs, enhancing the learning experience for all students.

Performance

1. Year 12 ATAR data showed improved performances across all SIDE English courses compared to 2023. Literature students achieved C grades or above, despite personal challenges and early post-secondary pathway entries. WACE moderation resulted in a negative adjustment, prompting actions for 2025 including ongoing moderation meetings and counselling for ATLIT students.
2. Year 12 and 11 General English data showed higher A grade percentages compared to WA public schools, with lower or comparable D, E, and U grades. The differentiated Year 12 General EALD classroom enabled student success, with one Aboriginal student achieving top marks.
3. Year 12 Foundation EALD data demonstrated differentiation, inclusion, and excellence among Aboriginal students from various communities.
4. Year 7-10 English data showed higher percentages of A and N/A grades compared to WA public schools. Analysis revealed trends among different cohorts, including higher achievement among Dance/Elite students, lower achievement among remote Aboriginal students, and challenges in Speaking and Listening skills for Referral students. Transitory students and Curriculum Support students faced unique challenges, impacting overall data.

English Grades Year 7-10 Semester 2



A **Students - Year 7-10 outperformed public schools for A grades.**

74 **74% of the EALD cohort's ATAR exam scores were their 1st or 2nd highest, compared to 67% in 2023.**

25 **25% of Literature students' scores were their 1st or 2nd highest, compared with none in 2023.**

Highlights

The English Learning Area achieved several key milestones in 2024:

1. Year 12 ATAR English saw outstanding results, with one student earning a Subject Certificate of Excellence and another a Certificate of Merit. All SIDE ATAR English courses showed improved performance compared to 2023, with higher percentages of students achieving their top scores in EALD, English, and Literature.
2. The Foundation EALD course demonstrated excellence in differentiation and inclusion for Aboriginal students speaking dialects other than English. A supervisor noted significant improvements in students' confidence and code-switching abilities.
3. English teachers continued visiting remote communities and regional schools to build relationships and share best practices.

These achievements highlight the English Learning Area's commitment to student success and inclusive education.

Future Focus

In 2025, the English Learning Area will enhance student support through:

1. Expanding cohort study for targeted differentiation in teaching, monitoring, and assessments.
2. Implementing EALD Progress Map diagnostic tools in Moodle assessments for dialect-speaking students.
3. Developing resources for remote Aboriginal Dialect students, focusing on code-switching in authentic situations. Student voice will be sought through informal feedback and PIVOT Surveys.
4. Proactively contacting Aboriginal families with positive feedback.
5. Expanding EALD resources to cover Reading, Viewing, and Writing for Years 7-10.
6. Integrating ATOMI activities into Moodle for engaging, differentiated, and interactive learning aligned with curriculum content.

These initiatives aim to improve differentiation, engagement, and overall student outcomes across diverse students.

EALD

The English as an Additional Language/Dialect (EALD) Intensive English language program was introduced to SIDE at the start of the 2024 school year. The program supports newly arrived students who are enrolled in schools in regions where they do not have access to an Intensive English Centre.

Action

In 2024, the EALD team implemented several key initiatives aimed at supporting newly arrived students in regional areas

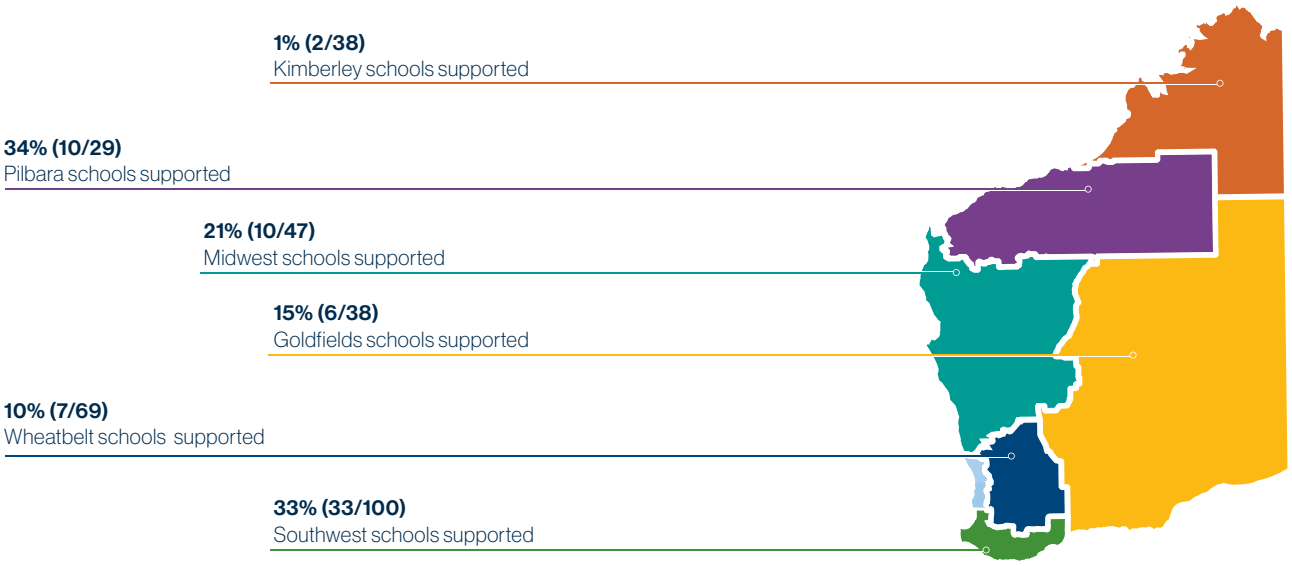
1. Prioritised building support and connection for newly arrived students through the development and provision of EALD speaking and listening courses and resources.
2. Prioritised the provision of professional learning, support and advice to schools in regions with newly arrived student enrolments though the EALD outreach program.
3. Prioritised the development of programs and resources that support and assess students across all four modes of speaking, listening, reading and writing in the lower secondary years.

Performance

In 2024 during the early stages of the intensive English language program, assessment focused on the speaking and listening modes outlined in the EALD Progress Map for 29 students enrolled across years 5-10.

1. In Term 2 an online program for new arrivals commenced for students in Years 7-10.
2. In Term 4 an online program for new arrivals commenced for students in Years 5 and 6.
3. 45 regional schools were supported in 2024 through the provision of online and in-person training for schools working with newly arrived EALD students. Regional network groups were also supported.

