



SCHOOL OF ISOLATED  
AND DISTANCE EDUCATION

## 2017 ANNUAL REPORT



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

School of Isolated and Distance Education  
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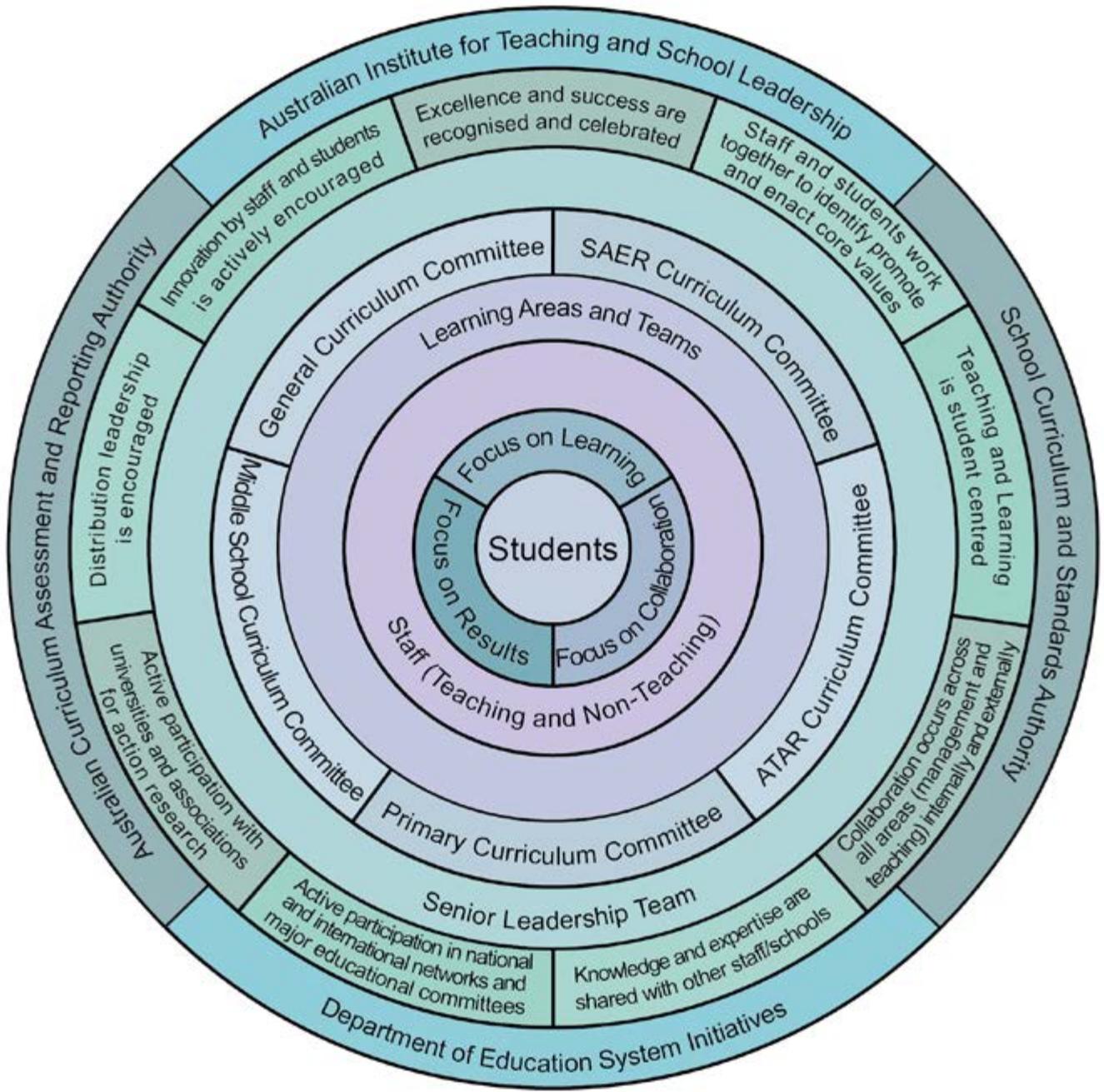
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SIDE is a vibrant, cohesive learning community committed to excellence.



# SECTION 1 INTRODUCTION

The annual report is a summary of the School of Isolated and Distance Education (SIDE) achievements and provides information, commentary and analysis across the key areas of the school on student learning. The 2017 school year saw enrolments increase to approximately 2,215 students in the Secondary School, 134 in the Primary School and 808 students in Primary Languages. The secondary enrolments included home based students and students from partner schools both in the metropolitan and country areas of Western Australia.

## SCHOOL PROFILE

SIDE is the government provider of K–12 distance education in Western Australia (WA). Enrolments are typically permanent WA students who fall into one or more of the following categories:

- full-time students unable to attend a conventional school due to geographical isolation
- WA students travelling throughout Australia or the world, on a long term basis, with their parents
- WA students whose local school does not offer the subjects they wish to study, or where the timetable does not allow them to join the class – this includes rural and remote primary schools with secondary students
- WA students whose local school has staffing issues that have resulted in classes being left without a suitably qualified teacher
- students studying a language where provision is not available in their home school
- students suffering from long-term illnesses
- elite athletes or arts students
- students referred to SIDE due to:
  - severe medical/chronic health problems
  - psychological/emotional/social disorders
  - pregnancy or parenting responsibilities
  - special circumstances.

The following chart illustrates the community economical background of the student families enrolled at SIDE:

Student background 2017	
Index of Community Socio-Educational Advantage (ICSEA)	
School ICSEA value	1002
Average ICSEA value	1000
Data source	Parent information
Distribution of students	

	Bottom quarter	Middle quarters		Top quarter
School Distribution	32%	19%	20%	29%
Australian Distribution	25%	25%	25%	25%

SIDE offers a comprehensive curriculum for students in Years K to 12 in all eight Learning Areas. In addition, the school offers a specialist primary school program in Languages from Year 1 to 6 as well as secondary school language programs for Years 7 to 12. Four languages are offered: French, Indonesian, Italian and Japanese. The quality of these programs has been enhanced through our School Partnerships – Service Provision document with primary and secondary public schools throughout WA.

SIDE also has strong links to State Training Providers through Workplace Learning, and other Vocational Education and Training (VET) programs, including stand-alone VET and Careers programs. The school is continually refining these vocational education links.

The school has continued on its journey to realign and upgrade its Information and Communication Technologies (ICT) capacity to enhance the teaching and learning program. The school is developing as a future focused, state-of-the-art facility that delivers outstanding e-learning opportunities, strongly focused on supporting student learning. The school is committed to creating and re-designing educational programs to better respond to the needs of students in the 21st century. SIDE uses a secure, online learning management system (LMS), Moodle, consisting of individual courses accessible whenever required.

## ***SCHOOL VISION***

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

The implementation of SIDE's vision is inspired by:

- enquiry and innovation
- addressing the diverse needs of students at SIDE
- continuing to strive for better ways to do our work.

Our priorities are:

1. Teaching and Learning
2. Learning Environment
3. Leadership
4. Curriculum and Resources
5. Relationships

## ***SCHOOL VALUES***

Our actions are guided by the four core values of the Department of Education.

### **LEARNING**

We have a positive approach to learning and encourage it in others; we advance student learning based on our belief that all students have the capacity to learn.

### **EXCELLENCE**

We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them. The standards and expectations challenge all of us to give of our best.

### **EQUITY**

We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all. We strive to create workplaces and learning environments that are free of discrimination, abuse or exploitation.

### **CARE**

We treat all individuals with care. Our relationships are based on trust, mutual respect and acceptance of responsibility. We recognise the value of working in partnership with parents, carers and the wider community in providing a quality education for our students.

## ***SCHOOL BELIEFS ABOUT TEACHING AND LEARNING***

- All children and young people are capable of learning.
- Students learn in different ways and their learning programs need to recognise this
- The teacher is a critical factor in a child's learning success
- Teachers need to encourage students to take responsibility for their own learning and to set challenging yet realistic goals for improvement.
- Effective pedagogy is purposeful, challenging and connected to a student's experience, stage of development and background
- Learning programs need to acknowledge and build on students' skills. They need to be culturally and developmentally appropriate and have real-life application
- Students should have the opportunity to observe, practice and teach other students the actual processes, products, skills and values that are expected of them
- The mental and physical health and well-being of students and teachers is a priority
- Students need opportunities to engage in higher order thinking and reflection about learning
- The core shared values in practice are the important foundation for all teaching and learning
- Learning happens best when student-teacher relationships are based on mutual trust and respect
- Learning occurs where students, home and school have a common goal, interact positively and are mutually supportive

## ***OUR MISSION***

- To be a school with high expectations of learning and achievement by offering creative, engaging and challenging educational experiences in a nurturing environment
- To strive for a culture of innovation, self-reflection and best practice in online, distance and face-to-face teaching and learning
- To be a school where students, parents, teachers and supervisors actively engage as partners in the educational process

# SECTION 2

## WHOLE SCHOOL PROGRAMS

### *ONLINE TEACHING AND LEARNING*

#### INTRODUCTION

The Online Teaching and Learning (OTL) team continued its role supporting pedagogy and systems to meet the needs of students and teachers.

In 2017 the OTL team consisted of:

- 1 x Level 3 Program Coordinator
- 1 x special duties teacher working 0.6 FTE
- 1 x special duties teacher working 0.4 FTE
- 1 x support officer – attached to SIDE ICT but focusing on OTL and web services needs.
- 1 x content editor/database administrator

Additionally, a 0.2 FTE contract for website content development and centennial planning was implemented at point of need through the year.

Also, SIDE's media studio audio specialist worked under the line management of OTL due to integration of digital content systems.

The brief of the OTL team was to:

- undertake teaching and the provision of training programs for both teachers and students in the appropriate use of technologies
- exercise responsibility for and manage human, financial and physical resources in order to meet the organisational objectives of the Department of Education (DoE) and SIDE
- contribute to the development and implementation of a whole-school curriculum, policies, programs and procedures
- maintain and manage the SIDE learning delivery systems such as the Moodle LMS, Saba Classroom web conferencing, the Erol content management system, and the Medial audio/video repository
- in collaboration with SIDE ICT, administer and populate SIDE's staff Intranet and school website.

In 2017, OTL specifically focused on:

- continuing a program of development and rigorous quality assurance of our courses in response to developments in the WACE and WA Curriculum, and the changing needs of our students, with a focus on modelling sound literacy and numeracy strategies

- implementing a number of tools in Moodle to improve monitoring and tracking attendance and participation
- developing a range of interactive and print resources that map the connections between SIDE's Online Teaching Capabilities Framework and the AITSL Standards. The framework accounts for the evolving technology that continues to change the nature of a distance education teacher's role and offers a fine-grained layer of practice below the more generic AITSL Standards
- auditing and examining a sample of our courses to ensure consistency and compliance
- integrating and refining our content management and learning delivery systems with a focus on reusability and sustainability
- planning and undertaking development of a new SIDE website in preparation for the 2018 centennial.

#### TEACHING AND LEARNING

- Synchronous (Saba Classroom) teaching and learning continued in 2017. Students received regular, scheduled instruction, participating in multiple lessons per week across their learning programs. In 2017, more than 4000 online lessons per month were delivered. The use of Saba Classroom to encourage collaboration amongst students, and to target high-level learning behaviours, was embedded in teaching practice
- Work undertaken by the DoE to upgrade bandwidth in some of our client schools meant we saw some improvements in maintaining successful teaching and learning. Unfortunately, saturated networks, poor infrastructure and a lack of technical knowledge and support in schools continued to affect our capacity to deliver seamless, engaging lessons
- The worldwide implementation of ever more rigorous browser security models highlighted the need to upgrade the DoE's now antiquated web conferencing system, Saba Classroom. Responsible risk-management of a system that teetered on the edge of inoperability became impossible. At the DoE's request, we undertook extensive trials of Cisco's Spark and WebEx conferencing platforms, and identified a clear path forward. Close collaboration with DoE's E-Schooling Services was not, however, matched by proactivity from DoE's ICT section, and plans to upgrade continued to be stalled. Although a long overdue patch was applied to Saba Classroom at the end of Term 4, the need for a modern

alternative continues to be critical. The situation in 2017 would have been much worse if not for support officer Matt Reverzani. Matt's capacity to find solutions to issues outside the purview of DoE's Customer Service Centre meant many of our most vulnerable students could participate in online lessons

- Our learning management system, Moodle, remains the core of our asynchronous presence, with more than 2000 active users of Moodle and more than 500 courses. In 2017 we updated our version to Moodle 3.1, providing a faster, slicker experience for teachers and students alike. Just like Saba Classroom, a Moodle "classroom" for every course is a matter of routine. Teachers and students identify their Moodle courses as their own classrooms, and more than 900 unique users log in to courses every day. Whilst the vast majority of those users were based in Australia, we had students logging in from 84 different countries
- Whilst face-to-face professional learning sessions were offered in 2017, Saba Classroom continued to be our main professional learning tool. Our approach consisted of online units combining web conferencing sessions and a Moodle course – a revival of our "Takeaway PD" concept. We redeveloped the Moodle course to allow simple location of resources and meaningful examples. This mode of learning has consistently resulted in greater engagement from our teachers
- In addition to the extension of skills inherent on much of OTL professional learning, there is a regular need to train new staff and relief teachers in basic operational procedures. OTL teacher Veronika Popp took the leadership role in welcoming new teachers to the SIDE world
- Our online knowledgebase, KnowIt, was reorganised and redeveloped under the guidance of editor/database administrator Gina Lau. In just a few years, this searchable information repository has evolved from a small OTL project to a key school-wide tool ensuring efficiency and sustainability in all aspects of teaching, learning and operations.

#### OTL HIGHLIGHTS OF 2017

- OTL and SIDE Library Resource Centre staff continued to collaborate in presenting the Authors Online program, in which working writers worked with SIDE's students via Saba Classroom
- In 2017, SIDE's public-facing website was showing its age. In Term 4, we began a redevelopment program in preparation for SIDE's 2018 centenary. Cathy Scott stepped into the role of advisor on this project, and her wide experience and vast knowledge of distance education practices ensured smooth progress
- As in previous years, online cybersafety sessions were conducted for upper-primary and lower-secondary students in a collaboration of the Commonwealth Government's office of eSafety and

OTL staff. This national program (delivered through Saba Classroom) again proved highly successful. OTL's Narelle Carlon took leadership of the program and won many plaudits for her organisational and leadership skills

- Gina Lau stepped into the role of Database Administrator/ Content Editor, replacing Freya Desebrock who took extended leave. Gina's instructional design experience was put to good use when she undertook an audit of course compliance and consistency across learning areas. The aggregated data from this audit proved invaluable in planning course development and professional learning in the medium term
- A long-standing project came to fruition with the development of Palimpsest, an interactive map of the relationship between SIDE's Online Teaching and Learning Capabilities and the AITSL Standards. This should prove to be a key resource for SIDE's performance management processes
- The Online Teaching and Learning team continued its important role in supporting SIDE's status as a "state-of-the-art", e-learning school.

#### FOCUS AREAS FOR 2018

- Implement key actions identified in the 2018 Online Learning Plan
- Continue to refine professional learning, quality assurance, and business practices to focus on sustainable resource development and pedagogy
- Support the school in ensuring AITSL Standards are the foundation of performance management
- Continue to ensure the highest-possible standard of course materials across the school
- Undertake implementation of a new web-conferencing system, subject to DoE proactivity.
- Support students and teachers in the synthesis of new technologies and progressive pedagogy
- Continue the implementation of streamlined practices in the use of content repositories to ensure ongoing sustainability of our course materials
- Given SIDE will be 100 years old, we will work towards celebration of teaching and learning and student successes through events, our public website and social media.

# *LIBRARY RESOURCE CENTRE*

## INTRODUCTION

The SIDE Library Resource Centre (LRC) has a wide range of resources and services to support the curriculum and recreational needs of Kindergarten to Year 12 students.

LRC services include:

- Teacher Librarians who provide expert advice to students and their families about resources and services
- Online services including a comprehensive catalogue of print, ebooks, audio books and audio ebooks which can be ordered or downloaded online
- Online accessibility of services and resources in Moodle
- Subscriptions to online encyclopaedia's, reading sites, study sites, newspapers and magazines
- Learning space at SIDE Leederville where visiting students and their families have access to digital technologies and a congenial place to work and talk to teachers

The LRC staffing includes:

- 3 x Teacher Librarians (1.6 FTE)
- 1 x Library Technician (1.0 FTE)

Student attendance on the SIDE campus increased significantly in 2017 with groups of students working in the library. LRC staff liaised with student coordinators and teachers to ensure all students work to maximum capacity.

## TEACHING AND LEARNING

Program Design

LRC collaborative teaching and learning programs increased significantly this year with lessons delivered in Saba to:

- HASS: Year 7, 8 and 9 classes (Focus: Inquiry Process)
- English: Year 7 – 10 classes (Focus: Wide Reading to extend literacy)
- Learning Support: Year 7 – 10 classes (Focus: Wide Reading to extend literacy)
- Health / Phys Ed: Year 11 (Focus: Inquiry process, plagiarism)
- Business Management Enterprise: Year 11 (Focus: Inquiry process, Referencing)
- Art ATAR: Year 12 (Focus: Inquiry process, research and referencing)
- English General: Year 12 (Focus: Inquiry process, Research and referencing)
- Primary – Saba classes (Focus: Literacy through literature promotion and Inquiry process)

The main increase in LRC teaching and learning programs was the delivery of Information Literacy (Inquiry Process) programs to Year 11 and 12 students from different Learning Areas. In total the LRC organised, prepared and conducted 214 Saba lessons in 2017.