SIDE's Partnerships with Regional Schools



Highlights

In Term 4, 2024, a working party used insights from the pilot conversation classes to develop new lower secondary courses and resources covering all four language modes. This work redefined the future of the Intensive Language Program and SIDE support, and highlighted the need for:

1. Rigorous needs assessment on entry.
2. EALD Progress Map Profile created and maintained for each student.
3. Targeted instruction in all language modes.
4. Small groups streamed within a smaller phase of development.
5. Blended delivery.
6. Regional student visits.

This has led to the development of a more efficient, effective language program with the following features:

1. Enrolment processes that assess student needs and place them into small, streamed groups by Progress Map Level and age.
2. Small class sizes to ensure safety and active participation — 2–4 students at lower levels and up to 6 at higher levels.
3. Blended delivery with online classes and between-lesson practice to consolidate learning.

Future Focus

Looking ahead to 2025 the SIDE EALD Intensive English language program will:

1. Build, consolidate and expand the delivery of online intensive English courses for students in schools without EALD support through a cycle of reflection and planning.
2. Develop cohesive school processes that support student identification, enrolment and engagement with the program.
3. Commence the delivery of lower secondary programs designed to support and assess student progress across listening, speaking, reading and viewing and writing modes.
4. Strengthen SIDE service agreement with partnering schools.
5. Evaluate a range of modes of program delivery that best suit the needs of students and schools.
6. Strengthen the role of the EALD Progress Map student profile in goal setting and pathway planning at SIDE and partner schools (e.g. senior secondary course selection).
7. Strengthen staff capability to make consistent judgements about student needs and achievement using the EALD Progress Map through ongoing professional learning and support.

Arts and Technologies

The Arts and Technologies Learning Area delivers a broad curriculum from Years 7 to 12, including ATAR and General courses in Digital Technologies, Design & Technology, Home Economics, Art, Media, Music and Photography.

Year 12 Ella Nyx B.'s artwork; 'What Could I, Should I Be?' selected for the Young Originals Exhibition.

Action

In 2024, the Arts and Technologies team implemented key initiatives to increase student engagement, attendance, and achievement.

1. To meet growing demand for the Specialist Woodwork course, SIDE invested in new facilities, creating two additional workshops. The Leederville campus can now deliver seven concurrent lessons, and a new Eaton workshop allows for two extra delivery rigs. These spaces provide students with access to high-quality infrastructure and resources that support hands-on, skill-based learning.
2. Further investment in Photography and Art included contemporary equipment and staff upskilling to deliver targeted, high-quality experiences. Curriculum updates across several areas also supported positive trends in participation and student outcomes.
3. In Term 4, the Learning Area initiated development of a dedicated Music program, expanding creative opportunities for students. Specialist Art was further strengthened through participation in the International Open Print initiative.
4. Home Economics, which shares similarities with online delivery in Specialist Woodwork, adopted the successful model to become more interactive and engaging. This evolution ensures practical learning remains a central focus.

Performance

Analysis of the 2024 data demonstrates continuing positive trends across the Arts & Technologies Learning Area. Student achievement, engagement and participation have shown measurable gains. This supports the effectiveness of recent initiatives.

1. The high demand for Specialist Woodwork has been particularly notable, with five additional schools joining the program in 2024. The ongoing growth clearly demonstrates we are fulfilling the needs of partner schools and students in skills and engagement.
2. In Home Economics, a shift in teaching style to a more student-led, interactive online format has been well received. Student voice feedback highlighted increased satisfaction, confidence and enjoyment in the new approach.
3. Student attendance and engagement across the Learning Area have continued to improve, with more students participating consistently in both online and practical components of their courses.

ATAR Applied Information Technology SCSA grade distribution compared with state average and previous year (%)

	A	B	C	D	E
2024					
SIDE	36.4	27.3	36.4	0	0
State Avg	16.5	26.6	42.4	6.6	7.8
2023					
SIDE	26.7	48.7	16.7	6.7	3.3
State Avg	15.6	25.7	43.1	7.5	8.1

4 **4 schools secured for 2025 Specialist Music program.**

5 **Addition of 5 new schools to the Specialist Woodworking Program in 2024.**

1 **1 Year 12 artwork selected for the Young Originals Exhibition 2024.**

Highlights

1. Building on previous initiatives, the Year 12 Digital Technologies data show continued refinement of the course and teaching practices, resulting in a remarkable achievement: no students received D or E grades in 2024. This highlights significant improvement and the effectiveness of key initiatives.
2. A standout success was the selection of a Year 12 SIDE Art student's work for the prestigious Young Originals exhibition. Additionally, a SIDE ATAR Media student's work featured in the 2024 Perspectives exhibition.
3. Prints from Specialist Arts students are now displayed in Copenhagen Gallery as part of the internationally recognised Open Print project.
4. New technologies introduced in the Learning Area are now being shared across other areas of the school, with benefits widely acknowledged.
5. For the first time, SIDE introduced Materials Design Technology Woodwork to Kimberley schools. Halls Creek students, as part of their WACE pathway, showcased their skills by producing high-quality furniture.
6. The Specialist Music program is set to launch in 2025, SIDE has already secured the participation of four schools—a strong sign of the program's growing appeal and potential.

Future Focus

In 2025, the Arts & Technologies Learning Area will build on the strengths and successes of 2024, with a focus on expanding and refining key offerings.

1. We will continue the expansion of engaging courses across all departments, with an emphasis on ensuring diverse learning opportunities that cater to the needs and interests of all students. A key priority will be the continued rollout of the Specialist Music Program, which is set to grow further as we welcome additional schools into the program.
2. In Digital Technologies, practical programming modules will be introduced, offering students hands-on experience in coding and software development. This will complement our existing courses and equip students with essential skills for the future.
3. We will also apply data analysis to students' achievements to better identify areas for improvement and target specific interventions to raise learning outcomes. Collaboration with partner schools, the wider community, and students themselves will remain a central focus, ensuring that our curriculum remains relevant, dynamic, and responsive to the needs of all stakeholders.
4. Growth in Arts and Technologies requires The Arts to become its own Learning Area in 2025.

Career & VET

The Career and VET Learning Area is responsible for the delivery of programs that give students the opportunity to investigate and explore their future pathways.