Special events

- Children's Book Council of Australia Book Week
- National Simultaneous Storytime (Focus: Promote reading for fun and pleasure)
- Red Room Poetry Object – Poetry Workshop
- Indigenous Literacy Foundation Great Book Swap

LRC collaborative teaching and learning activities were delivered via Moodle to promote interaction and discussion on reading for fun and pleasure:

- Reading Corner – Primary
- Reading Room – Secondary
- Sharing Space – Learning Support
- SIDE Book Chat - Staff

Learning strategies focused on opportunities for collaboration in Saba classroom, and structured sharing in Moodle. The LRC logs show 16,961 hits to the Resource Centre Online (RCO) Moodle in 2017.

Authors Online continued to be developed and is highly supported by students, teachers and parents. Students provide feedback on every session and it is clear that it is valued by all who participate. Although this program is closely integrated with English year level descriptors it has extended beyond this learning area and provides an extra curricula program to students in English, Learning Support, and the Primary School.

Sessions are presented in Saba, recordings are made to allow students who cannot attend to participate by viewing the play back recordings, and a range of online support materials are made available so that teachers and students can prepare for the sessions. 2017 Authors Online presenters were: Susan Gervay, Norman Jorgensen, Deb Fitzpatrick and Cristy Burne. A LRC representative participated on the Aboriginal and Torres Strait Islander Education at SIDE Committee. Whole school literacy strategies have been embedded in Saba and Moodle courses.

Learning system integration

- All LRC resources are available through the RCO Moodle
- LRC logins for online services were explained to students and staff. Help Sheets and integration into lessons were provided

LRC Highlights in 2017

During 2017 the extension of online ebook accessibility for students was created by adding a subscription to the Wheelers ebook catalogue for Secondary students to the existing Overdrive platform. A trial was conducted at the end of 2017 to extend the Wheelers catalogue for Primary students, as well as adding the audio ebook catalogue for Primary and Secondary students. The trial was successful and the Wheelers services will continue in 2018.

In 2017 there was a total of 1,004 loans from the Overdrive catalogue made up of 945 ebooks and 59

audiobooks.

There were 192 loans from the Wheelers catalogue made up of 177 ebooks and 15 audio ebooks. The Teacher Librarians are actively engaged in outside organisations with:

- Felicia Harris and Elizabeth Allen holding positions on the Executive Committee of the WA Branch of the Children's Book Council of Australia
- Felicia Harris was selected to be a national judge for the Children's Book Council, Book of the Year Awards for 2019 and 2020. Felicia and Elizabeth Allen coordinated the 'Judges Talk' held in conjunction to the award
- Elizabeth Allen and Amy Rosato attended the Celebrate Reading Conference held at the Fremantle Literature Centre. Valuable links were made with authors and illustrators to participate in the Author Online Program
- Felicia Harris and Elizabeth Allen attended the Western Australian School Library Association conference on 'Leading sustainable libraries in uncertain times' facilitated by Wilma Kurvink.

The LRC team continue to provide current and updated resources for staff and student access.

A series of 'Help Sheets' have been developed which can be accessed at point of need to assist students, parents and staff with LRC resources.

The LRC organised and liaised with Primary teachers for students to participate in the Australia wide National Simultaneous Storytime (NSS) activity. This year's book 'The Cow Tripped Over the Moon' by Tony Wilson and Laura Wood (ill.), was accompanied by activities and a read along was well received by students, staff and parents.

Participation in Australia-wide activities continued with a morning tea held in the LRC to support the Indigenous Literacy Foundation Great Book Swap Indigenous Literacy Day. Staff raised funds through donations and a book swap.

The LRC continues to develop relationships with SIDE staff through hosting a variety of functions. The Book Club is held once per term. A Book Swap was introduced which allowed staff to exchange reading material. This was well received and on staff request will occur at the end of each term.

The LRC team is developing the use of social media within the school context to better share information with students, parents and staff. A promotion and social media plan has been developed which uses the school's Facebook account, LRC Moodle announcements, the LRC Blog, SIDEnet and the Reception Foyer in the Primary and Secondary Schools to promote school LRC activities.

Focus areas 2018

- Develop a school wide Information Literacy program for all SIDE students
- Review and develop sustainable digital resources for students and teaching staff
- Emphasise opportunities for students to collaborate in Saba and Moodle
- Continue to develop the Authors Online program
- Explore opportunities to share the collaborative programs with other learning areas
- Development of classroom observation strategies on regular basis across all LRC teaching and learning programs
- Use Saba sessions in conjunction with Learning Areas to consolidate the use of online services by students and their families, resulting in increased numbers of unique users and frequency of use of the LRC resources.

## STUDENT SERVICES

The student coordinators, VET coordinator and school psychologists are managed by one program coordinator and are responsible for all aspects of establishing and monitoring educational programs, student and supervisor support and career education. Responsibilities for student coordinators include:

- Coordinating each student's educational program in partnership with teachers, supervisors and parents
- Counselling students regarding Department of Education (DoE) attainment benchmarks, WACE and ATAR requirements and TISC procedures
- Assisting students to explore tertiary educational options and/or career directions that match their interests and strengths
- Considering individual circumstances as well as the local context when monitoring student progress.

The VET coordinator is responsible for the administration and day-to-day operations of SIDE's VET programs. All Student Coordinators have a teaching role in their area of specialisation. There are five teachers of Careers and VET, within the Student Services team.

### SENIOR SECONDARY COUNSELLING/ SUPPORT

- Counselling of students was based on establishing educational pathways which met the individual needs of students. All student pathway planning was based on data in Reporting to Parents, SIRS and SAIS
- Individual student circumstances and goals were discussed and documented and students were

assisted with employment and tertiary study opportunities and the achievement of defined goals. Students were made aware of ATAR bonuses from universities which support students from regional and diverse backgrounds applying for university

- SIDE's school psychologists provided psychological support/counselling to students and their families
- School psychologists consulted with student coordinators and key staff in the development of Risk Management Plans for students at risk due to their mental health
- Individual WACE Planners were created and reviewed by the Program Coordinator of Student Services. WACE Planners reflected individual pathways and progress toward WACE achievement
- A series of Year 12 ATAR support Saba sessions were offered to students
- General careers and training advice and information was presented to students via Moodle courses. Targeted career and training advice, information and support was given to students, parents and partner school staff on request
- The Moodle Essentials course continued to provide valuable senior school information and support including TISC updates and university entry information
- Financial and practical assistance was provided for targeted Year 12 students to attend WACE revision seminars including the Student Subsidised Travel Scheme
- Scholarship and alternative entry applications were prepared by coordinators on behalf of students to provide additional university entrance opportunities
- Student coordinators planned high quality and appropriately challenging ATAR and VET pathways for students.

### WACE AND ATAR MONITORING

- Student coordinators tracked 36 Year 12 students aspiring to university entry. Many students used alternative entry methods including ATAR bonuses to gain entry to chosen degrees or university preparation courses. Several students are deferring, pursuing elite arts or sports opportunities or working during their gap year
- WACE Planners were used by student coordinators to monitor Year 11 and 12 WACE achievements. Stringent monitoring was essential given the nature of the SIDE cohort and the complexity of the WACE requirements
- Modified programs were documented and regularly reviewed after negotiation with stakeholders.

### LOWER SECONDARY

- Counselling of students was based on educational pathways which met the individual needs of

students. All student pathway planning was based on data in Reporting to Parents, SIRS and SAIS

- Individual Program plans were created for students whose elite program, illness or circumstance prevented successful engagement in a full time load.

### STUDENT ATTENDANCE AND ENGAGEMENT

- Attendance of all students at risk and referral of students to relevant personnel/agencies as appropriate was monitored and documented
- SIDE attendance and students at risk(SAR) policies and flowcharts were followed
- Spreadsheet of attendance data for SAR were created and maintained. SIDE Contact and Interventions System (SCILS) and report data in addition to other information from teachers to construct an overview of student participation, issues and actions were used
- Documented plans were created as appropriate
- High attendance expectations for Aboriginal students by working with students, parents, schools and communities to understand how culture and experiences shape the learning of each Aboriginal student were developed.

### COMMUNITY RELATIONSHIPS

- Engaged with parents/carers in their children's learning and well-being
- Created successful partnerships with approximately 150 schools to support student learning and provide pathways to university and training by delivering courses and programs otherwise unavailable at the base school
- Year 7 and new students to SIDE in 2017 were invited to participate in an onsite Orientation to SIDE program
- Brochures, including Guide to SIDE, Fasttrack to SIDE, 2017 Year 11 and 12 Curriculum Information were developed as resources for parents supervisors and students
- Regional visits were undertaken to support families and partner schools
- Student casual/day visits were promoted and supported to encourage teaching and learning opportunities
- Referral and Elite category students visited SIDE on a weekly or fortnightly basis providing an opportunity to work with their teachers and to interact with other students
- SIDE's Referral program developed successful partnerships with two Care schools: St Francis and St Clare's. SIDE's school psychologists regularly attended case meetings at metropolitan schools. They work collaboratively with stakeholders to plan for re-integration back into school.

## STUDENT LEADERSHIP AND OPPORTUNITIES

Students were identified, supported and subsidised to participate in a range of leadership and educational events including:

- Young Leaders Day
- WACE Revision Seminar support
- Individualised SIDE visit programs
- Scholarship support
- Regional seminars for students in partner schools.

## PROFESSIONAL DEVELOPMENT

- WACE requirements and case scenarios discussed to improve knowledge and understanding
- Coordinators participated in PL as part of their Performance Management
- Links were made to AITSL professional standards.

## FOCUS AREAS FOR 2018

- Expect student-by-student high performance, high care culture based on strong individual case management
- Further develop and maintain key partnerships via regional and onsite visit programs and regular communication
- Counsel and monitor students toward WACE achievement by using SIDE WACE Planners
- Improve ATAR student exam preparation and performance skills by adopting a streamlined approach to an online study skills and exam preparation Saba program
- Create opportunities for students to demonstrate leadership and care in school and community
- Individualise student programs and pathways to meet the needs of students including their cultural context, aspirations and learning style
- Raise awareness of individual circumstances that impact on teaching and learning and the health and well-being of students by effective communication with teachers via email and SCILS
- Implement effective strategies to monitor attendance and focus on intervention and positively engaging students in individualised programs.

# CAREERS AND VET

## VOCATIONAL EDUCATION AND TRAINING

SIDE offered five Certificate II courses in 2017 across a broad range of interest/ employment areas. The certificate courses offered were:

- Certificate II Applied Language (French)
- Certificate II Applied Language (Japanese)
- Certificate II Business
- Certificate II Creative Industries (Media)

- Certificate II Financial Services
- Certificate II Information, Digital Media and Technology

## Certificate II Applied Language: French and Japanese (10297NAT)

Five students achieved this certificate: 2 French and 3 Japanese (Year 11 – 1; Year 12 – 2). This qualification was delivered in partnership with North Metropolitan TAFE. For new students from 2018 this qualification cannot be used for WACE completion requirements.

## Certificate II Business Services (BSB20115)

15 of 17 students achieved this certificate. This qualification was delivered in partnership with North Metropolitan TAFE.

## Certificate II Creative Industries (Media)

10 students achieved this certificate. This qualification was delivered in partnership with North Metropolitan TAFE. Some of these students have progressed onto studying film production at TAFE and the SAE Creative Media Institute.

## Certificate II Financial Services (FNS20115)

4 students achieved this certificate. This qualification was delivered in partnership with VETiS Consulting Services.

## Information Digital Media (IDMT) (ICT20115)

This certificate was introduced in 2016 and is delivered in partnership with Australian Institute of Commerce and Technology (AICT). 10 students completed this certificate.

## School-based Traineeships (SBTs)

SBTs enable students to combine schooling with employment in their industry of choice. They involve a partnership between the school, employer and student. One Year 12 student completed a SBT in Certificate II in Business at the Onslow Shire Council. 7 Year 11 students are completing SBTs in a wide range of industries.

## Workplace Learning

Authority Developed Workplace Learning (ADWPL) continued to provide students with the opportunity to gain skills in a workplace situation in 2017. The program was very successful with over a 100 students enrolling. A significant number of Year 10 students enrolled providing a solid foundation for developing core skills for work and early career exploration activities built on in Years 11 and 12.

Workplace Learning Coordinators conduct a comprehensive visit program with induction, monitoring and sign-off visits planned throughout

the year. On-the-job assessment; collection of iPad and written evidence, with employers and students, provides the information required for SCSA's Validation Sign-off Checklist.

The visit program was supported by Moodle and Saba which provided a level of individualisation necessary when placing students in a work environment within their community. The use of these platforms facilitated the completion of necessary documentation and the opportunity to work through the Skills Journals, which forms a major part of the assessment, along with required on-the-job hours. Interactive Moodle forms have also streamlined course delivery.

The introduction of RTP Workplace Learning (WPL) allowed for the planning necessary to move towards a centralised system for generation of documentation, moderation of placements and monitoring of student progress. This platform has established consistent work practices that link uploads of critical Certificates of Currency (COC's) with Public Liability Insurance. RTP Placement attendance data will be entered into RTP/Work Placements in 2018.

### Career and Enterprise

The Year 11 and 12 General courses were further developed in Moodle.

Enrolment in the Year 10 Work Studies course increased in Semester Two due to several school groups seeing value in the content and the opportunity to develop students' online learning skills prior to Year 11.

### HIGHLIGHTS OF 2017

- Effective use of the RTP Work Placement Module
- Support Officer-Student Services assistance with RTP Work Placements data input
- High proportion of 'A' grades achieved in Year 12 Careers. Written feedback from students and parents was extremely positive
- OTL Survey Monkey – surveys to students/employers, parent/guardians indicated a high level of satisfaction. This online feedback has resulted in an increase in return rate and improved relevancy
- The trialling of DoE Work Placement electronic and hard copy paperwork, in preparation for implementation in 2019
- Trialling of digital log book and skills journal
- Extensive collaboration within the ADWPL team. Fortnightly Positive, Minus and Interesting (PMI) update meetings
- Other student coordinators and delegated local personnel conducting workplace visits
- Strong partnerships with Group Training Companies and Australian Apprenticeship Support Networks
- Increase in School-based Traineeships – six new enrolments in 2017
- A SIDE School Based Traineeship (SBT) student winning trainee of the year for the Midwest region.

### FOCUS AREAS FOR 2018

- Develop Foundations Careers and Enterprise
- Refinement of the Career and Enterprise courses, utilising internal and external moderation partnerships
- Continue to promote School Based Apprentices (SBA) and SBTs
- Encourage use of digital log book and skills journal
- Trial virtual tour of workplace using iPhone e.g. Work Health and Safety (WHS) checklist activity
- Transition planning for recruitment of new ADWPL Coordinators

### FOCUS AREAS FOR VET 2018

- Consolidation of VET certificates in one department as a result of 2017 restructure
- Professional learning for staff to ensure adherence to the Australian Quality Training Framework (AQTF) standards which require all trainers to be competent and current in the qualifications being delivered
- Upgrade of the Certificate IV TAE Training and Assessment qualification for all trainers, to meet new requirements being introduced from 1 April 2019
- Review of qualifications offered by SIDE and future planning based upon predicted areas of growth in the job/ careers sector
- New partnerships to deliver the Certificate II Business and Certificate II Financial Services.
- Develop Certificate II in Skills for work and Vocational Pathways (Tourism)

# SECTION 3

## CURRICULUM LEARNING AREA REPORTS

### *PRIMARY*

#### STAFFING

The Primary staff is highly experienced. In addition to the Deputy Principal, there are four Level Three Teachers and of the remaining eight teachers seven hold Senior Teacher status. Two part-time education assistants are employed to support students with special needs and the Early Childhood Education (ECE) team. One full-time administrative assistant provides administrative support and performs student enrolment duties.

#### TEACHING AND LEARNING

##### Online Teaching and Learning

The online delivery of learning materials continues and has shown considerable growth as the preferred medium for home-based students. In 2017, classroom teachers continued to increase the use of Online Learning in all modalities available by creating and developing learning materials and lessons, and promoting and delivering these to a wide range of students (Australian Travellers, Overseas Home-based, Overseas Travellers, Regional and Referral) throughout the school year. Many Australian Traveller students took advantage of greater wireless connectivity within Australia to attend the school's online lessons.

Learning programs, classroom pages and specialist study areas were created and promoted by classroom teachers in Moodle. A large proportion of Kindergarten to Year Six students made use of this facility. Primary has continued to encourage students to download, and electronically return their learning programs.

In addition, a number of students accessed asynchronous learning opportunities such as Literacy/Numeracy Intervention programs, Maths Online, Reading Eggs and Mathletics.

Delivery to a larger audience continues to be hindered by internet connectivity and time-zone issues. These issues will continue to be addressed in 2018.

#### NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN)

The majority of our students in Years Three and Five continued to perform well in NAPLAN. These results were confirmed by the progress made by the students through the year. Refer to page 36 for the 2017 NAPLAN results

#### CURRICULUM PROVISION

The teaching and learning programs in Primary are developed specifically to meet individual student needs. Information gathered in the classrooms, from parents, and external tests such as the NAPLAN testing, help inform teachers to determine the needs of their students.

Major achievements in curriculum in 2017 include:

- The completion and implementation of Australian Curriculum English in Year One
- The completion of the revised Australian Curriculum English in Pre-primary
- The completion of Australian Curriculum Business and Economics in Years Five and Six
- A full Phase Two Western Australian Curriculum audit of existing learning materials.

#### HIGHLIGHTS FOR 2017

The highlights for 2017 included:

- The capacity of teachers to develop and implement high quality curriculum materials to match the Western Australian Curriculum
- The professionalism of the teachers in responding to DoE initiatives and priorities.

#### FOCUS FOR 2018

Primary will continue with its strong focus on catering for the individual needs of students. The curriculum focus in 2018 will be the implementation of the Western Australian Curriculum Digital Technologies and The Arts.

Students in Years Two to Six will be upskilled in 2018 ready for NAPLAN online delivery in 2019.

# MATHEMATICS

## INTRODUCTION

The 2017 school year concluded with 14 Mathematics teachers engaged in a teaching load of 9.7 full time equivalent (FTE) teachers. A total of 591 students were enrolled in a SIDE Maths subject at the conclusion of the year which represented a 11% increase on the numbers at the same time in 2016. The teaching load of 9.7 FTE represented a 13% increase compared with the previous year. Most Maths teachers taught across lower and upper secondary classes.

## KEY PRIORITIES FOR 2017

### LOWER SECONDARY

- Refinement of learning resources for Years 7 to 10 in West Australian curriculum (based upon Australian Curriculum)
- Use of standard courses with variations handled with Individual Education Programs (IEPs)
- Implementation of Common Assessment Tasks across Years 7 to 10
- Improvement of assessment design to allow for the full range of grades to be demonstrated in common assessment tasks
- Differentiation of instruction formalised for the Year 10 course
- Greater student participation in Saba classroom lessons
- Greater student participation in Moodle classes
- Access quality support materials from commercial publishers and free sources.

### SENIOR SECONDARY

- Continuation of new WACE courses for both Year 11 and 12:  
 ATAR: Mathematics Application  
 ATAR: Mathematics Methods  
 ATAR: Mathematics Specialist  
 General: Mathematics Essential  
 General: Mathematics Foundation
- Greater student participation in Saba Classroom lessons
- Greater student participation in Moodle classes
- Continued teacher use of data analysis to steer programs such as conditional spreadsheets, analysis of previous year's exam data
- Continued use of video clips and interactive activities from web-based resources
- Access quality support materials from commercial publishers and free sources.

## TEACHING AND LEARNING

Teaching programs in 2017 included:

Moodle Courses:

New WACE courses were provided with flexibility in the mode of delivery.

For ATAR courses, SIDE purchased a site licence for the text books by Sadler and the pdfs were housed in Moodle. Most students also purchased the text book.

For General courses the text books were purchased, or borrowed from the SIDE library. A code for the ebook was provided to students for online access.

Teachers and students appreciated the comprehensive facilities in Moodle such as: provision of pdf of text books, pdf of lesson guides, announcements, discussion forums, a grading page, links to internet sites and electronic submission and return of work.

All Lower Secondary courses were provided in Moodle. Years 7 to 10 students worked on the Western Australian Curriculum using SIDE Lesson Guides and a text book by Dr Terry Dwyer. SIDE subscribed to a site licence enabling students to access the pdf of the Dr Dwyer text book for each year group. Also provided within Moodle were interactive activities and support materials.

Anecdotal feedback from students, parents and supervisors, supported the model of

- Text book with accompanying Lesson Guide was clear and easy to use
- Moodle course structure was easy to navigate.

Additional Moodle Course:

The Mathematics department provided a course called Mathematical Numeracy Skills which is designed to assist students with numeracy skills, with the focus being preparation for OLN and NAPLAN. It focussed on strategies and practice on how to answer multiple choice questions.

PDF markup of student assessments:

It is now the norm that Mathematics teachers mark work using pdf or Moodle mark-up tools and then return the work electronically via Moodle. This means that the turnaround time for student feedback has been significantly reduced.

Saba Lessons:

All teachers presented lessons both scheduled and ongoing, to a broad range of students where practicable. Teachers were able to accommodate most students with access to a live Saba lesson and Playback was available for the students unable to attend the live lessons.

Maths Enrolment Units:

Pre-entry tests continue to be used for counselling students into appropriate courses. These can be:

- completed within SIDE Connect, a Moodle course which is accessed via the SIDE web page OR
- emailed to supervisors in pdf for printing

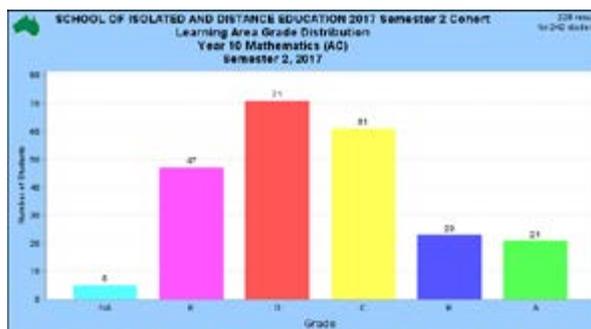
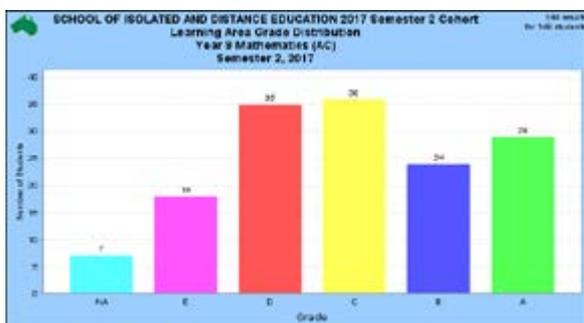
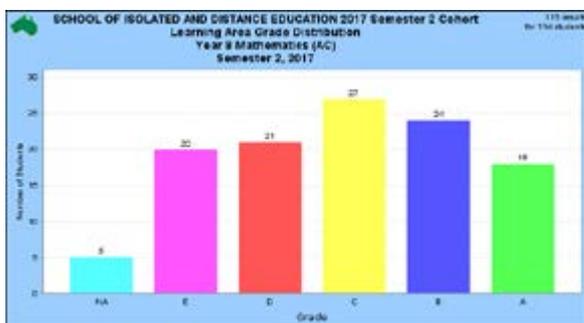
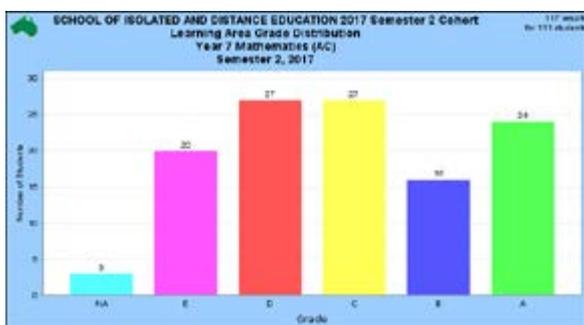
The former is the preferred method as it is computer marked and provides electronic storage of the work.

Data: student achievement Years 7, 8, 9, 10  
 Student enrolments in lower secondary concluded with 322 students, which was a 53% increase on the enrolments at the conclusion of the previous year.

### Grades Distributions

As students are now working on standard curriculum, marks were able to be recorded on a standard assessment outline within Reporting to Parents (RTP) and a merged list was created to rank the students within the year group. Grading was done in consideration to the ranking but also in conjunction with the descriptions relating to Achievement Standards as set by School Curriculum and Standards Authority (SCSA). This is the fairest way to grade many of the SIDE students who have unique circumstances.

Grades distributions at the conclusion of the year showed the following:



### Observations and interpretation

- Years 7 to 9 shows C grades the largest proportion which is to be expected
- Year 7 and 9 grade distribution showed a higher than expected proportion allocated to A grade. The Year 9 group was considered to be an exceptionally bright group and many students were provided with extension work
- Year 10 shows the largest proportion with D and E grades. This could be partly explained by the practice of administering Common Assessment Tasks and the natural diversity of the year group. The content of Year 10 becomes more challenging and more demanding
- The dip of B grades in Year 7 could be as a result of assessment tasks that did not provide enough scope for demonstration of student achievement. This is an ongoing challenge to have assessment tasks that provide opportunity for demonstration against the full range of grades.

### DATA: STUDENT ACHIEVEMENT YEARS 11 AND 12

Student enrolments in Years 11 and 12 were 269 at the conclusion of the year which represented a 16% decrease on the numbers from the conclusion of 2016.

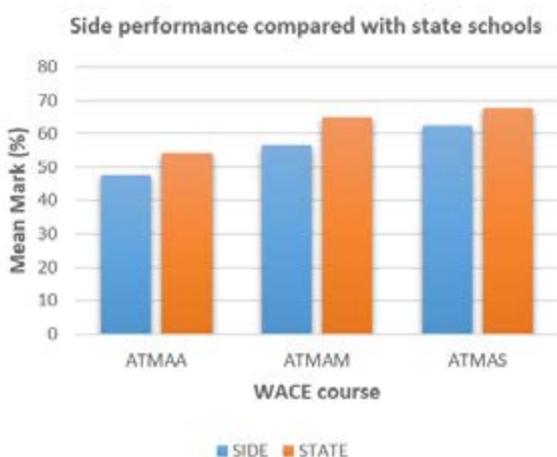
The table below shows some summary information for the new WACE courses

Course	# students	Correlation	Mean mod SM- Mean SM
ATMAS	24	0.94	-3.4
ATMAM	19	0.69	-6.93
ATMAA	28	0.87	-3.4

The last column shows the difference between the average moderated school mark and the average school mark. A positive value is desirable but 0 to -4 is adequate.

The second column shows the correlation coefficient. High correlation (closeness to 1.0) indicates that the ranking of students in the school marks was a good match to the ranking of the students in the WACE exam. A value over 0.7 shows “reasonable consistency between the school marks and the standardised exam marks”.

The following graphs illustrate SIDE performance in each of the ATAR Mathematics Courses, against other state schools. Average final scaled scores are used and the graphs suggest that SIDE performance is within an acceptable range of performance against all state schools.



This is the second year the new WACE courses have been delivered.

These figures provide the starting point for the analysis of the previous year's performance and to initiate discussion on strategies to improve results in the current year.

A noted improvement was the mean marks of SIDE compared to the state schools. All courses have school means that are closer to the state schools mean than in 2016, with ATMAA greatly improving. ATMAA improved on 2016 by closing the gap between the SIDE mean and state schools' mean by 7.32%.

Appropriate strategies involved:

- ensuring that entering students have been counselled into the correct course
- analysing the data (obtained from SCSA and SAIS) for areas of weakness and addressing them through targeted teaching.
- scaling (by standardizing) investigations, tests, exams and final scores to conform to state mean and standard deviation targets set by SCSA.

#### HIGHLIGHTS OF 2017

- Continued refinement of new WACE courses for Year 11 and 12
- Commencement of an in-house support video project focusing on videos for the Mathematics Foundation course
- Further development of learning materials for instruction at SIDE for Year 7 to 10 Australian Curriculum for 2018
- Sharing of team resources to support smart work practices.

#### FOCUS AREAS FOR 2018

##### SENIOR SECONDARY

- Consolidation and improvement of all new WACE courses. Teachers will be following the model of instruction which consists of:

- Moodle course with details for each lesson housed within the term and the week
- Lessons containing links to other web sites, activities and work sheets
- Lessons based on content from commercial publications via pdf/ebook or hard copy text

##### LOWER SECONDARY

- Provision of standard curriculum across Year 7 to 10 with ranking of students in the same year group but with room for variation according to the Achievement Standards
- Focus on Achievement Standards when designing tests and reaching consensus with grading
- Consolidation and improvement of the courses now in use across Years 7 to 10
- Refinement of IEPs to suit students requiring (including provision of Moodle courses)
  - Support
  - Extension: Particularly Year 10 Advanced course
- Exposure to and discussion around NAPLAN type test questions for both Year 7 and Year 9 students
- Greater student participation in Saba and Moodle
- Access to quality support materials from commercial publishers and free sources.

##### Years 7-12

- Preparation for the Online Literacy and Numeracy Assessment (OLNA) for Year 10 and Year 11 students yet to qualify. Students will be directed to the Moodle Course Mathematics Numeracy Skills which is designed to teach and practice the skills required to answer multiple choice questions, such as in OLNA. Teachers will use Saba lessons to discuss strategies with answering multiple choice non-calculator questions
- Greater use of Task Reports to be generated from Reporting to Parents. These are to be sent to students and Parents/Supervisors at the end of each term.

## THE ARTS AND TECHNOLOGIES

In 2017 the Arts and Technologies learning area experienced an increase in student enrolments and a corresponding increase in teaching staff over the previous year. Many of the valuable fixed-term teachers who have developed highly competent online teaching capabilities were welcomed back to cater for the additional students.

- Kat Popp who was previously a HOLA for the learning area relinquished this role and focused on her love of teaching art and rejuvenating some of the lower school Arts courses
- Angela Melia, an experienced SIDE teacher in Online Teaching and Learning (OTL) and Languages, enthusiastically embraced the teaching of a range of Home Economics courses as well as updating a number of

Moodle courses

- Experienced SIDE teacher Anthony D’Alfonso joined the team to teach Year 12 ATAR Applied Information Technology (AIT) and Serena Chew returned from leave to resume teaching the Year 11 ATAR group
- A former Distance Education staff member, Des Coles resumed teaching and contributed significantly to the revamping of the Year 9 and 10 Electronics courses and the Year 7 Design & Technologies course. His STEM expertise was also highly valued in upskilling of staff in some newly acquired 3d printing, laser engraving and vinyl cutting machines.

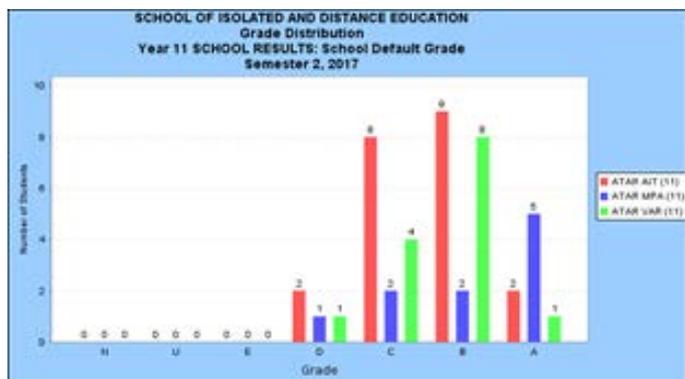
The ATAR courses Applied Information Technology, Media production and Analysis and Visual Arts continued to maintain strong student numbers from the previous years. Both of the Certificate II courses - Information Digital Media Technologies and Creative Industries Media remained popular choices for students needing a qualification to meet the requirements of their WACE certification. Early Childhood Studies remained a popular Year 11 and 12 General course.

New courses were introduced in lower school including Year 10 Media and Digital Technologies. New online Moodle courses were developed for each of these and were either self-published by the teacher or accessed funding through SIDE’s curriculum development process. The Digital Technologies course now provides a pathway though to upper school Computer Science, which was developed during 2017 and will be implemented in 2018. A number of other lower school courses including Food, Textiles, Digital Photography and Year 7 & 8 Design & Technology were revamped.

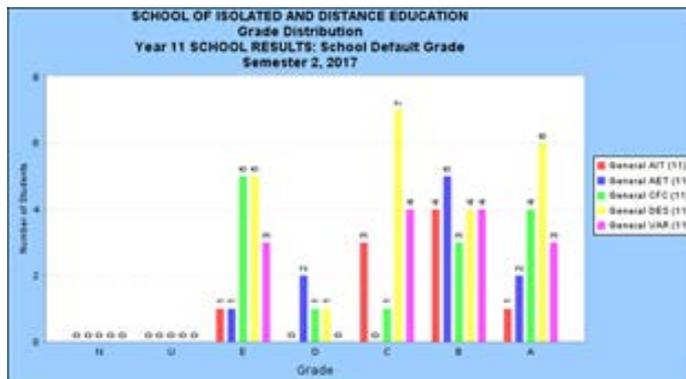
TEACHING AND LEARNING

Analysis of student performance in assessment tasks of senior school courses will be a focus area for 2018 to ensure that marks are consistent with system wide trends.

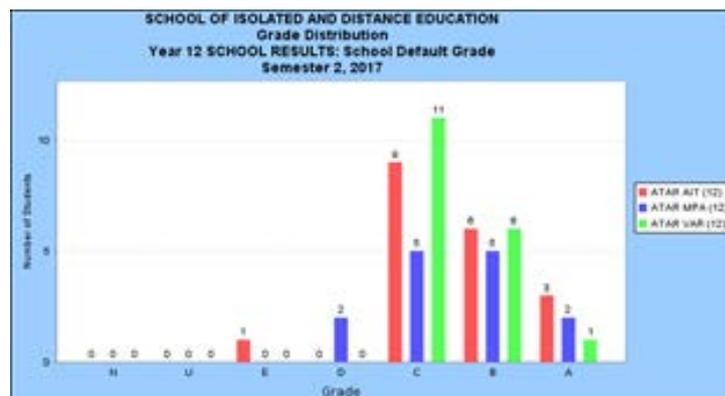
The Year 11 ATAR results for AIT, Media and Visual Arts are shown in the following graph and generally indicate a spread of grades that reflect a normal distribution even though the cohorts are on the lower end of a desirable sample size.