Action

1. Delivered Career and Enterprise curriculum and offered firsthand experiential learning through Workplace Learning.
2. For students engaged in extra curricula activities, the team managed and endorsed their achievements leading to improved Western Australian Secondary Schools Association (WASSA) as well as WACE achievements
3. Supported students with transitions into post-school options in senior secondary.
4. In lower school, delivered career exploration through the Career Taster program and Work Studies both, designed to build knowledge and encourage career curiosity.
5. Developed teachers' ability to implement fine grain analysis of targeted students' academic achievements and attributes.
6. Contextualised and further developed Career and VET (CAVE) courses in interactive and engaging formats.
7. Continued to use and build on repertoire of explicit teaching strategies to build student capacity, understanding and engagement.
8. Linked with communities through school personnel to explore opportunities for students in work placements.

Performance

The Career and VET department demonstrated strong performance in 2024, focusing on regional engagement and program delivery:

1. Collaboration with schools, employers, and communities was strengthened through increased regional visits, helping students meet placement hours and overcome social barriers. Midterm visits were recommended to maintain momentum. Discussions with Student Services supported referral students and assessed their suitability for Authority Developed Workplace Learning (ADWPL) programs.
2. Qualification delivery improved through SIDE RTO's flexibility, with rolling enrolments and mid-year entry points. Certificate I and II Foundation Skills were delivered in collaboration with CAVE, ensuring alignment with SCSA requirements. Regional visits enabled staff to engage with agencies and build local support, while regional ADWPL delivery enhanced community understanding.
3. Innovations included integrating Nearpod and Word Wall, exploring AI for task contextualisation, and introducing Certificate II in Active Volunteering for targeted cohorts, including Goldfields schools. Data analysis guided support strategies for WACE and K–10 students, with continued focus on OLNA literacy requirements.

Qualifications delivered through SIDE in 2024

100%	**10949NAT Certificate II** Applied Languages (Japanese)
50%	**BSB20120 Certificate II** Workplace Skills
100%	**FNS20120 Certificate II** Financial Services
57%	**CUA20120 Certificate II** Visual Arts
ONGOING	**CHC24015 Certificate II** Active Volunteering

Highlights

1. ADWPL participation across all regions 216 students Years 10 -12 achieving a total of 188 WACE ADWPL units.
2. 183 employers facilitated work placements across the state.
3. Year 10 Work Studies 136 students. 104 achieved C+ (76%).
4. SCSA Endorsed programs (excl. ADWPL) 39 students enrolled with 35 units awarded. 30 students were successful in achieving units toward WACE with 9 students continuing in 2025.

CAREER AND ENTERPRISE A-C GRADES		
COURSE	YEAR 11	YEAR 12
Foundation	8/12 students (67%)	5/9 students (55%)
General	13/18 students (72%)	23/26 students (88%)

Future Focus

The Career & VET's team focus for 2025 includes:

1. Focus on learning about and exploring how to develop culturally responsive delivery of courses in line with "Closing the gap" outcomes.
2. Explore expectations of school and community with a focus on post school options and community needs.
3. Continue to use student performance data to focus on Literacy and identify Numeracy skills through ADWPL program.
4. Consolidation of Endorsed programs to ensure compliance and validity.
5. Build external network connections in regional areas, investigate current opportunities for students and explore SIDE's CAVE Learning Area's capacity to "gap" fill.

Career & VET Career Taster Program

The new Year 9 Career Taster Program (CTP) aims to inspire secondary school students to become 'career curious' about further study opportunities and potential careers.

The Program

Through funding from the Department of Training and Workforce Development (DTWD), the Career Practitioner at SIDE was able to offer opportunities for Year 9 students.

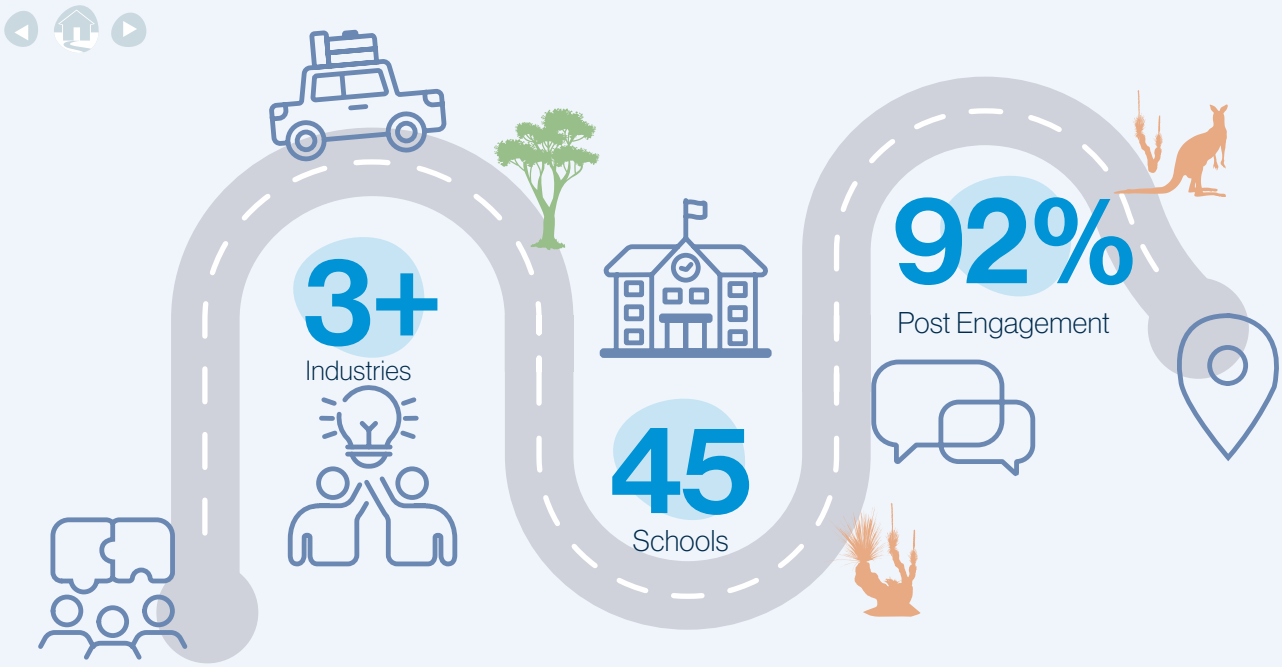
The Career Taster program targeted Year 9s in regional and remote schools providing them with access to similar resources no matter the boundaries of distance or accessibility.

Opportunities offered to schools.