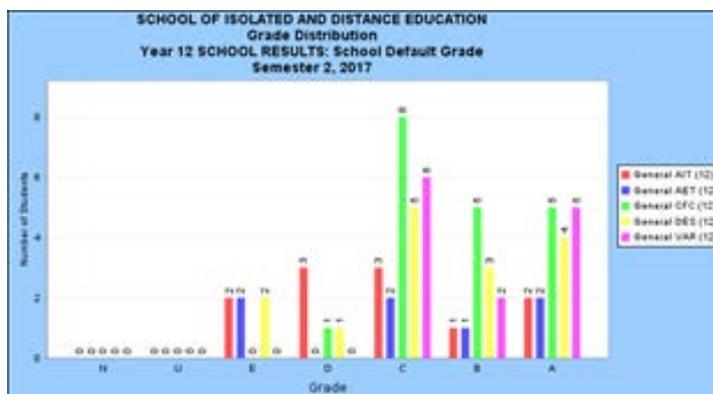
The graph for the Year 11 General courses below shows a higher proportion of E grades for Design Photography and Children Family and the Community reflect students who for various reasons did not complete the course.



Year 12 results shown in the following two graphs demonstrate a standard distribution for the ATAR courses but less so for the General courses. Significantly there are fewer E grades in the Year 12 General courses than in Year 11 as students are more aware of the impact course completion can have on their WACE and post-secondary destinations.



SIDE students generally performed within a standard range in the Externally Set Tasks (EST) for Year 12 General subjects.



The comparative tables below show the performance of SIDE students in the ATAR exams and their comparison to the state cohort and demonstrate sound results.

ATAR AIT

	Students in Course	Students sitting Exam		Course	Exam	Diff
School	19	19	Mean	61.8	66.1	-4.2
			Std Dev	16.1	19.3	-3.3
DoE	222	222	Mean	63.9	64.1	-0.2
			Std Dev	13.3	14.2	-1.0

ATAR Media

	Students in Course	Students sitting Exam		Course	Exam	Diff
School	14	14	Mean	65.2	62.0	3.2
			Std Dev	11.3	16.1	-4.8
DoE	249	247	Mean	62.9	61.3	1.6
			Std Dev	10.8	13.9	-3.1

ATAR Visual Arts

	Students in Course	Students sitting Exam		Course	Exam	Diff
School	18	17	Mean	59.7	54.4	5.4
			Std Dev	7.4	12.1	-4.7
DoE	305	286	Mean	62.1	60.0	2.1
			Std Dev	12.2	15.8	-3.6

Lower school subjects in both the Arts (Media and Visual Arts) and Technologies (Digital Technologies, Design & Technology, Home Economics) continue to attract strong enrolments. Students generally performed well across the range of subjects..

2018 FOCUS AREAS

- The Arts and Technologies K-10 Curriculum will be implemented and reported against in 2018 for the first time after significant Moodle course development and staff professional learning in 2017
- STEM education is a focus area for the Department of Education and a trial group of Year 8 students will take part in the Synergy Solar Challenge as part of the Design & Technologies curriculum. Further exploration of STEM course materials will enable a wider range of students to engage in this area
- The integration of several new subject areas will be a major focus for the learning area. VET will become part of the Arts and Technologies which consolidates the management of four Certificate II courses in one area. VET coordinator for SIDE, Jennifer Dobner, will join the team and oversee the delivery and reporting of Business Services, Financial Services, Information Digital Media Technology and Creative Industries Media certificates and liaison with their respective RTOs
- Business Education subjects including ATAR Accounting and Finance and General Business Management and Enterprise also will come under the Arts and Technologies management structure.

## LEARNING SUPPORT

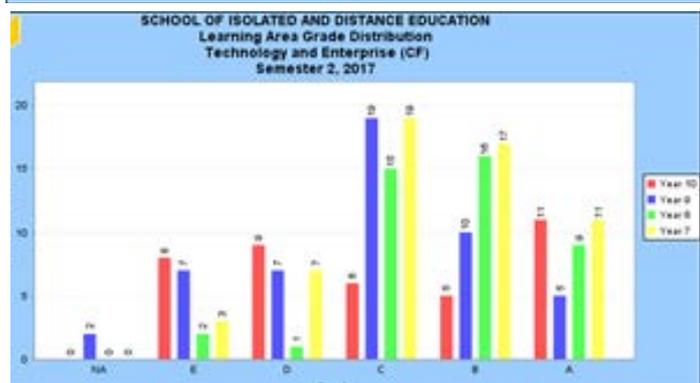
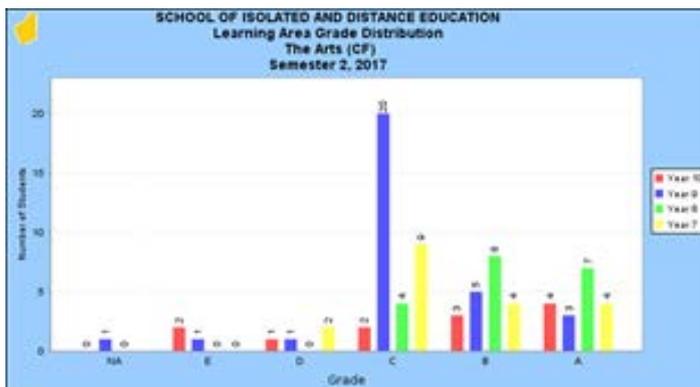
STAFFING

At the start of 2017 the Learning Support Team consisted of 7.4 FTE teachers and 0.6 FTE education assistant providing service to approximately 80 students, requiring Educational Support. However due to lower initial enrolments this was reduced to 5.6. By the end of 2017 the team had expanded to 7.2 FTE teachers and 0.6 education assistant providing service to approximately 110 students

KEY PRIORITIES FOR 2017

Areas that the Learning Support Team focused on in 2017 were:

- Whole learning area approach to improving student attendance and engagement
- Ongoing development and reviewing of high quality Moodle resources in Mathematics, English, Science and Humanities learning areas
- Ongoing development and implementation of the ASDAN programs. Staff attended ASDAN Forums to learn about the new ASDAN courses. Six ASDAN short courses and three ASDAN vocational taster courses were added to the curriculum
- Continued enhancement and maintainance of an effective resource collection that encompasses easily retrievable digital resources and supports online delivery and current curriculum pedagogy aligned to the Australian Curriculum and delivered via Moodle and Saba Classroom
- Implementation of reflective teaching practices using



#### AITSL standards

- Ongoing collaboration with all mainstream learning areas in development of courses and moderation of student work samples
- Ensuring staff attended relevant professional learning to support the teaching and learning program and to further develop personal growth
- All teachers have taken part in peer observation and feedback
- Further development of Phase 2 & 3 Australian Curriculum course material in partnership with mainstream teachers.

### TEACHING AND LEARNING

The Learning Support Team teachers focused on developing learning programs that were in response to the individual needs of our students. Improvements and new practices included:

- Teachers utilised a range of instructional strategies to assist student learning gained from attending professional learning in Understanding Dyslexia and Understanding Autism. Teachers utilised this professional knowledge in the development of their Saba lessons and Moodle classrooms
- Team members developed individualised Moodle Classrooms and engaged students in regular online activities
- Teachers developed smart goals for students in order to support students' achievement of goals
- Student common assessment tasks were developed and moderated against year level cohort.

#### Curriculum development

- Phase 2 and 3 curriculum courses for Civics and Economics were developed for years 7-10
- Continued development of ASDAN course materials for Moodle
- All Moodle courses in Learning Support were reviewed and refined with many improvements being made. New courses were developed in Moodle with the assistance of the Online Teaching and Learning Team (OTL).

#### Individual programs

All students in Learning Support are on an Individualised Education Plan (IEP). Teachers collaborated to develop goals for individual students using Special Education Needs reporting and Departmental Report formats within the Reporting to Parents (RTP) data base to report on student achievement to parents.

#### Achievement data

Students engaged in the NAPLAN, OLNA and ACER tests. Results were used to support students and set goals for improvement in areas of need in literacy and numeracy. A number of students in learning support passed their OLNA in 2017.

### HIGHLIGHTS OF 2017

All members of the Learning Support Team worked extremely hard throughout 2017. Each team member demonstrated a commitment to their students that was highly commendable. The team were very supportive of one another and student outcomes were very positive. In 2017 the senior teachers in Learning Support took on curriculum leadership roles and worked collaboratively to review and refine curriculum courses and resources.

Specific highlights included:

- The introduction of new ASDAN courses to be delivered in 2018
- All team members utilised phone/email/Saba to make regular contact with students, building positive relationships and improving student engagement
- Learning Support teachers developed and delivered differentiated teaching programs to small groups and individual students on a regular basis via Saba and Moodle
- All team members participated in Dysgraphia and Dyscalculia professional learning provided by the Dyslexia SPELD Foundation (DSF). These sessions were carried out during afterschool hours with teachers from mainstream also participating
- A number of teachers attended offsite professional learning and were able to share the key aspects and strategies learned with the rest of the team
- A number of students doing ASDAN had their ASDAN modules sent in for moderation. They all passed and will receive their certificates from ASDAN UK
- A Connect Community was developed to assist new Learning Support students, SIDE Supervisors and Education Assistants to online learning and how they can best assist the teacher in supporting the students and gathering evidence for their portfolios.

### FOCUS AREAS FOR 2018

Areas that the Learning Support Team will focus on in 2018 are:

- Whole learning area approach to improving student performance, attendance and engagement
- Developing strong relationships with partner schools through supporting SIDE supervisors and visiting schools through regional visits
- The ongoing development and reviewing of high quality Moodle resources in Mathematics, English, Science and Humanities learning areas
- The ongoing development and implementation of current and new ASDAN programs
- The ongoing collaboration with all mainstream learning areas in development of courses and moderation of student work samples, course outlines and assessments
- Carrying out classroom observations and provide peer feedback throughout the year as part of performance management process
- Carrying out self-reflection practices using the AITSL standards ensuring staff have attended relevant professional learning to support their teaching and to further develop personal growth.
- Continue to develop the Australian Curriculum HASS

course material in partnership with mainstream teachers in Years 8-10

- Work closely with students to assist them in meeting the NAPLAN and OLNA requirements
- Work with Student Services to develop suitable pathways for senior school students
- Further improve student attendance in Saba lessons and Moodle courses through obtaining constructive feedback from the students
- Access quality support materials to support teaching/ learning program
- Ongoing collaboration with MESH learning areas in the development of courses and moderation of student work samples.

nutrition, alcohol and other drugs, relationships, fitness, assertiveness, resilience, goal setting, communication, peer pressure, along with many more

- During 2016 students in Years 8-10 continued participation in physical activity by working 'with' a 'physical activity log' that was incorporated into all of the HPE courses. The log was used as motivator to encourage students to get active.

The Nelson Fit for Life workbooks were no longer required for purchase by students. However the materials have been incorporated into the newly developed Year 7 course curriculum to assist and encourage learning. The materials will also be available for Saba delivery in 2018.

## HEALTH AND PHYSICAL EDUCATION

### STAFFING

The 2017 school year started with 3.2 (FTE) teachers delivering curriculum across Years 7-12. In early March another full time teacher joined the team. Subsequent to that another teacher joined the team in May on a 0.4 allocation.

### KEY PRIORITIES FOR 2017

- Ongoing development and completion of Year 7-10 HPE Moodle courses mapped to the WA Curriculum
- Incorporation of peer and classroom observation into management of teacher performance
- Creation of new assessment tasks and marking keys across Years 11 and 12 in both ATAR and General courses
- Ongoing development of Year 11 and 12 teaching and learning materials for General and ATAR courses for delivery in 2018
- Provision of high level feedback to students across all year groups
- Understanding of the WA Curriculum
- Development and implementation of glossaries in courses
- Trialling of groups in Moodle
- Enhancement of moderation processes
- Consistency of IEP's across the learning area
- Development of early intervention strategies for non-engagement by students.

### TEACHING AND LEARNING LOWER SECONDARY

All Lower Secondary HPE Moodle Courses were structured to enable easier navigation by students.

The Health Education curricula encompassed a variety of focus areas including, but not limited to, the following:

- Self-esteem, coping, help seeking strategies, cyber-safety,

### Print Materials

No print materials were provided in lower school in accordance with SIDE's direction.

### Lesson Delivery

Fortnightly scheduled lessons were delivered to a broad range of students.

### Books

Students across Years 8 - 10 were encouraged to read The Puberty Book, Find Your Tribe and The Teenage Guide to Stress to assist their learning in HPE. Although this was not a requirement of the courses it was encouraging to note that a number of students did read the books.

### SENIOR SECONDARY

#### Senior School Health Studies

In 2017 both Year 11 and Year 12 students were able to choose from the ATAR or the General pathways.

There was a strong growth of enrolments across the senior school courses apart from the Year 11 General course which saw a decrease.

Year	Pathway	2016	2017
12	ATAR	22	43
12	General	25	30
11	ATAR	31	45
11	General	26	21

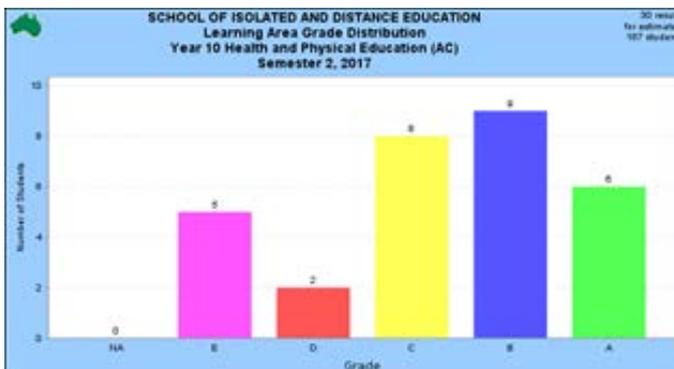
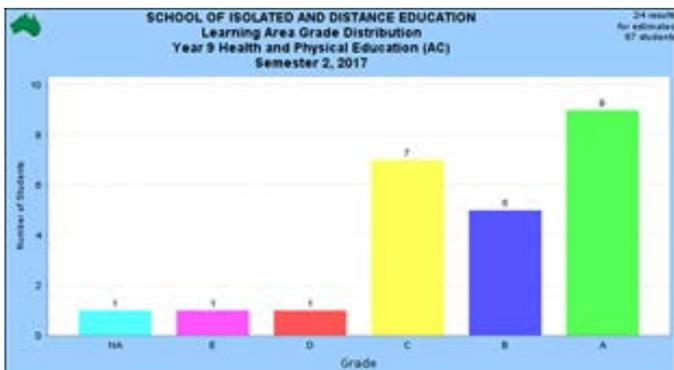
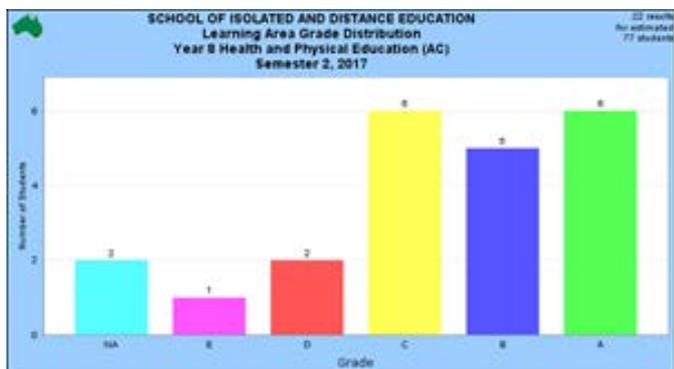
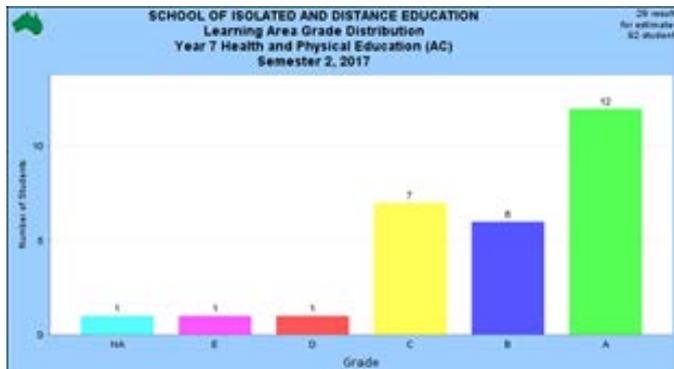
### Lesson Delivery

Scheduled lessons were delivered on a weekly basis to a broad range of students across WA, Australia and overseas. Some students were unable to access 'live' lessons, particularly those living overseas or travelling. These students were encouraged to listen to the playbacks.

### Student achievement data Years 7, 8, 9,10

It is important to monitor the achievement of the health and physical education learning area outcomes to ensure the provision of quality experiences to enable students to make

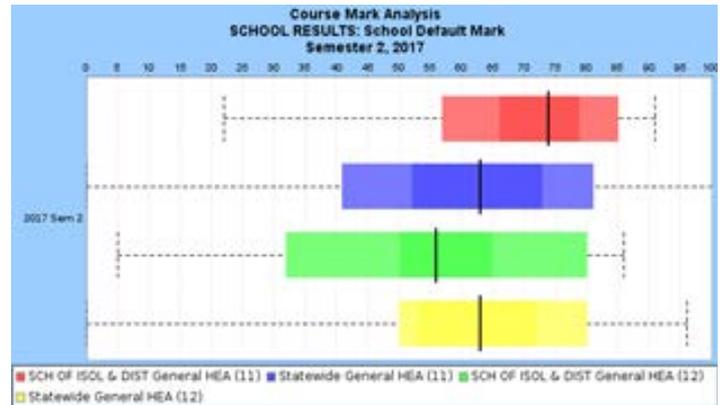
responsible judgements about health and physical activity. Student achievement in the grade distribution above tended to be skewed to the right in years 7, 8 and 9. However in Year 10 there were more students receiving an E grade due to non-completion of work.



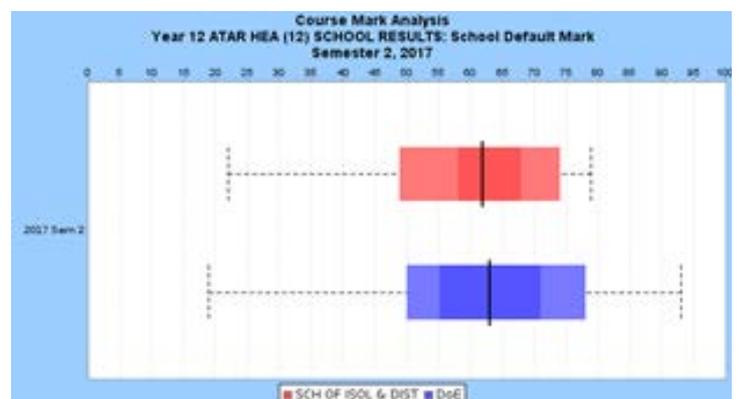
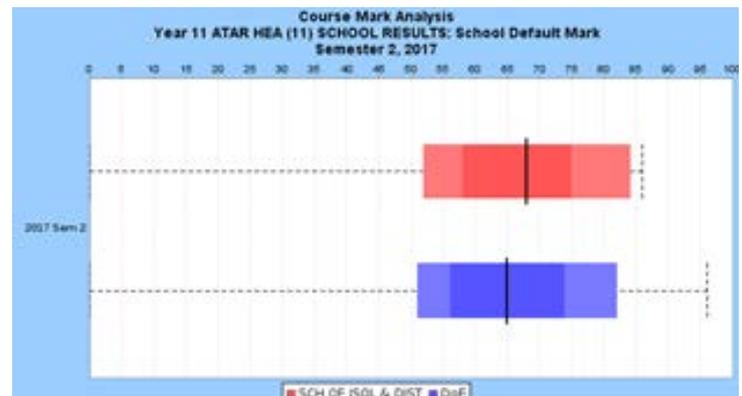
### Student achievement Years 11 and 12

The following graphs display the marks spread for students in a course. Course mark analysis – SIDE versus DoE schools has also been used.

The graph below relates to course mark analysis for the Health Studies General Courses across Years 11 and 12. The Year 11 data results are very high. This will be examined in 2018 through moderation and marking key development.



The graph below illustrates the course mark analysis for the Year 11 ATAR course. The course mean is higher than the state average.



Above is the course mark analysis for the Year 12 ATAR course. This result indicates that the mean has come back to expected performance. (The 2016 result has been determined an anomaly).

The course mean in 2017 was 47.0 and the state mean was 50.8. Evidence suggests that a number of students lacked strength in the skills of reading and writing. Strategies to assist students will be incorporated into 2018 Saba classes.

### HIGHLIGHTS OF 2017

- Moodle course development across Years 7-10
- Ongoing assessment development
- Regional visits
- Peer Observation.

### FOCUS AREAS FOR 2018

The most significant areas for 2018 will be:

- Improving teacher practice through:
  - Classroom Observation,
  - Analysis of student data
  - Analysis of course data
  - Participation in the PIVOT survey
- Enhanced Teacher feedback/marking on tasks and exams, text deconstruction
- Ongoing Moodle development to enhance student participation
- Participation by staff in professional learning
- Greater student participation in Saba
- Ongoing moderation across all year levels
- Building capacity in teaching

## LANGUAGES

### INTRODUCTION

The SIDE Languages Department offers programs at both Secondary and Primary levels, with four languages under its administration (French, Italian, Indonesian and Japanese). During 2017 there was a further decline in the number of students enrolled in SIDE secondary languages programs, however, the number of primary enrolments increased by over 350 students from 2016.

During 2017 the department was staffed with 25 teachers (14.2 FTE) and two language assistants under the leadership of the two Level 3 Heads of Learning Area with:

- 4 Level 3 Classroom teachers
- 5 Senior teachers

### TEACHING AND LEARNING

All language teachers delivered synchronous lessons through Saba. Primary teachers delivered twice weekly Saba lessons to students. Secondary teachers delivered all language students at SIDE a minimum of one Saba lesson per week in conjunction with the Moodle classroom.

Flexibility in delivery hours was applied in some cases as teachers managed the challenges of timetabling constraints and students living across time zones.

Staff continued to access professional learning to improve their skills in using and developing the asynchronous Moodle courses, with all secondary courses delivered through Moodle.

Moodle use in Primary Languages remained at similar levels to the previous year.

### Interactive white boards

Interactive white boards continue to be used in conjunction with Saba in some Primary schools to maximise student engagement where there is a shortage of computers or lack of bandwidth precludes a number of computers being online simultaneously.

### Best Practice and Innovation

The SIDE Languages Team is dedicated to providing access to high-quality online curriculum, and teaching and learning to students from Years PP-12.

A number of SIDE Languages teachers attended SCSA WACE planning workshops and a range of professional association workshops and conferences during the year and shared the experience with colleagues at SIDE.

### Teacher Development School (Languages)

In 2017 the SIDE Languages TDS team consolidated the WAC:L (Western Australian Curriculum: Languages) leadership group, initiated in Term 4 2016, to provide professional learning across the state. This professional learning included the presentation of four modules which focused on the implementation of the Western Australian Curriculum for Languages. These workshops included;

- Focus on Year 3 - Scope and Sequence
- Focus on Year 3 - Achievement Standards and assessment strategies
- Focus on Year 3 - Assessment pointers and annotated work samples

### PP - Year 2 Scope and Sequence and Planning.

These modules were delivered on more than nine occasions across the year to over 270 teachers of Chinese, French, German, Indonesian, Italian and Japanese.

Through the WAC:L modules, a variety of curriculum resources have been shared with teachers in the six languages to enable teachers to better engage with and understand the new curriculum. These have included programs of work, planning templates and curriculum documents that the team has developed such as the language specific year by year 'one pager' scope and sequence documents, comparative Year 2 – 4 Achievement Standards comparison documents to enable teachers to better engage with and understand the new curriculum.

The SIDE TDS has enabled all Languages staff at SIDE to develop their understandings of WAC:L through providing ongoing professional learning sessions. This professional learning has greatly improved the confidence and understandings of the new curriculum and provided opportunities for staff to work together to reflect on current teaching and learning programs and implement changes to these programs.

The SIDE Languages TDS worked collaboratively with AISWA, CEWA, State Wide Service and Willetton and East

Manjimup TDSs to provide ongoing, comprehensive, high quality professional learning. At the request of the Languages Teaching and Learning Services Padbury, The SIDE Languages TDS Co-ordinator worked collaboratively with the East Manjimup Languages TDS co-ordinator to conceptualise, develop and deliver the five day Switch (Leap) Language program.

The SIDE TDS has also responded to requests for support from;

- New North Education Initiative inviting the TDS co-ordinator to present at a L3CT workshop for the second year
- State Wide Services to support the Walk the Talk professional learning by providing an on-line workshop
- Mount Lawley Lead Language School to develop curriculum knowledge of staff

The TDS team have used Connect to advertise upcoming events, share information and make past workshop recordings available to teachers to access at any time. Connect has also been used to communicate efficiently with the WAC:L group of language leaders. SIDE will continue as a Teacher Development School in 2018.

#### Languages Resource Development Project

In late 2016 SIDE was approached by Statewide Services to develop resources (particularly digital) for teachers to use which were aligned to the Western Australian Curriculum: Languages for French, Indonesian, Japanese and Italian. A team of teachers led by a Level 3 project manager was established for this two year project. In 2017, units of work for each language were developed and were specifically mapped to the new curriculum. These resources were produced for Year 3 and included amongst other things, video, audio, teacher notes, worksheets, assessment tasks and marking keys. These resources were uploaded through Connect for all Department of Education (DoE) teachers to access and download and use as they wish.

This project will continue in 2018 when material and resources based on the new curriculum will be developed for Years 4,5 and 6.

#### Language Assistant Program

In 2017 SIDE Languages was supported by two Indonesian language assistants (one in Semester 1 and one in Semester 2). Both were employed through the Department of Education Language Assistant Program.

Students from PP-12 were motivated by the presence of these young native speakers in their online classrooms and through face-to-face interactions which added immeasurable value to the Language learning program. The participation by the language assistants on numerous school visits around WA was especially valuable.

Native speaker tutors employed through the DoE Native Speaker Tuition program assisted French, Italian and Japanese senior secondary students to improve their language and be fully prepared for the WACE practical exam.

#### Hyogo Exchange Teacher

In March we welcomed to our Languages Department, Mr Takuma Ito, an exchange teacher from Hyogo Prefecture, Japan. His role was to assist with the development of resources for the language resource development project, as well as assisting in Saba Japanese classes. Mr Ito was involved in the development of many video and audio resources and was able to provide valuable speaking practice with our senior secondary students. Mr Ito will remain at SIDE until March 2018. His assistance at SIDE has been invaluable and he has been a great asset for our Japanese classes.

#### ACHIEVEMENT DATA

##### Primary Languages

SIDE Languages delivered programs in the four languages to approximately 1000 students across the state.

In 2017 the percentage of Year 3-6 students achieving the expected C grade standard or above was:

- Year 3 88%
- Year 4 89%
- Year 5 88%
- Year 6 87%

The figures are consistent with or better than state-wide results.

##### LOWER SECONDARY

In 2017 there were approximately 132 Year 7-10 students studying a language through SIDE. Student learning programs were tailored to cater for entry into secondary as a new beginner of a second language or on a continuing pathway from primary school.

In 2017 the percentage of lower secondary students achieving the expected C grade standard or above was:

- Year 7 77%
- Year 8 83%
- Year 9 92 %
- Year 10 87%

Small cohort sizes and a lack of continuity in enrolments make it hard to draw meaningful conclusions from lower secondary results.

##### SENIOR SECONDARY

In 2017 the Languages Department at SIDE continued to offer a variety of pathways for students including Year 11 and Year 12 ATAR courses across all languages, an Indonesian First Language course and the VET Certificate II in French and Japanese. General Languages courses were also offered for Year 11 and 12.

##### ATAR Year 12

School assessment grades for each Language followed a normal pattern however, there was a noticeable discrepancy in some Languages between school marks and raw WACE exam marks. Some individual students and cohorts did not perform as well as expected in the external exams and as a consequence, some cohorts were adversely affected by the standardisation and moderation processes. In 2018, teachers

will engage in additional moderation activities and focus on strategies to support students in effective exam preparation.

### Certificate II in Applied Languages

Two Japanese students and two French students achieved their Certificate II in Applied Languages, representing a 66% attainment rate in this qualification.

### HIGHLIGHTS OF 2017

- Development of WAC:L resources for Year 3 2018 (DoE curriculum resources project and SIDE Year 3 preparation)
- Upskilling of all staff in new curriculum
- French teacher, Brigitte Blunsdon was awarded the Teachers of French Association Marie-Louise Laurant award for 2017. This award recognises both excellence in the teaching of French and the recipient's contribution to the French teaching community
- Visit to SIDE by representatives from the Hyogo Board of Education who were investigating options for online delivery options in Japan and were interested in how SIDE operates.

### Student awards/achievements

Two Year 10 students won prizes at the Alliance Française Prize Presentation Ceremony on 3 November 2017. One for rendition of a poem 'Respire' and one in the country students category for the Alliance examination.

### FOCUS AREAS FOR 2018

- From 2018 SCSA have mandated Language learning from Year 3. Focus will be on the delivery of the SIDE developed new curriculum programs for all Year 3 students
- Continuation of curriculum writing for Year 4 2019 and beyond - both by the Languages Resource Development team and by SIDE teachers
- Direct classroom observation by line managers will be implemented to promote teacher best practice and reflection.

## SCIENCE

### STAFFING

- In 2017 the Science Learning Area enrolled 515 students at the start of the year. The majority of these students were school based enrolments. By the end of the year 571 students were enrolled in Science courses. The Science Learning Area commenced the year with 9.9 teaching FTE and 1.0 Laboratory Technician FTE. There were a number of staff changes in 2017:

### KEY PRIORITIES FOR 2017

#### SENIOR SECONDARY

1. Science Pre- Enrolment Tests in Chemistry and Physics continued to be used for counselling students into appropriate courses. These were completed by students within SIDE Connect
2. Implementation, ongoing reflection and review of Year

12 WACE courses, namely, ATAR Biology, ATAR Chemistry, ATAR Human Biology, General Human Biology and ATAR Physics occurred in 2017. This included the high quality resources used during Saba lessons and the Moodle course design. This process was ongoing using the curriculum expertise and experience within the Science Learning Area team

3. As part of the course review, typical exam type practise questions, revision and course specific exam techniques were incorporated into senior secondary ATAR courses
4. Targeted revision and tutorial Saba lessons were made available to Year 11 and 12 ATAR students to prepare them for their WACE exams
5. Increased participation and engagement in Saba lessons and Moodle activities was achieved through online instructional strategies.
6. Assessment tools were reviewed and refined at the end of 2017 for implementation in 2018. All WACE courses had Common Tasks and Assessment and Moderation strategies embedded in the teaching/learning program
7. Teachers used SAIS data, maximising feedback and other system data to improve student outcomes
8. Teachers used video clips and high quality interactive activities from web based and archived SIDE resources
9. Creation of a new Year 11 General Integrated Science Moodle course for implementation in 2018
10. Use of formative feedback/student voice strategies in Saba and Moodle using PIVOT and teacher constructed surveys.

#### LOWER SECONDARY

1. Delivery of West Australian Curriculum for Years 7, 8, 9 and 10 students
2. Ongoing review and refinement of Curriculum, Instructional design for Saba and Moodle, Assessment tools and Reporting practices occurred in 2017
3. Each year group had Common Tasks embedded in the assessment outline which facilitated internal moderation of Achievement Standards. West Australian Curriculum Achievement Standards and SCSA work sample exemplars were used for comparison
4. Internal moderation of assessment tasks to ensure comparability of grades allocated to lower school students within the Science learning area and students in Learning Support
5. Shared Moodle courses were used for the different cohorts to ensure consensus, collaboration, moderation and differentiation
6. Student feedback and survey questions, using PIVOT and teacher constructed surveys were used in some Moodle courses and Saba lessons
7. Teachers used SAIS data, and other system data analysis to improve student outcomes. Documented Plans were provided for students requiring learning adjustments
8. Increasing the submission of lower secondary tasks to endeavour to reduce the number of E grades awarded due to lack of work submission.

### TEACHING AND LEARNING SENIOR SECONDARY

In 2017 a wide range of courses were offered to senior school students (Table 1). There were 277 students who completed senior secondary courses.

Course	Year 11	Year 12
Biological Sciences	51	41
Chemistry	26	19
ATAR Human Biological Science	25	26
General Human Biology	23	21
Physics	24	20
Chevron endorsed course	1	

Table 1: The number of students studying Science courses Semester Two 2017

Overall, the results of the Year 12 Science courses were good due to the teaching/learning strategies that staff implemented with their students.

Table 2 summarises the moderated differences in SIDE Year 12 courses and these are then compared with the Department of Education schools (DoE) and all schools in the state (State) moderated differences. A negative score indicates that the school results are moderated down and a positive result indicates that the results are moderated up.

Course	NO students*	SIDE	DoE
BIOLOGY	41	-7.88	-1.07
CHEMISTRY	19	-18.65	-7.25
HUMAN BIOLOGY	26	-8.07	-1.69
PHYSICS	20	-14.20	-4.80

Table 2: WACE Moderation differences in 2017.  
\* number of students sitting WACE exam

### LOWER SECONDARY

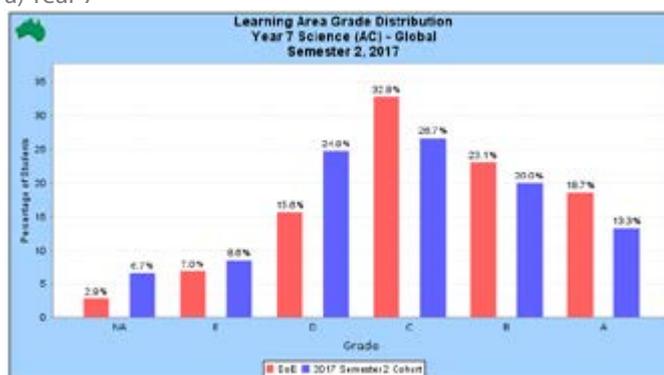
In Semester Two 2017 there were 295 students enrolled with SIDE in Years 7-10. Many of these students were enrolled as part of the Elite programs. Others were from District High Schools, Remote Community Schools, travellers and regional and remote primary schools.

Table 3: Lower School enrolments.