1. Non accredited course in Early Career Discovery
2. Mini Industry Roadshow (MiR) incursion
3. Staff training
4. Online Career Expos

Achievements/ Highlights

1. Three online expos focusing on post school training and employment opportunities for all students. Recordings of these have been added to Career and VET resources for use in classes and for distribution to schools unable to attend the expo.
2. Surveys were conducted both pre and post the delivery of the Mini Industry Roadshow (MiR) The Year 9 student interest in careers learning increased from an average of 46% pre-engagement to 92% post engagement.
3. Anecdotal feedback from schools included the students showing increased interest in accessing apprenticeships and training in industry area such as carpentry/cabinentry, tourism, Community Health and rigging/scaffolding for mining – career pathways they had not been exposed to prior to the incursion.
4. 61 schools received the Mini Industry Roadshow across all regions in WA including remote schools - Tjuntjuntjarra Remote Community School, Cocos and Christmas Island schools, Gascoyne Junction and Burringurrah Remote Community School, Kalumburu Remote Community School, Wangkatjungka Remote Community School among others.



Achievements/ Highlights

1. Achieved the Focus 2024 goal of extending the Mini Industry Roadshow (MIR) program's reach to non-government schools expanding our reach outside of the public education network to support equity for all students. Schools included Purnululu school, Saint Joesph's College, Ngalangangpum School among others.
2. Each MiR included a minimum of 3 industries to all regions no matter the barriers of distance or isolation.
3. Professional learning was provided to school staff through the Careers department website, enabling schools to deliver it independently.
4. Career taster ideas were shared with remote and regional schools aiming to upskill teachers in regions to support careers learning and student engagement.
5. Provision of subscriptions through the Careers department website for small remote and regional schools who would otherwise not be able to access or afford the program due to its minimum 200 students' licence requirement.

Future Focus

1. Minimum of 45 schools to reach across the state in 2025.
2. Continue the provision of Career focused activities to remote and regional schools including AISWA (Independent) and CEWA (Catholic) schools, expanding our reach outside of public education network to support equity for all students.
3. Deliver to more remote centres in collaboration with school personnel and communities.
4. Expanding our trade industry providers into more trades including electrical, hospitality, performing arts, healthcare and hairdressing in response to community requests.
5. Providing dedicated Early Discovery in careers online classes including The Career Passport in collaboration with school requests and CAVE Program Coordinator initiation.
6. Build community collaboration and participation in MiR.

Humanities and Social Sciences

In 2024, the Humanities and Social Sciences (HASS) learning Area delivered engaging education with differentiation, diverse perspectives, and inclusive practices, enhancing senior pathways and online interactivity across regional, remote, and metropolitan settings.

Action

In 2024, the HASS Learning Area implemented several key initiatives aimed at improving student engagement and ensuring equitable access to quality education across regional, remote, and metropolitan settings.

1. Teachers prioritised support for students in regional and remote areas by trialling multi-age group classes in the Midwest. Webex lessons were adapted to accommodate diverse student needs, and student voice mechanisms were introduced to monitor engagement and enjoyment.
2. A focus on differentiated teaching and learning was evident through peer observations, with an emphasis on using online tools for differentiation. Teachers collaborated in teams using a case study approach to measure individual student success more effectively.
3. To ensure consistency and fairness in assessment, the team strengthened moderation processes in both lower and senior school courses, improving internal comparability of marks across all HASS subjects.
4. Student engagement improved through a review of teaching programs focused on boosting interest. A strategic, equitable approach to regional and metropolitan schools strengthened relationships and student connection.

Performance

Student achievement data from 2024 highlights progress and areas for improvement.

1. Lower school HASS grades reveal challenges, with A grades ranging from 4.7% in Year 8 to 13.8% in Year 9. Factors such as non-sequential enrolments, late referrals, and diverse student backgrounds contribute to these outcomes. Despite this, overall results are pleasing given the unique nature of SIDE's enrolments.
2. Senior secondary ATAR HASS results show mixed performance. Modern History saw 55% of students achieve their first or second-best score, while Geography had 37%. Economics faced challenges, with 25% of students receiving an E grade, prompting recommendations for earlier counselling, structured course calendars, and improved tutorial access. HASS aims for at least 30% of students achieving their first or second-best score in 2025 through curriculum differentiation and targeted remediation.
3. Year 12 General HASS Externally Set Test (EST) marking was commendable, aligning with State Moderated Standards.
4. Year 11 results showed 7% A grades in ATAR courses and 21% in General courses, with high pass rates across both pathways.

ATAR HASS SUBJECT RESULTS

SUBJECT	AVERAGE SCALED SCORE	1ST OR 2ND BEST SCORE	COURSE DIFFERENTIAL
Accounting & Finance	52.96	0 (0%)	-4.23
Economics	50.32	0 (0%)	-7.96
Geography	43.15	9 (37%)	-2.09
Modern History	55.29	11 (55%)	3.67
Politics and Law	55.68	2 (12%)	-1.94

86 **86% of ATAR Year 11 students achieved pass grades.**

93 **93% of Year 12 students achieved a pass grade in their HASS General Course.**

A **21% of General Year 11 students achieved an A grade.**

Highlights

This year saw several key milestones within HASS including an ATAR student achieving a Certificate of Excellence.

1. One ATAR Economics student achieved a Certificate of Excellence in Economics.
2. Two SIDE students attended the Youth Parliament. WA Youth Parliament is a youth-led advocacy and leadership program which acts as the most senior youth advisory body to the Western Australian Government.
3. HASS teachers built relationships with Meekatharra students, aiming to engage them more actively in their studies and enhance their learning. Teachers travelled to Meekatharra four times.
4. SIDE HASS teachers provided grade moderation professional development sessions for teachers delivering Year 7-10 HASS in some country areas. This additional collegiate training was well received by those teachers.

Future Focus

Looking ahead to 2025, the HASS team will concentrate on improving student engagement, differentiation, and assessment consistency across regional, remote, and metropolitan settings.

1. Expand cohort study focus by broadening the range of student groups analysed to support more targeted differentiation in teaching, monitoring and assessments.
2. Support EALD and dialect-speaking students with targeted Webex classes and Moodle lessons, incorporating Reading, Viewing, Writing, Speaking and Listening to enhance comprehension and critical thinking in HASS.
3. Strengthen assessment consistency by developing common assessment tasks, introducing zero-weighted assessments for teacher moderation, and ensuring comparability of marks across all HASS subjects.
4. Integrate digital learning tools by embedding ATOMI, and other activities into Moodle and Webex, providing students with engaging, interactive, and differentiated learning experiences aligned with curriculum content.