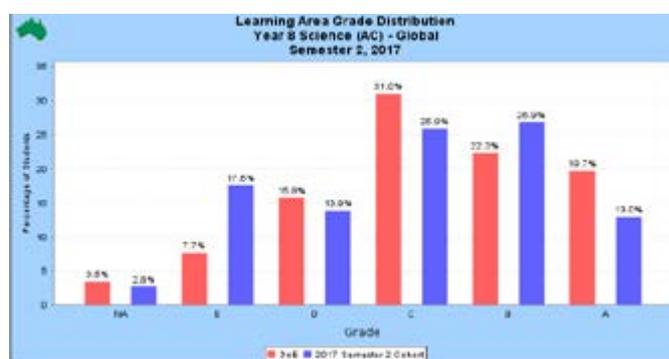
	Year 7	Year 8	Year 9	Year 10
2009		65	80	80
2010		28	66	71
2011		69	36	88
2012		76	89	64
2013		67	91	95
2014		64	100	88
2015	57	80	75	87
2016	36	57	99	80
2017	40	53	76	126

Table 4: Science Learning Area grade compared to DoE schools

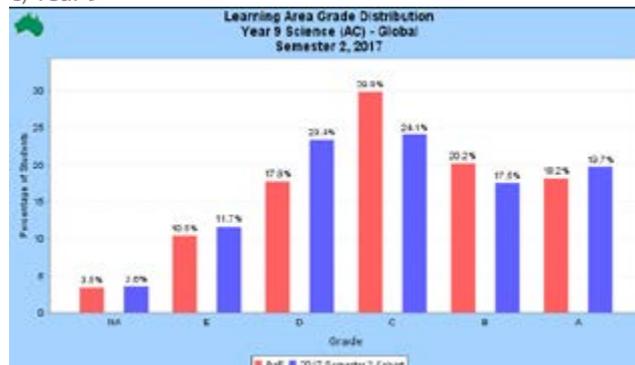
a) Year 7



b) Year 8



c) Year 9



## d) Year 10



One of the aims of the Science learning area over the last few years has been to reduce the number of students receiving an NA or E grade on their report. The majority of students who achieve an E grade have attendance concerns or do so because they failed to submit the required tasks.

### HIGHLIGHTS FOR 2017

- Online Scitech visit  
The Science learning area has experienced a highly successful partnership with Scitech. This afforded students the opportunities to watch high quality live demos using Saba classroom. Students from regional WA were given opportunities to become part of a wider learning community as they participated in these interactive online Saba sessions presented by Scitech
- Presentation: Jo Watkins(CSIRO)  
The Science learning area also hosted a live Science demonstration by Jo Watkins, Chief Executive Officer, Earth Science WA. SIDE students were treated to a range of exciting and engaging fully interactive Earth Science activities using the Saba platform. This session was delivered via Saba to 45 highly enthusiastic students from all over WA as well as overseas. A face-to-face session was held with students on campus earlier in the day
- STEM resources  
The Science learning area secured a Partnership, Acceptance, Learning and Sharing (PALS) grant in 2017. This allowed us to purchase high quality resources which will be used in STEM related activities in 2018.

### Staff Professional Development opportunities

- During the Year Science staff attended Future Science and ConSTAWA conferences, and a range of other career development and leadership PL
- Science teachers participated in regional visits, school visits, and student visits to SIDE
- Julie Clark is a member of the School Curriculum and Standards Authority Curriculum (SCSA) Course Advisory Committee for Human Biology
- Natalie Cooper was an Independent Reviewer for the ATAR Biology WACE Exam, and a team leader for the marking of the ATAR Biology WACE Exam. Natalie is also a member of the SCSA Course Advisory Committee for Biology. She wrote the General Biology Externally Set task for 2018. She

also worked with Edith Cowan University (ECU) as a pre-service teacher practicum supervisor.

### FOCUS AREAS FOR 2018 SENIOR SECONDARY

1. Continue to incorporate exam type practise questions, revision and course specific exam techniques into senior secondary ATAR Year 11 and 12 course lessons to improve student performance
2. Use data analysis to identify areas of weakness and address these through refinements in the teaching/ learning programs
3. Continue review of teaching and learning programs for the Year 11 and 12 courses
4. Creation of the Year 12 General Integrated Science Moodle course ready for 2019.

### LOWER SECONDARY

1. Ongoing review and refinement of Year 7-10 teaching and learning programs
2. Encourage greater student participation and engagement in Saba and Moodle
3. Increasing the submission of lower secondary tasks.
4. Regular monitoring of student attendance as per SIDE policy to identify SAER students and ensure early intervention and therefore endeavour to reduce the number of E grades awarded due to unsatisfactory attendance
5. Refining Documented Plans to suit students who need additional support or extension.

### ALL SCIENCE STUDENTS

1. Ongoing use of literacy strategies such as glossaries in Moodle courses, and numeracy strategies such as modelling of best practice graphing skills in Saba lessons.
2. Focus on STEM planning and implementation to improve student engagement in Science.
3. Focus on formative feedback/student voice strategies in Saba and Moodle using PIVOT and teacher made surveys.

## ENGLISH

### INTRODUCTION

The English Learning Area worked collaboratively during 2017 to seek innovative ways to respond to the unique needs of our students. The 2017 team consisted of 13 English teachers engaged in a teaching load of 8.4 fulltime equivalent (FTE) of teaching and administration time.

### TEACHING AND LEARNING

The focus for 2017 was to offer our students a rich and differentiated online English curriculum, promoting equity and excellence and providing the opportunity for all students to reach their full potential.

## KEY PRIORITIES FOR 2017 LOWER SECONDARY

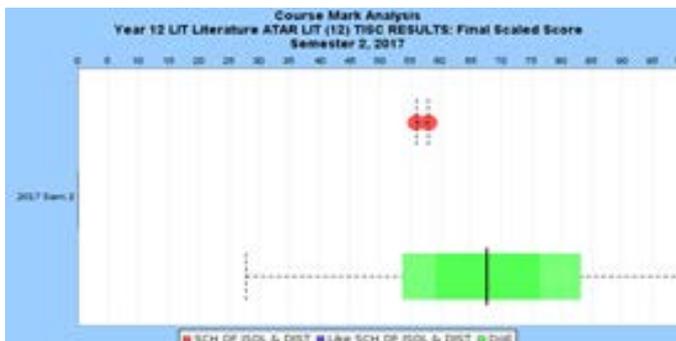
- Provision of engaging reading resources, including e-books, audio books and graphical resources
- Wide Reading Program included one teacher librarian collaboration per term in Years 7, 8, 9 and 10 Saba classes.
- Ongoing review of Years 7, 8, 9 and 10, as part of our iterative cycle
- Shared Moodle courses and common tasks facilitated internal moderation of achievement standards, collaboration, and differentiation
- NAPLAN practice quizzes from different contexts were used throughout Terms 1 and 2 in Year 7 and 9 English Moodle
- Moodle gradebooks were reviewed and updated to facilitate teacher on-balance judgements
- PIVOT feedback/survey was trialled
- Diagnostic data was used early to determine student literacy needs
- IEPs were provided for individual student learning adjustments
- Differentiation strategies included the use of online literacy program WordFlyers for all Lower Secondary groups and the explicit inclusion of Blooms and Solo taxonomies to guide teaching, learning and metacognition
- Ongoing individualised support.

## SENIOR SECONDARY

- Two new courses were written in-house: 11 ATAR English as a Second Language/Dialect (AEELD) and 11 General English as a Second Language/Dialect (GEELD). The teachers responsible for developing the courses have produced outstanding online modules for eligible students
- OLNAs practice topics were embedded in all relevant Moodle courses. Eligible Year 10, 11 and 12 students were provided with practice OLNAs questions
- Common tasks, assessments and moderation strategies were embedded for all WACE courses
- Online marking of student tasks increased. Marked work was returned electronically and stored in Moodle for easy access to timely feedback
- Use of SAIS and other system data analysis continued to be a focus area.

## Course and Exam Analysis Year 12 English Literature

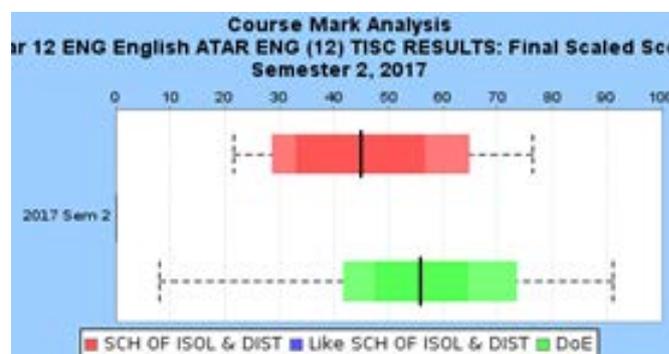
Two of the three Year 12 Literature ATAR students achieved C grades and performed as expected in the WACE examination, achieving satisfactory grades. The mean school score was adjusted by -1.6%. All but one student achieved a least a C grade. Strategies implemented to ensure consistent judgements included moderation with a school that has a large Literature Year 12 cohort. Cross-marking and moderation of tasks and semester examinations informed the grading and assessment for the students in this small Literature Year12 group.



## Year 12 English ATAR

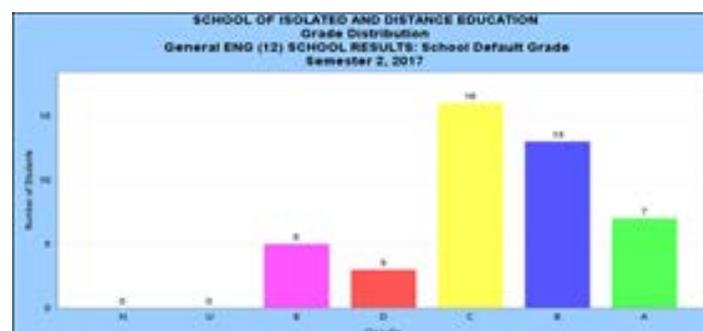
Our top student achieved a standardised combined score of 80.94 and a positive differential of 4.5. The correlation coefficient of 0.75 indicates that the ranking of students was accurate. The course is strong, proven by strong results from an abler cohort in 2016. All students aspiring for university entry will do ATAR English but a large portion of the students enrolled during 2017 might have been more suited to the English General course.

In 2017 Year 12 English ATAR students performed below expectation. The mean school score of 46 indicates that many students in the cohort performed below the standard for university entry. Some students did not try in the exam, indicated by student feedback and anomalous performance. The mean school score was adjusted by -2.1%. Strategies for improvement include: review of marking standards against the syllabus especially at the top and bottom ends, further use of system data and student grade exemplars and in-house and state level cross-marking and moderation.



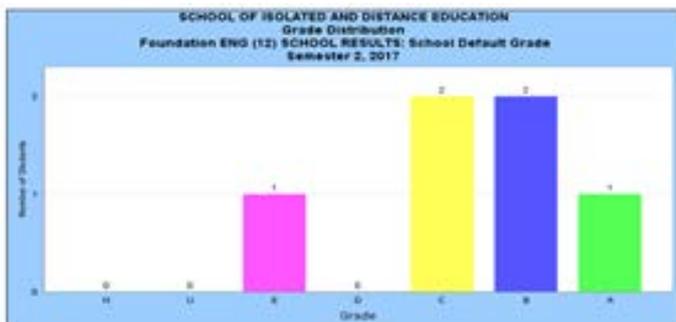
## Year 12 English General

The high number of A and B grades reflect high achieving students who have chosen the General pathway for non-academic reasons. Most students achieved an expected C. Fewer D's, reflect the high support these students receive to pass. E grades reflect students who, for various reasons, did not complete the course.

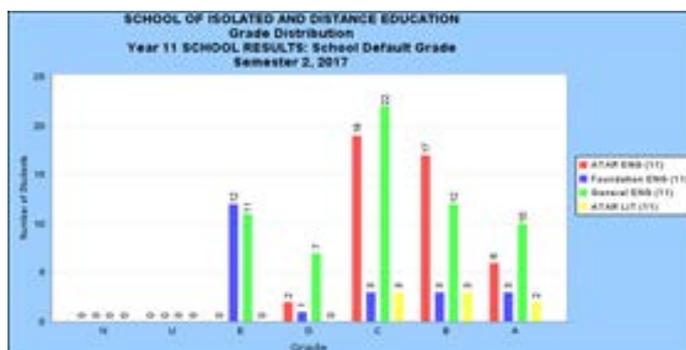


### Year 12 English Foundation

Six students completed the 12 English Foundation course; five students achieved a C grade or greater. The course focus is on literacy skills with a pedagogical focus on engagement, connection and encouragement. The program is not reductive, instead immerses students in a range of texts, for life skills and creativity.



### Year 11 Teacher Judgements



### Year 7-10 Teacher Judgements

#### Year 7 Semester 2 2017

GRADE - 41 Students *					
NA	E	D	C	B	A
0%	19.3%	27%	27%	17%	9.7%
(0)	(8)	(11)	(11)	(7)	(4)

#### Year 8 Semester 2 2017

GRADE - 56 Students *					
NA	E	D	C	B	A
1.8%	3.6%	7%	32%	30.3%	26.6%
(1)	(2)	(4)	(18)	(17)	(15)

#### Year 9 Semester 2 2017

GRADE - 76 Students *					
NA	E	D	C	B	A
0%	15.7%	11.8%	32.9%	22.3%	17%
(0)	(12)	(9)	(25)	(17)	(13)

### Year 10 Semester 2 2017

GRADE - 107 Students *					
NA	E	D	C	B	A
0%	12%	13%	31.8%	27%	15.8%
(0)	(13)	(14)	(34)	(27)	(17)

\* Learning Support Data has been extracted

An improvement in overall performance is evident in the Lower Secondary data. Of note is the increase in the number of A grades from Semester One to Two.

### FOCUS AREAS FOR 2018

#### SAER Strategies for students at risk

- Modified assessments and assessment outlines, in consultation with HOLA and key stakeholders, and in accordance with SIDE Assessment Policy and system requirements
- Collaborative working relationships with students, parents and supervisors
- Explicit pedagogies implemented via Moodle and Saba lessons
- Genuine concern for well-being for all students in accordance with the Department's High Performance - High Care strategic plan
- Learning resources and strategies to address literacy demands of the course and student learning needs
- Greater use of WordFlyers to meet individual learning needs.

#### Strategies for high performing students

- Analysis of student data to pinpoint areas for growth
- Use of explicit reflective practices
- Targeted use of modelled responses
- Explicit use of rubrics and marking keys to highlight areas for extension
- Differentiation of vocabulary focus words - to extend
- Extension activities: external programs, for example, Red Room Poetry.

#### Goals

The range of Professional Learning undertaken by English staff during 2017 has created impetus to reflect on and implement teaching strategies that target the learning needs of our unique student cohort. As a result, teacher expertise to adapt and meet the learning needs of students from year to year, is an ongoing goal.

- Increased inclusion of reflective practices: both students and teachers use assessments to guide learning
- Encourage increased engagement with Speaking and Listening tasks through offering a range of assessment types, and using different strategies, focusing on the formative to facilitate feedback for improvement
- Focus on adjusting assessment formats to be more inclusive.

# HUMANITIES AND SOCIAL SCIENCES

## INTRODUCTION

The 2017 school year concluded with 15 Humanities and Social Science (HaSS) teachers engaged in a teaching load of 8.9 full time equivalent (FTE) teachers.

## KEY PRIORITIES FOR 2017 LOWER SECONDARY

- Re-visioning HaSS 7-10 Curriculum and Assessment strategies
- Re-writing HaSS 7-10 Learning materials. This included staff writing curricula working in addition to their teaching duties, accessing funds to employ external writers and monitoring the progress of these projects
- Modernising Moodle appearance and accessibility
- Enhancing Saba presentations and student engagement in lessons
- Developing effective Individual Education Programs (IEPs).
- Enhancing use of SCILS
- Implementation of Common Assessment Tasks across HaSS -Years 7 to 10
- Re-focusing teacher discussions to prioritise collegiate problem solving on the main agenda of “how best to teach curriculum concepts and skills to diverse student abilities”
- Improving assessment design to allow for the full range of grades to be demonstrated in common assessment tasks
- Enhancing student participation in Moodle classes by re-designing curricula delivery and the use of forums
- Obtaining text books for all Lower school HaSS students
- Enhancing staff practice when affirming and academically assisting students who are at risk
- Enhancing scaffolding to improve Literacy attainment
- Identifying opportunities within the HaSS Curriculum to address numeracy attainment
- Demonstrating teacher use of data analysis to inform practice

## SENIOR SECONDARY

- Continuing development of WACE Year 11 and 12 courses
- Enhancing student participation in Saba, Moodle classes and forums
- Continuing teacher use of data analysis to steer programs (e.g. analysis of previous year’s exam data)
- Accessing quality support materials from commercial publishers for Business Management and Enterprise (BME). These courses are now supported with electronic copies of the text book
- Re-writing BME Moodle courses
- Reviewing the General History Year 11 course
- Staffing our teaching requirements.

## TEACHING AND LEARNING

HaSS engages students in relevant curricula contexts via Saba and Moodle forums. Texts and SIDE supplied learning kits (for example, in Geography) are used to supplement Moodle learning activities. Phone calls, student visits to SIDE, regional visits and emails are used to connect students to their courses and teachers.

HaSS Moodle courses are designed to cater for a wide range of abilities. Within most HaSS Moodle courses there are interactive activities and support materials which add to the attractiveness of the course.

All assessed work is returned via Moodle. Increasingly, teachers utilise online marking. This significantly reduces turnaround time for student feedback.

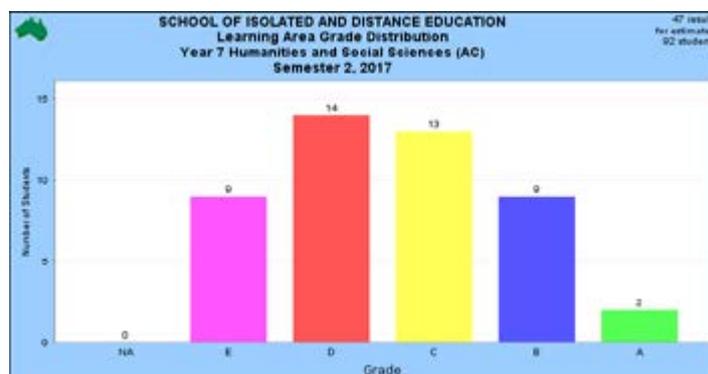
In a significant first (for SIDE), all Lower School SIDE HaSS students were provided with a hard copy text (“Big Ideas” Oxford publications) to supplement their Moodle course curriculum provisions. Some pdfs were made available to travellers.

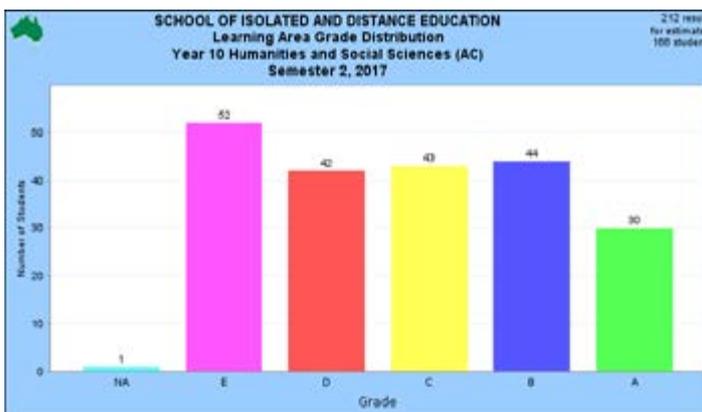
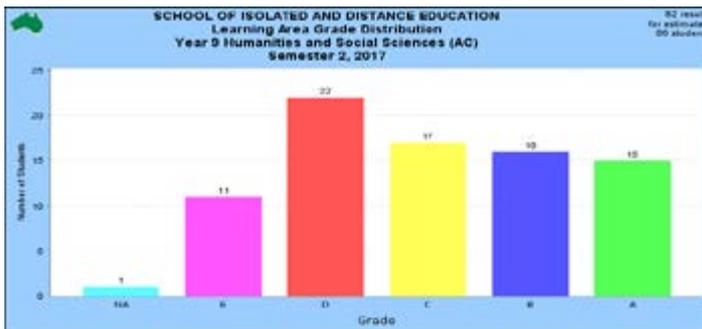
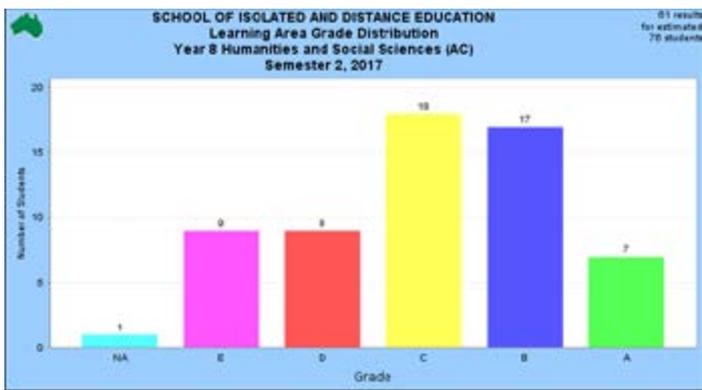
Saba Lessons: All teachers presented Saba lessons. Teachers were able to accommodate most students with access to a live Saba lesson with playback available for the students unable to attend the live lesson.

## Grades Distributions

As students are working on standard curriculum, marks are recorded on a standard assessment outline within Reporting to Parents (RTP) and a merged list was created to rank the students within the year group. Achievement Standards set by School Curriculum and Standards Authority (SCSA) further informed grade allocations. Increasingly, Teachers utilised formative assessments to inform the on-balance grade determination process.

Grades distributions at the conclusion of the year showed the following:





**Observations and interpretation**

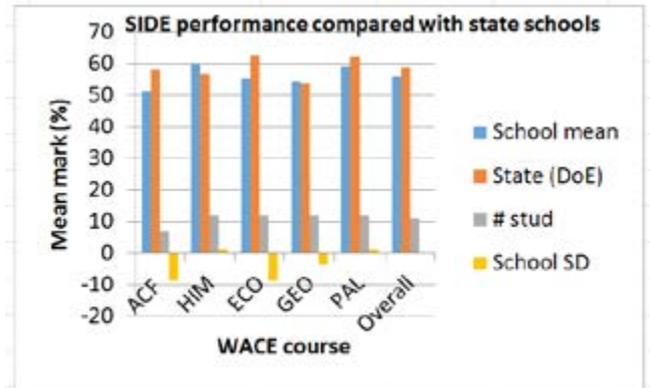
- In Years 7 to 10, the “C grade” is the expected grade which most students will achieve. Our results are within this expectation
- Only a relatively small percentage of HaSS 7 and 8 students achieved an “A grade”
- Year 10 shows the largest proportion with D and E grades. Few N/A were recorded
- The large number of D and E grades observed in the above diagrams were a direct reflection of the relatively large number of Learning Support program students included in the SIDE HaSS statistics. Additionally, a significant number of students enrolled late in the year. It does take time for some students to engage and perform.

Enhancing our Saba, forums and Moodle courses by including more interactive activities (with timely feedback), an increased use of verifiable formative assessment to better inform grade determination and more explicit teaching are some of the strategies HaSS is undertaking to address these areas of concern.

**STUDENT ACHIEVEMENT YEAR 11 & 12**

The following graph and table demonstrate that SIDE HaSS ATAR performance is (relative to all state schools) within an acceptable range of performance.

Some students achieved very impressive results and others achieved personal bests.



	School mean	State (DoE)	# stud	School SD
ACF	51.4	58.3	7	-8.7
HIM	59.8	56.8	12	1.3
ECO	55.2	62.4	12	-8.7
GEO	54.5	53.5	12	-3.5
PAL	58.9	62.1	12	1.3
Overall	55.9	58.62	11	

HaSS staff are analysing the data (obtained from e.g. SCSA, Maximising Feedback, SAIS.OLNA) for areas of weakness and will address them through targeted teaching, review of curricula delivery and reviewed assessments to enhance performance. One of the HaSS “action research projects” is focused on enhancing the Year 12 revision programs scheduled between the SIDE exams and the time students sit for their WACE.

**HIGHLIGHTS OF 2017**

- Considerable success in student WACE results
- Pleading outcomes in our Vocational subject areas
- Greater student engagement in our subjects via enhanced Saba lessons, a significant number of regional visits and student involvement in conferences
- Re-visioned and renewed HaSS 7-10 curricula offerings and assessment regimes
- Enhanced Accounting and BME Moodle courses
- Progressive implementation of smart work practices such as online marking and templating of assessment types.

## FOCUS AREAS FOR 2017 SENIOR SECONDARY

- Consolidating and improving the courses now in use
- Reviewing Moodle courses.

## LOWER SECONDARY

- Consolidating and improving all HaSS 7-10 course curricula and assessments
- Consolidating “making consistent judgement” assessment processes
- Enhancing formative assessment verification regimes
- Refinement of IEPs
- Consolidation of student participation in Saba and Moodle forums
- Monitoring and evaluating summative scores for student’s achievement, attendance and participation in formative learning activities. These verifiable, documented judgements will enhance the validity of teacher “on balance grade determination”.

Years 7-12

Greater use of:

- Task Reports to be generated from Reporting to Parents
  - Glossaries for all HaSS subjects and accustom students to refer to them
  - Hyper-linking glossaries to difficult text
  - Structured paragraphs in HaSS 7-10
  - Identified opportunities to enhance numeracy skills.
- 

# SECTION 4

## STUDENT PARTICIPATION AND ACHIEVEMENT



### *STUDENT PARTICIPATION*

Primary	Kin	PPR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Full Time	(4)	10	20	18	10	14	12	22	110
Part Time	5	0	0	0	0	0	0	0	5

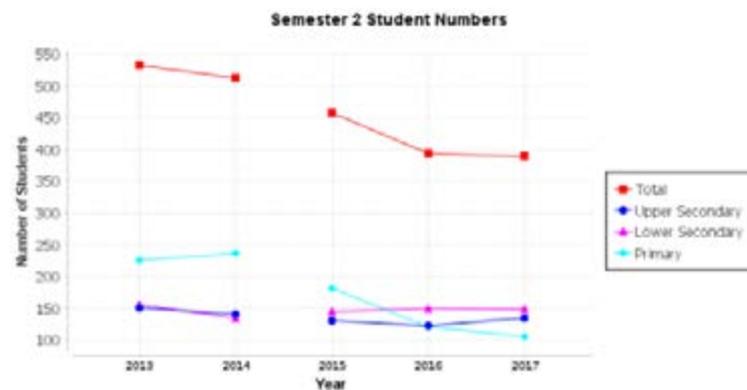
Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	18	29	39	63	74	61		284

School	Total
Full Time	390
Part Time	5 (4)
Total	395 (394)

	Kin	PPR	Pri	Sec	Total
Male	3	6	48	80	137
Female	2	4	48	204	258
Total	5	10	96	284	395

### STUDENT NUMBER TRENDS SEMESTER 2



		2014	2015	2016	2017
Primary (excluding Kindy)	226	237	182	121	106
Lower Secondary	156	135	145	150	149
Upper Secondary	151	141	131	123	135
Total	533	513	458	394	390

## STUDENT ATTENDANCE

At SIDE, attendance for home-based students is documented by:

- Student participation in online Saba lessons and engagement in Moodle activities
- Return of work according to the work calendar or to a negotiated schedule
- Adherence to contract arrangements
- Completion of required assessments.

In 2017 attendance was monitored in the SIDE Contact and Intervention Logging System (SCILS) giving a wider understanding of the attendance profile of the student cohort.

SIDE teachers have implemented several structures to ensure attendance and participation:

- Each subject provides a work completion calendar which specifies tasks and deadlines. Any student who does not submit work without a reasonable explanation is considered to be 'absent'
- Students are encouraged to follow a normal school day pattern to participate in a 'lesson' based structure for the day
- Online lessons (Saba) are used to monitor student attendance and participation
- Moodle and the SIDE portal allow students to 'attend' at times when their teacher may not be available
- Teachers use email and phone contact to follow up on non-submission or work as necessary.

## HOME BASED STUDENT NUMBERS

Given the nature of students home based enrolment at SIDE, the following figures are indicative, not determinative.

Semester 2	2013	2014	2015	2016	2017
Primary (Excluding Kindy)	226	237	182	121	106
Lower Secondary	156	135	145	150	149
Upper Secondary	151	141	131	123	135
Total	553	513	458	394	390

NB: All calculations are based on second semester census data.

## YEAR 12 ACHIEVEMENT

Code	Course	A	B	C	D	E	Total Grades
ACF	Accounting and Finance	2	4	2	4	0	12
AIT	Applied Information Technology	10	14	24	6	6	60
AET	Automotive Engineering and Technology	4	2	4	0	4	14
BLY	Biology	10	20	44	4	4	82
BME	Business Management and Enterprise	6	4	6	0	4	20
CAE	Career and Enterprise	10	8	4	0	4	24
CHE	Chemistry	6	10	10	6	4	36
CFC	Children, Family and Community	10	10	16	2	0	38
DES	Design	8	6	10	2	4	30
ECO	Economics	4	12	6	2	0	24
ENG	English	16	46	78	16	16	172
FSL	French: Second Language	0	0	2	0	0	2
GEO	Geography	4	8	24	4	2	42
HEA	Health Studies	14	40	68	10	12	144
HBY	Human Biology	16	30	38	6	4	94
IND	Indonesian : Second Language	0	0	0	2	0	2
IFL	Indonesian: First Language	0	0	0	2	0	2
ISL	Italian: Second Language	2	2	2	0	0	6
JSL	Japanese : Second Language	4	2	8	0	0	14
LIT	Literature	0	0	4	0	0	4
MAT	Mathematics	0	4	4	8	0	16
MAA	Mathematics Applications	14	12	18	6	0	50
MAE	Mathematics Essential	12	12	28	16	16	84
MAM	Mathematics Methods	8	14	14	6	0	42
MAS	Mathematics Specialist	12	12	18	8	0	50
MPA	Media Production and Analysis	4	10	10	4	0	28
HIM	Modern History	4	10	14	3	4	38
PHY	Physics	10	4	16	10	0	40
PAL	Politics and Law	2	8	10	0	0	20
VAR	Visual Arts	12	16	34	0	0	62
Totals		204	320	516	130	82	1252
Percentage		16.0%	26.0%	41.0%	10.0%	7.0%	100.0%

Qualification Name	Achieved Aualifications
Certificate II in Applied Language	4
Certificate II in Aviation Transport Protection (Passenger and Non-Passenger Screener)	1
Certificate II in Aviation Transport Protection (Checked Baggage Screener)	1
Certificate II in Business	16
Certificate II in Creative Industries	10
Certificate II in Financial Services	4
Certificate II in Information, Digital Media and Technology	10

## Year 12 Pathways

	Y12 Students	ATAR Only	ATAR & Cert II or Higher	VET Cert II or Higher	Other	
					Verified	Unverified
2017	68	15 (22.1%)	7 (10.3%)	21 (30.9%)	23 (33.8%)	2 (2.9%)
2016	90	10(11.1%)	0 (0%)	16 (17.8%)	60 (66.7%)	4 (4.4%)

## Year 12 Students Completing a VET Certificate (during Years 10 to 12)

	Certificate I		Certificate II		Certificate III	
	Number	Percentage	Number	Percentage	Number	Percentage
2017	1	3.4%	20	69.0%	8	27.6%
2016	3	15.8%	12	63.2%	4	21.1%

## WACE DATA 2017

### 1. Students achieving WACE

Year	Eligible Year 12 Students	Percentage achieving WACE
2015	26	92%
2016	20	100%
2017	39	82%

### 2. Students achieving 75% or more scaled scores

Year	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2015	20	3	15%
2016	10	6	60%
2017	22	4	18%

## LITERACY AND NUMERACY TESTING 2017

### NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY RESULTS (NAPLAN)

NAPLAN Year 3 Reading	2014	2015	2016	2017
Mean (Australia)	419	426	426	431
Mean (SIDE)	522	511	536	508
% SIDE students above minimum standard	95%	89%	100%	100%
% SIDE students at minimum standard	0%	0%	0%	0%
% SIDE students below minimum standard	5%	10%	0%	0%

NAPLAN Year 3 Writing	2014	2015	2016	2017
Mean (Australia)	402	416	421	414
Mean (SIDE)	437	435	470	436
% SIDE students above minimum standard	88%	89%	100%	
% SIDE students at minimum standard	6%	0%	0%	0%
% SIDE students below minimum standard	6%	11%	0%	0%

NAPLAN Year 3 Numeracy	2014	2015	2016	2017
Mean (Australia)	402	398	402	409
Mean (SIDE)	507	538	482	460
% SIDE students above minimum standard	95%	90%	100%	100%
% SIDE students at minimum standard	0%	0%	0%	0%
% SIDE students below minimum standard	5%	10%	0%	0%

NAPLAN Year 5 Reading	2014	2015	2016	2017
Mean (Australia)	501	498	502	506
Mean (SIDE)	524	610	556	583
% SIDE students above minimum standard	80%	100%	84%	100%
% SIDE students at minimum standard	20%	0%	8%	0%
% SIDE students below minimum standard	0%	0%	8%	0%

NAPLAN Year 5 Writing	2014	2015	2016	2017
Mean (Australia)	468	478	475	473
Mean (SIDE)	474	511	515	506
% SIDE students above minimum standard	70%	100%	92%	100%
% SIDE students at minimum standard	30%	0%	0%	0%
% SIDE students below minimum standard	0%	0%	8%	0%

NAPLAN Year 5 Numeracy	2014	2015	2016	2017
Mean (Australia)	487	492	493	494
Mean (SIDE)	519	555	530	601
% SIDE students above minimum standard	100%	100%	92%	100%
% SIDE students at minimum standard	0%	0%	0%	0%
% SIDE students below minimum standard	0%	0%	8%	0%

NAPLAN Year 7 Reading	2014	2015	2016	2017
Mean (Australia)	580	580	541	545
Mean (SIDE)	617	603	556	583
% SIDE students above minimum standard	83%	85%	100%	100%
% SIDE students at minimum standard	13%	15%	0%	0%
% SIDE students below minimum standard	3%	0%	0%	0%

NAPLAN Year 7 Writing	2014	2015	2016	2017
Mean (Australia)	512	511	515	513
Mean (SIDE)	529	517	548	539
% SIDE students above minimum standard	77%	75%	100%	90%
% SIDE students at minimum standard	15%	20%	0%	10%
% SIDE students below minimum standard	8%	5%	0%	0%

NAPLAN Year 7 Numeracy	2014	2015	2016	2017
Mean (Australia)	546	543	550	554
Mean (SIDE)	561	563	571	584
% SIDE students above minimum standard	96%	100%	100%	100%
% SIDE students at minimum standard	4%	0%	0%	0%
% SIDE students below minimum standard	0%	0%	0%	0%

NAPLAN Year 9 Reading	2014	2015	2016	2017
Mean (Australia)	580	580	581	581
Mean (SIDE)	617	603	601	608
% SIDE students above minimum standard	83%	85%	85%	88%
% SIDE students at minimum standard	13%	15%	15%	6%
% SIDE students below minimum standard	3%	0%	0%	6%

NAPLAN Year 9 Writing	2014	2015	2016	2017
Mean (Australia)	550	546	548	552
Mean (SIDE)	593	594	574	567
% SIDE students above minimum standard	79%	84%	79%	78%
% SIDE students at minimum standard	14%	12%	13%	11%
% SIDE students below minimum standard	7%	4%	8%	11%

NAPLAN Year 9 Numeracy	2014	2015	2016	2017
Mean (Australia)	588	592	589	592
Mean (SIDE)	606	589	590	606
% SIDE students above minimum standard	87%	96%	92%	94%
% SIDE students at minimum standard	13%	4%	8%	6%
% SIDE students below minimum standard	0%	0%	0%	0%

Students at or below minimum standards are placed on documented education plans and are provided with access to extra support from teachers. Whole school literacy and numeracy strategies are employed by teachers so that all students are provided with opportunities to apply their learning in their courses/subjects.