Health & Physical Education

The Health and Physical Education (HPE) Learning Area continues to provide a high-quality and engaging educational experience. In 2024, they delivered comprehensive Health and Physical Education programs to students in Years 7–12.

Action

In 2024, the Health and Physical Education team implemented several key initiatives aimed at improving student participation and success.

1. Prioritised student engagement and participation by reestablishing the partnership with Exmouth DHS to deliver General Physical Education Studies. The team focused on developing course content in Year 11 and 12 to ensure a smooth transition for students, while liaising with partner schools to support practical components.
2. Prioritised increased pathway planning for students with the introduction of a new course - Foundation Health, Physical and Outdoor Education: focussed on a structured approach providing targeted support for students needing additional learning assistance.
3. Undertook an overview of the Years 7-10 Health Education programs, making adjustments to incorporate the new curriculum changes, increased opportunity for differentiation and rewriting of assessment tasks to maximise student success.
4. Made adjustments to Moodle courses based on the audit conducted by Online Teaching and Learning and continued to embed interactive technologies such as Nearpod and Wordwall to foster student participation and engagement in Webex.

Performance

Student achievement data from 2024 highlights both progress and areas for improvement. Across all year levels, lesson length, attendance, and engagement significantly influenced student outcomes.

1. In Years 7–10 Health Education 77% of students achieved a C grade or above. Challenges and barriers to achievement included unfinished or non-submitted tasks linked to low attendance. The team is focusing on increased formative assessment and additional Webex time to combat these barriers to achievement.
2. In Years 11 and 12, student performance varied across courses. 95% of ATAR Health Studies students achieved a C grade or higher and 75% of General Health studies students achieved a C Grade or higher. All students studying General Physical Education studies achieved at a satisfactory level or above. Attendance, limited digital literacy, task submissions, suitable pathway options and time management challenges are all inhibitors of student achievement and progress. The team is focusing on providing additional pathway options, scaffolding of assessment tasks, differentiation and regional visits as strategies to improve learning outcomes for students across all courses.

75% of General Health studies students achieved a C Grade or Higher.

95% of ATAR Health Studies students achieved a C grade or higher.

77% of students in Years 7-10 achieved a C grade or higher.

Highlights

2024 saw several key milestones within the Health and Physical Education Learning Area including:

1. The successful implementation of three new courses including Year 11 and Year 12 General Physical Education Studies (blended learning with partner schools) and Year 11 Foundation Health, Physical and Outdoor Recreation. These courses provide increased pathway opportunities for students.
2. 49% of students successfully completed the Keys For Life+ endorsed program and 30% of students have continued on in 2025 towards completion. This program supports students to get their learners permit and equips them with critical road safety knowledge to support safe driving behaviours.
3. ATAR Health Studies students had a higher average scaled score than the Department of Education average, including four students scoring a scaled score of 70 and above.
4. Student contact visits were conducted in the Kimberley, Wheatbelt, Midwest, Southwest, Goldfields, Pilbara and Metro to support senior secondary students in preparation for exams and Externally Set Tasks (ESTs). These visits have helped build strong school partnerships and enhance student learning outcomes.

Future Focus

Looking ahead to 2025, the Health and Physical Education team will concentrate on cultural responsiveness, differentiation and student engagement.

1. Continue development of culturally responsive teaching and learning programs by attending professional learning and embedding evidence-based practice and principles in their work.
2. Focus on effective differentiation within lessons and assessment tasks by providing multiple opportunities for students to demonstrate achievement and progress.
3. Aim to strengthen partnerships and connections with schools and students by continuing to participate in student contact visits.
4. Explore additional opportunities to introduce courses, subjects that maximise student participation and engagement.

Languages

In 2024, the Languages Department offered Primary and Secondary programs in Chinese, French, Italian, Indonesian and Japanese.

Action

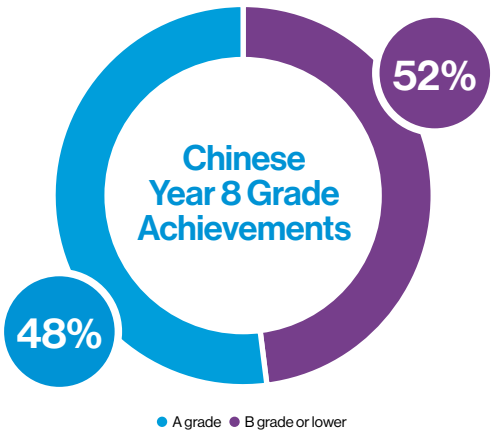
Language programs were delivered to 1214 primary students, from approximately 60 regional and Remote Primary and District High Schools. Of these students, 149 students were Aboriginal or Torres Strait Islander (ATSI), the largest cohort of ATSI students across the school. 545 secondary students studied a language with SIDE, a slight decrease from 610 students in 2023. This is due to a District High School finding a face-to-face Languages teacher. Enrolments in Year 7 and 8 languages were strong, with 206 students in Year 7 and 192 students in Year 8.

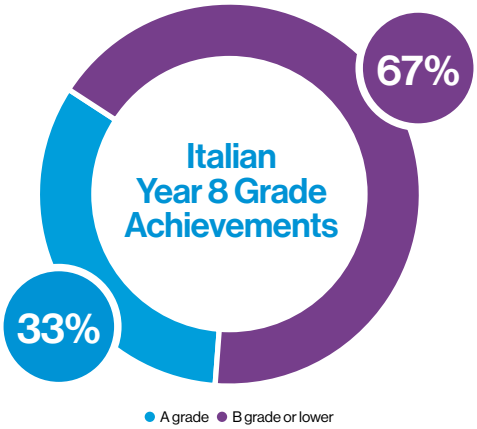
Priorities for 2024 included:

1. Implementing a new curriculum for Year 9 students and developing new courses for Year 10 students in preparation for 2025.
2. Building partnerships with District High Schools throughout the year, with a focus on school visits and the delivery of high-quality online lessons.
3. Catering for large groups of Year 7 and Year 8 students.

Performance

1. The percentage of Year 3-6 students achieving a C grade in Chinese, French, Indonesian, Italian, and Japanese ranged from 31% to 41%, compared to 47%-53% statewide. Grade distribution across all languages was consistent with WA public schools.
2. In Years 7-10, C grades ranged from 25%-36%, aligning with WA public schools' results of 30%-32.5%. Year 7 grades followed a typical bell curve, with most students in Chinese, French, and Italian achieving A grades. Year 8 results showed excellent progression, with 48% of Chinese and 33% of Italian students earning A grades, reflecting success in cumulative language learning.
3. Despite low enrolments in Year 9 and 10 Languages, at least 63% of students achieved a C grade or higher. In senior secondary WACE courses, practical exam performance met expectations, except for French, where students outperformed their school assessments. However, raw WACE exam marks in some languages were significantly lower than final school marks. Senior secondary moderation was a key focus for ATAR teachers in 2024.





1,214

Programs delivered to 1,214 Primary Students, from approximately 60 schools.

545

Programs delivered to 545 Secondary Students.

5

Languages offered Chinese, French, Italian, Indonesian and Japanese.

Highlights

2024 highlights include:

1. The ATAR Chinese: Second Language Course Year 12 was offered for the first time.
2. SIDE Languages were supported by five language assistants. Four were employed through the Department of Education Language Assistant Program.
3. Students from PP-12 were motivated by young native speakers in their online classrooms and through school visits. These interactions added immeasurable value to the Language learning program.
4. The Languages team continued moderation practices in primary and lower secondary by using common course outlines and assessments.
5. Consistency across schools and year levels was noted and enabled valid comparability.

Future Focus

Looking forward to 2025, the Languages Learning Area will:

1. Implement the new WA Curriculum: Languages in Year 10 for Chinese, French, Indonesian, Italian and Japanese.
2. Introduce Year 9 and 10 Chinese: Second Language.
3. Extend expertise in multi-age group classes in Primary to Secondary classes at District High Schools.
4. Provide targeted support to lower school students new to language learning in Years 8 and 9.
5. Focus on developing quantitative student achievement targets through cohort planning.
6. Define goals for performance management in line with the cohort planning targets.
7. Focus on approaching learning through a culturally responsive lens for all students.

Mathematics

The Mathematics Learning Area continues to provide a blended, engaging educational experience. In 2024, it delivered targeted support for OLNA success, enriched pathways for senior students, and enhanced online interactivity to improve student engagement and achievement across regional, remote, and metropolitan settings.

Action

In 2024, the Mathematics team implemented several key initiatives prioritising student engagement and achievement across all year levels.

1. Prioritised targeted OLNA support by refining diagnostic assessments to identify students below Category 3, developing intervention modules in Moodle, and delivering small-group tutoring focused on Numeracy and assessment strategies.
2. Enhanced online interactivity by integrating Desmos and GeoGebra into lessons, embedding interactive quizzes in Moodle, and offering virtual problem-solving sessions. Additionally, introduced SIDE Coins to reward students for participation, task completion, and engagement in revision challenges.
3. Improved middle school engagement by introducing problem-solving challenges, real-world applications, and interactive tasks, encouraging deeper thinking and the practical application of concepts.
4. Provided personalised learning pathways by offering differentiated materials and targeted tutoring sessions, allowing for tailored support based on individual student needs and progress.

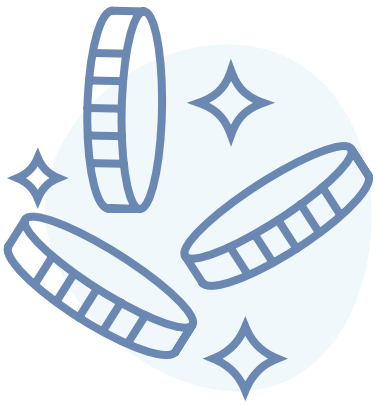
Performance

A key priority in 2024 was ensuring students developed strong numeracy foundations while also extending high-achieving learners. However, ATAR students continue to struggle in formal exam settings, as reflected in the WACE data. Additionally, the transient nature of the students resulted in a higher-than-expected number of NA grades awarded in lower school, highlighting the need for more adaptable assessment strategies.

The focus on differentiated instruction, targeted OLNA support, and the integration of digital learning tools has led to improved engagement and skill development. The expansion of collaborative problem-solving tasks has enhanced students' critical thinking and mathematical reasoning. In response to assessment challenges, the team has increased efforts to implement varied and flexible assessment methods to more accurately reflect student progress. Moving forward, the team will continue to refine intervention strategies, strengthen the case management approach, and expand professional learning opportunities to ensure sustained improvement in student outcomes.

10,000+

Over 10,000 lessons were run by the Maths department in 2024.



2000+

Over 2000 side coins were collected by Year 10 students and "cashed in" for 40 mugs that students designed themselves.

Highlights

This year saw several key milestones within the Mathematics Learning Area, including strengthened student support initiatives and enhanced engagement strategies.

1. The Mathematics team expanded OLNA intervention programs, resulting in improved pass rates for students close to the benchmark.
2. ATAR students benefited from targeted exam preparation workshops, supporting them in developing stronger problem-solving strategies for formal assessments.
3. The introduction of SIDE Coins as an engagement strategy in Mathematics led to increased student participation and motivation across multiple year levels.
4. Mathematics staff collaborated with other Learning Areas to integrate Numeracy skills into cross-curricular projects, enhancing real-world application of mathematical concepts.
5. Partnerships with regional schools were strengthened through direct engagement and support, fostering better student outcomes and supervisor confidence in delivering Mathematics content.

Future Focus

Looking ahead to 2025, the Mathematics team will concentrate on enhancing cultural responsiveness and improving assessment consistency.

1. The team will revise 50% of learning materials across Years 7-12 to ensure they are culturally responsive and accessible to EALD students by embedding diverse cultural contexts and Aboriginal and Torres Strait Islander perspectives into the curriculum.
2. The team will support EALD learners by incorporating explicit literacy strategies, such as scaffolding key vocabulary and using bilingual glossaries, to make learning materials and assessments more accessible.
3. The team will improve assessment consistency by developing common assessment tasks across all year levels, introducing zero-weighted assessments for teacher moderation, and ensuring all students have multiple opportunities to demonstrate their understanding.
4. The team will track the impact of these strategies through regular data analysis, feedback from regional schools, and cohort tracking to adjust teaching practices and ensure that all students, including at-risk and high-achieving learners, are supported effectively.

Science

The Science Learning Area continues to provide a blended engaging educational experience. In 2024 it delivered lower school science and a mix of both ATAR and General Science programs to over 800 students across the state, country and overseas.

Year 12 Human Biology student, Jessica, learning about Human Evolution.

Action

In 2024, the Science Learning team implemented several key initiatives aimed at student engagement and achievement within both its synchronous and asynchronous teaching platforms. The team prioritised:

1. Continued use of the Stile platform in Years 7-10 for greater scaffolding of content within Webex lessons and in Moodle courses.
2. Gathering of baseline data from cohort studies, (implemented early in 2024) to allow teachers to identify gaps in knowledge, or reasons behind lack of engagement with SIDE.
3. Creation of a series of differentiated assessments that allowed all students to demonstrate understandings of the required content in various ways.
4. Adjusted Webex lessons to be more student centred/student driven to enhance engagement and student-teacher relationships.

Performance

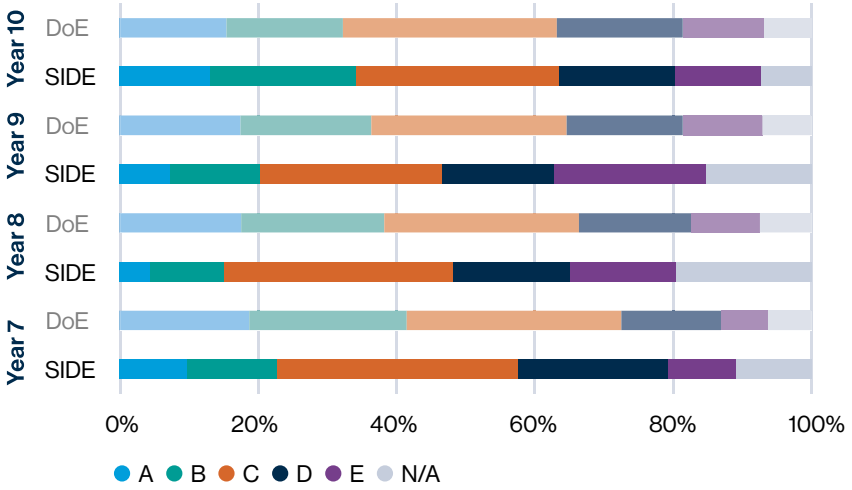
Student achievement data from 2024 highlights both progress and areas for improvement. Across all lower school year levels, there was a reduction in the number of D and E grades from the previous year, however, there still shows a greater distribution of these grades when compared to DoE schools (see table 1 on next page.)

Senior secondary students demonstrated sound results in the ATAR space, as reflected in the table below.

WACE moderation differences 2024.

YEAR 12 STUDENT ACHIEVEMENT REPORT			
COURSE	N⁰ STUDENTS	SIDE	DOE
BIOLOGY	33	4.0	-0.9
CHEMISTRY	17	-6.3	-2.6
HUMAN BIOLOGY	18	-6.4	-4.7
PHYSICS	20	-4.3	-2.3
PSYCHOLOGY	25	0.0	-1.8

Lower school numbers and grade distribution 2024 as a percentage of the cohort and compared to DoE schools.



20 **20% more students across Years 7-8 achieved a C grade in 2024 compared to 2023.**

11 **In Year 10 B grades increased by 11% from Semester 1 to Semester 2.**

*SIDE Year 8 had a large referral cohort which has skewed results (19.6%)
**SIDE Year 9 had a large DHS cohort - non RRTT (15%)

Highlights

2024 saw several key milestones within the Science Learning Area, including:

1. The overall number of C grades in the lower school courses increasing significantly and mirroring the grade distributions across all DoE schools. This could be attributed to the more consistent application by teachers of grade related descriptors when assessing work rather than relying purely on marks achieved in tasks.
2. Teachers using baseline data taken from such things as pre and post-tests and student feedback to better meet the learning needs of students who were struggling to engage with SIDE.
3. Creation of a Moodle course for delivery of General Psychology for the first time for Year 11 students in 2025.

Future Focus

Looking ahead to 2025, the Science Learning team will concentrate on:

1. Continuing to work in teams using case studies of student cohorts to set targets for improvements and monitor individual and collective student progress effectively to ensure all students engage in their learning and achieve educational success in a culturally responsive and inclusive way.
2. Strong engagement and communication with supervisors, parents, and other stakeholders around students at educational risk. Introduction of a task 0 (a formative task) early in the year will give teachers the opportunity to provide targeted feedback to students and parents about progress and may enable students at educational risk to change pathways as early as possible.
3. Teachers seeking and acting on feedback about lessons from students and ensuring that student wellbeing is at the forefront of the teacher student relationship.
4. Peer Observation being used as a tool to inform teacher pedagogical improvements.
5. Writing new Moodle courses aligned with the modified WA Curriculum for Science in 2026, ensuring content and resources are culturally responsive and inclusive.

Primary School

SIDE Primary; Kindergarten to Year 6 caters for geographically isolated students unable to access a School of the Air, and for children who, due to other circumstances, are unable to attend a face-to-face school.

SIDE teacher, Kirsty Cunningham with Australian primary school students.

Action

1. **Moodle Development OTL**
   Teachers worked closely with OTL to further develop the Moodle Learning Management System (LMS) as the user-friendly and adaptable central hub for primary education. The platform was updated with interactive features including quizzes, forums and multimedia content; instrumental in increasing engagement particularly in Mathematics, English, and Science. Training sessions ensured teachers could create content, manage assessments and provide feedback. Accessibility improvements allowed all students, including those with additional needs, to navigate the platform easily.
2. **Engagement with Teacher Development School (TDS)**
   Discussions with TDS helped staff evaluate practices, identify improvements, and implement evidence-based strategies to enhance teaching and learning outcomes.
3. **Integration of New Digital Resources and Tools**
   Interactive simulations, games, and multimedia content were integrated into the curriculum to cater to diverse learning styles. These tools supported both synchronous and asynchronous learning environments for flexibility and engagement.

Performance

1. **Multi-age Grouping (MAG) - Maths & Science**
   A tailored Maths and Science program was developed to support small regional primary schools with Multi-age Grouping (MAG), enabling students of varying ages and abilities to learn collaboratively in an inclusive environment. The program offered flexible learning pathways to meet diverse needs while promoting cooperative learning.
2. **Academic Achievement and Student Progress**
   Academic achievement remained strong with the transition to online learning; students showed consistent progress in literacy, numeracy, digital literacy, problem-solving, and critical thinking. Teachers reported high engagement, especially in inquiry-based science activities.
3. **Student Engagement and Participation**
   Interactive online content, multimedia tools, virtual events, and student-led projects enhanced engagement across all year groups, fostering community despite physical distance.
4. **Parent and Caregiver Engagement**
   Regular communication, including virtual parent-teacher meetings, kept parents informed. Feedback highlighted satisfaction with support provided and transparent communication between home and school.

Extended Curriculum Delivery

Extended curriculum delivery to include Maths/Science and EALD support for regional Primary Schools.

New Digital Resources

Interactive simulations, games, and multimedia content were integrated into the curriculum to cater to diverse learning styles.

Highlights

1. The Primary School team extended curriculum delivery to include Maths/Science and EALD support for regional primary schools. Feedback from the 10 schools involved supported the initiative to continue to expand the program into 2025.
2. The teaching team worked systematically through the DoE Teaching for Impact Resources to build on their commitment to providing student centred teaching and learning. The use of whole school assessment data including the Brightpath Writing and Maths assessments ensured that each student's progress was closely monitored, and students and their families received regular achievement updates.
3. Primary staff visited Kaarta Koomba to enhance cultural responsiveness into our online learning environment. Participants enjoyed a walk on country, with a focus on caring for country, botanical knowledge, sustainability and recognition of the continuing connection to place. During team meetings regular sharing of websites, books and incursions assisted the team to embed more culturally responsive pedagogies into their teaching practice.

Future Focus

In 2025 the Primary School team will concentrate on building on the initiatives started in 2024:

1. EALD Primary regional support will be strengthened and extended to include more regional primary schools requiring support for their recently arrived overseas students.
2. The regional Maths and Science Multi-age grouping support will continue to expand in 2025 with additional school partnerships established allowing for increased numbers of student support.
3. Data collection and analysis will be strengthened by better engagement with regional schools and a continuing commitment to using Brightpath Writing and Maths testing with all primary students.
4. An annual calendar of significant cultural events across multiple cultures will be developed so that primary students are encouraged to develop awareness and respect towards diversity.

Financial Summary

School Income by Funding Source Data

INCOME - DEC 2024 (VERIFIED DEC CASH)	CURRENT BUDGET ($)	ACTUAL YTD ($)
Carry Forward (Cash)	196,306	196,306
Carry Forward (Salary)	3,694	3,694
STUDENT-CENTRED FUNDING		
Per Student	0	0
School and Student Characteristics	0	0
Disability Adjustments	0	0
Targeted Initiatives	27,842,789	27,842,789
Operational Response Allocation	95,917	95,917
Total Funds:	27,938,706	27,938,706
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(334,868)	(334,868)
School Transfers - Cash	250,000	250,000
Department Adjustments	0	0
Total Funds:	(84,868)	(84,868)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	17,090	17,090
Charges and Fees	647,244	647,244
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	4,242	4,242
Commonwealth Govt Revenues	356	356
Other State Govt/Local Govt Revenues	658,000	658,000
Revenue from CO, Regional Office and Other schools	172,252	172,252
Other Revenues	199,301	199,301
Transfer from Reserve or DGR	494,209	494,209
Residential Accommodation	92,553	92,553
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	2,285,247	2,285,247
TOTAL	30,339,085	30,339,085

School Expenditure by Funding Source Data

EXPENDITURE - DEC 2024 (VERIFIED DEC CASH)		
	CURRENT BUDGET ($)	ACTUAL YTD ($)
SALARIES		
Appointed Staff	21,461,441	21,461,441
New Appointments	0	0
Casual Payments	893,591	893,591
Other Salary Expenditure	13,519	13,519
Total Funds:	22,368,551	22,368,551
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	162,599	189,519
Lease Payments	112,000	97,934
Utilities, Facilities and Maintenance	756,230	635,467
Buildings, Property and Equipment	858,728	832,703
Curriculum and Student Services	1,572,499	1,546,893
Professional Development	248,822	200,362
Transfer to Reserve	887,895	887,895
Other Expenditure	185	17,516
Payment to CO, Regional Office and Other schools	723,563	777,759
Residential Operations	2,500	1,915
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	5,325,021	5,187,963
TOTAL	27,693,572	27,556,514

Acronyms

AADES	Australasian Association of Distance Education Schools
ACARA	Australian Curriculum, Assessment and Reporting Authority
ACER	Australian Council for Educational Research
ADWPL	Authority Developed Workplace Learning
AITSL	Australian Institute for Teaching and School Leadership
ALTT	Aboriginal Languages Teacher Training
AQTF	Australian Quality Training Framework
ASDAN	Award Scheme Development and Accreditation Network
ASVP	Australian Vocational Student Prices
ATAR	Australian Tertiary Admission Rank
ATSI	Aboriginal or Torres Strait Islander
BOR	Breakout Rooms
CAC	Curriculum Advisory Committee
CAD	Computer Aided Design
CC	Community College
CGEA	Certificate of General Education Adults
CHS	Community High School
CMiS	Classroom Management Instructional Strategies
CNCr	Computer Numeric Control router
CVET	Careers and Vocational Education and Training
DHS	District High School
DoE	Department of Education
EAL/D	English as an Additional Language/Dialect
ECE	Early Childhood Education
EroI	Electronic Resources On Line
EST	Externally Set Task
HASS	Humanities and Social Sciences
HOLA	Head of Learning Area
HASS	Humanities and Social Sciences
ICT	Information, Communication and Technology
IEP	Individualised Education Plan
IOTS	Indian Ocean Territories Schools
LMS	Learning Management System
MESH	Maths, English, Science and Humanities
MoU	Memorandum of Understanding
NAPLAN	National Assessment Program Literacy and Numeracy
OLNA	Online Literacy and Numeracy Assessment
OTL	Online Teaching and Learning
PAT	Progressive Achievement Tests
PL	Professional Learning
PM	Performance Management
PS	Primary School
RHS	Remote High School
RTO	Registered Training Organisation
RRTT	Remote Regional Teaching Team
SAIS	Student Achievement Information System
SAER	Students at Educational Risk
SCSA	School Curriculum and Standards Authority
SEN	Students with Educational Needs
SIRS	Student Information Records System
SOEP	SIDE Online Enrolment Portal
SHS	Senior High School
STEM	Science, Technology, Engineering, and Mathematics
TDS	Teacher Development School
TISC	Tertiary Institutions Service Centre
TLC	Trinity Learning Centre
TRBWA	Teachers Registration Board Western Australia
VET	Vocational Education and Training
WACE	Western Australian Certificate of Education

SIDE

Vision

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