## ONLINE LITERACY AND NUMERACY ASSESSMENT (OLNA)

The OLNA is an online literacy and numeracy assessment. It is designed to enable students to successfully meet the Western Australian Certificate of Education (WACE) requirement of demonstrating the minimum standard of literacy and numeracy. To successfully meet the literacy and numeracy requirement from 2017, students must demonstrate the skills regarded as essential to meet the demands of everyday life and work in a knowledge-based economy. These skills are described in Level 3 of the [Australian Core Skills Framework](#).

These skills must be demonstrated in:

- Literacy (reading and writing)
- Numeracy.

Students who have achieved Band 8 or higher in any of the three components of reading, writing and numeracy in their Year 9 NAPLAN are acknowledged as having demonstrated proficiency in using a range of ACSF Level 3 skills in that component and will not be required to sit the corresponding OLNA component.

ACHIEVEMENT CATEGORY	Year 10			Year 11			Year 12		
	N	R	W	N	R	W	N	R	W
1	0	0	0	1	0	2	2	1	1
2	0	0	0	5	2	5	8	3	1
3	26	29	16	74	79	74	63	70	70
NSA	21	18	31	8	7	7	2	1	3
TOTAL NUMBER OF STUDENTS	47	47	47	82	86	81	65	71	73

## Achievement Categories

- **Category 3** - Students who have demonstrated the minimum standard through the OLNA. – by achieving Band 8 or higher in Year 9 NAPLAN
- **Category 2** - Students who have not yet demonstrated the standard i.e. proficiency in using a range of ACSF Level 3 skills in a component. These students were identified as at risk of not demonstrating the standard and required specific learning interventions as targeted by teachers
- **Category 1** - Students who have not demonstrated the standard i.e. proficiency in using a range of ACSF Level 3 skills in a component. These students were identified as at risk of not demonstrating the standard and required specific learning interventions as documented in Individual Education Plans
- **Category NSA** - Students who did not sit the assessment or assessment result not available

### Intervention Strategies

- Students were enrolled in a Moodle course - Mathematics Numeracy Skills, which focusses on the techniques of answering multiple choice questions and provides practice in OLNA type questions
  - Students not achieving the standard were placed into Learning Support which provided one-on-one teaching and learning opportunities for students to practice their literacy and numeracy skills.
- 

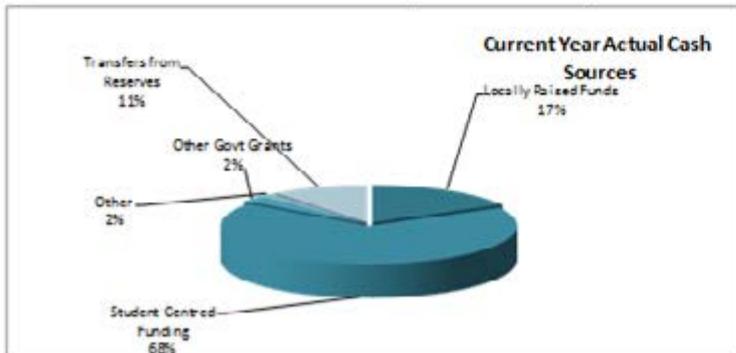
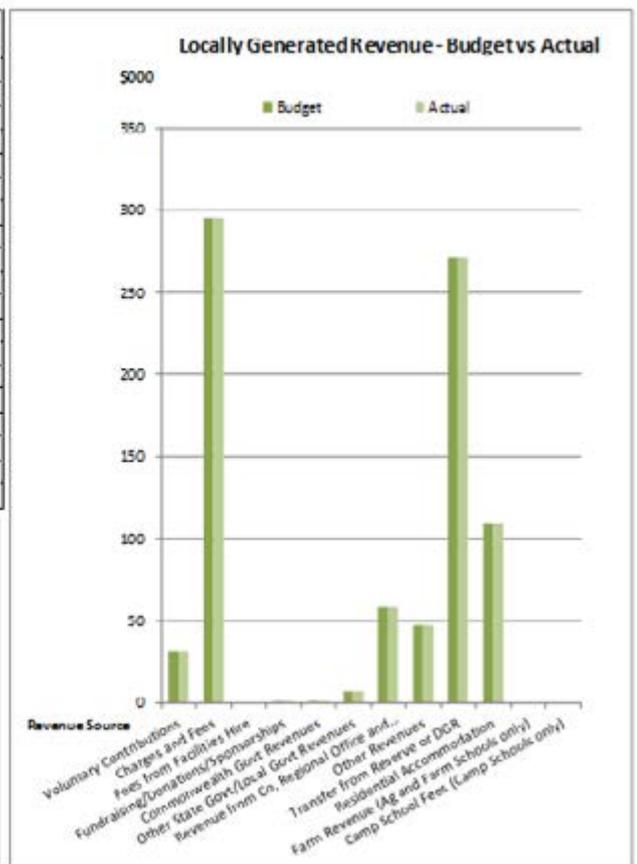
# SECTION 5

# SCHOOL MANAGEMENT

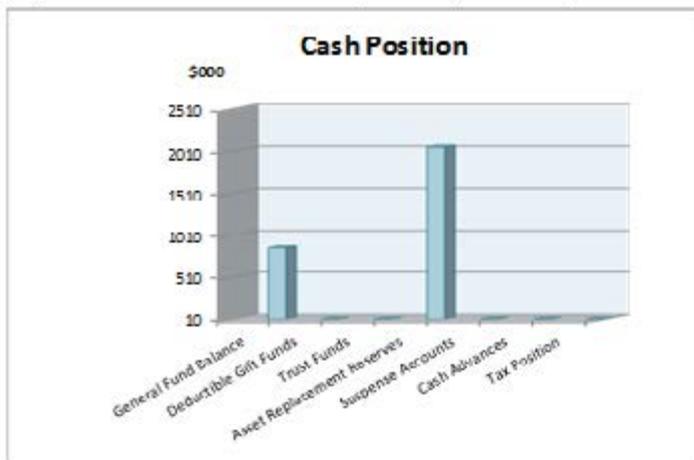
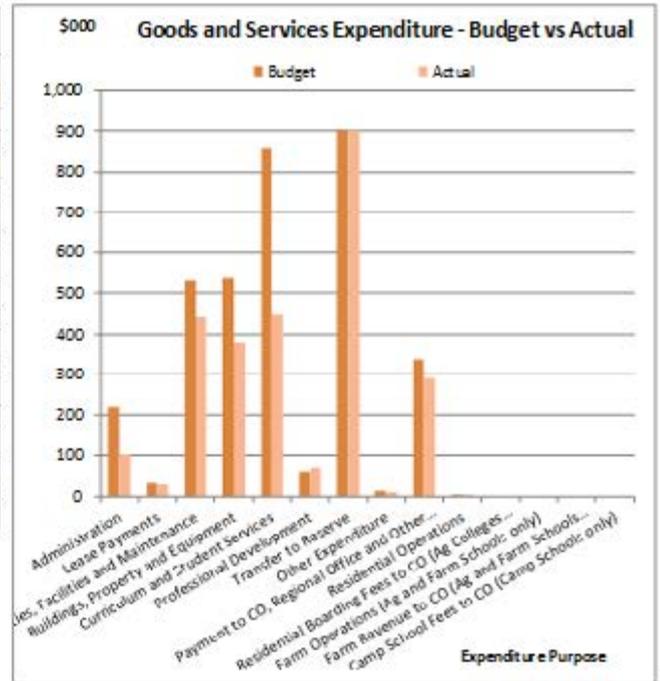
## FINANCIAL SUMMARY

**Schools of Isolated & Distance Education**  
**Financial Summary as at**  
**31 December 2017**

Revenue - Cash & Salary Allocation	Budget	Actual
1: Voluntary Contributions	\$ 30,506.75	\$ 30,506.75
2: Charges and Fees	\$ 294,993.08	\$ 294,993.08
3: Fees from Facilities Hire	\$ -	\$ -
4: Fundraising/Donations/Sponsorships	\$ 50.00	\$ 50.00
5: Commonwealth Govt Revenues	\$ 1,168.72	\$ 1,168.72
6: Other State Govt/Local Govt Revenues	\$ 7,169.21	\$ 7,169.21
7: Revenue from Co, Regional Office and Other Schools	\$ 58,454.89	\$ 58,454.89
8: Other Revenues	\$ 47,552.00	\$ 47,552.00
9: Transfer from Reserve or DGR	\$ 271,778.40	\$ 271,778.40
10: Residential Accommodation	\$ 109,550.00	\$ 109,550.00
11: Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12: Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 821,313.11</b>	<b>\$ 821,313.11</b>
<b>Opening Balance</b>	<b>\$ 981,739.00</b>	<b>\$ 981,739.18</b>
<b>Student Centred Funding</b>	<b>\$ 1,724,183.19</b>	<b>\$ 1,724,183.19</b>
<b>Total Cash Funds Available</b>	<b>\$ 3,527,235.30</b>	<b>\$ 3,527,235.48</b>
<b>Total Salary Allocation</b>	<b>\$ 18,228,396.00</b>	<b>\$ 18,228,396.00</b>
<b>Total Funds Available</b>	<b>\$ 19,753,631.30</b>	<b>\$ 19,753,631.48</b>



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 220,336.80	\$ 101,169.37
2	Lease Payments	\$ 31,000.00	\$ 27,671.76
3	Utilities, Facilities and Maintenance	\$ 52,111.53	\$ 441,435.46
4	Buildings, Property and Equipment	\$ 596,809.98	\$ 375,710.68
5	Curriculum and Student Services	\$ 856,403.25	\$ 447,564.39
6	Professional Development	\$ 62,016.14	\$ 72,020.77
7	Transfer to Reserve	\$ 902,692.00	\$ 902,692.00
8	Other Expenditure	\$ 11,555.00	\$ 6,636.01
9	Payment to CO, Regional Office and Other Schools	\$ 335,570.72	\$ 288,618.75
10	Residential Operations	\$ 4,000.00	\$ 1,328.94
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure:</b>		<b>\$ 3,488,148.82</b>	<b>\$ 2,000,809.00</b>
<b>Total Inirect Salary Expenditure:</b>		<b>\$ 13,875,757.00</b>	<b>\$ 13,875,757.00</b>
<b>Total Expenditure:</b>		<b>\$ 17,363,405.82</b>	<b>\$ 16,542,126.06</b>
<b>Cash Budget Variance:</b>		<b>\$ 39,086.48</b>	



Cash Position as at:	
Bank Balance	\$ 2,917,371.82
Made up of:	\$ -
1 General Fund Balance	\$ 860,366.42
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 2,057,005.11
5 Suspense Accounts	\$ 11,105.29
6 Cash Advances	\$ 700.00
7 Tax Position	\$ 10,885.00
<b>Total Bank Balance:</b>	<b>\$ 2,917,371.82</b>

## STAFF ATTENDANCE

	2015	2016	2017
Teaching Staff	85%	85%	90%
School Support Staff	90%	90%	90%
All school staff	88%	88%	90%

The nature of staffing at SIDE is variable from year to year as student numbers and course selections are impacted by external decisions. The retention rate is reported as the proportion of base permanent teaching staff retained in 2017. SIDE then employs a number of teaching staff on a fixed-term basis as the need arises according to enrolment demands.

	2015	2016	2017
Total base teaching staff numbers	110	109	97
Permanent staff retained from previous year	92%	96%	98%
New permanent teaching staff	3	0	0
Staff retention rate 2015–2016	95%	99%	99%
Number of retirements	11	2	1

### STAFF NUMBERS BY OCCUPATION GROUPS

Administration Staff	No.	FTE
Principals	1	1.0
Deputy Principals	4	4.0
Heads of Department and Learning	9	9.0
Program Coordinators	3	3.0
<b>Total Administration Staff</b>	<b>17</b>	<b>17</b>

Teaching Staff	No.	FTE
Level 3 Teachers	19	17.0
Other Teaching Staff	78	56.4
<b>Total Teaching Staff</b>	<b>97</b>	<b>73.4</b>

School Support Staff	No.	FTE
Clerical/Administration	31	27
Gardening/Maintenance	1	.40
Other Non-Teaching Staff	5	3.2
Total School Support Staff	37	30.6
Total	134	104

## TEACHER QUALIFICATIONS

All teachers employed at SIDE meet the professional requirements to teach in WA schools and all are registered with the Teachers Registration Board of WA.

## STAFF ATTENDING PROFESSIONAL LEARNING

	2015	2016	2017
Number of Teachers and Support Staff	139	148	130
Total professional learning expenditure	\$63,000	\$67,500	\$66,000

Teaching and non-teaching staff engaged in a range of professional learning activities throughout 2017. Major focus areas for teaching staff included literacy and numeracy, differentiation, teaching students with special needs, Aboriginal education, problem-based learning, digital technologies and STEM, online pedagogy, school improvement through classroom observation and the use of student surveys, implementation of the Western Australian Curriculum for Languages, Technologies and the Arts, and staff and student well-being.

A number of graduate teachers and aspiring Senior Teachers and Level 3 Classroom Teachers completed relevant modules supporting their career development through the Institute for Professional Learning, and VET teachers also engaged in professional learning as required to maintain qualifications and industry currency. Many teachers attended conferences and curriculum related professional learning events run by their professional associations.

## ***PARENT, STUDENT AND STAFF NATIONAL SCHOOL OPINION SURVEYS***

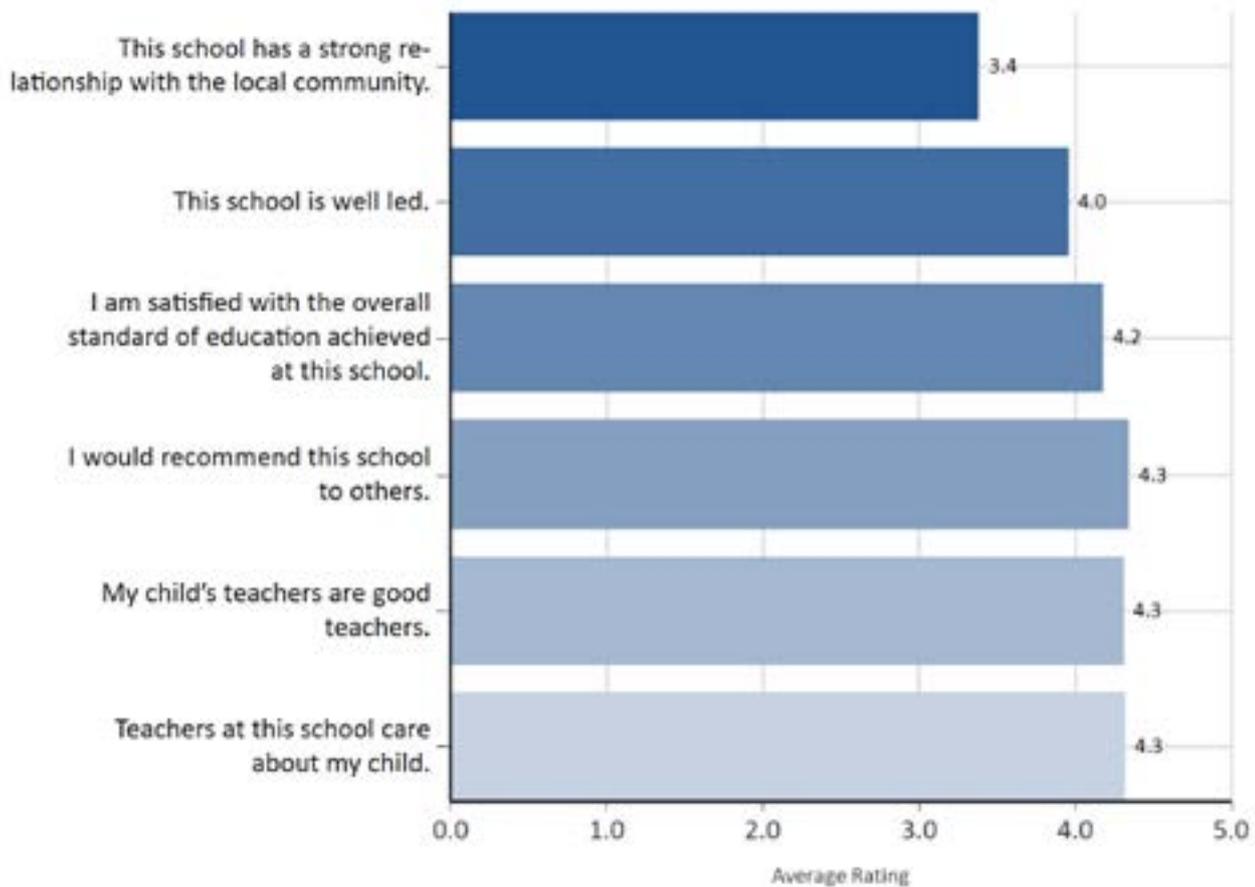
The National School Opinion Survey was sent out to all parents of SIDE home-based students and to SIDE home-based students between Year 5 and Year 12 in September 2017. SIDE staff also completed the survey.

### ***PARENT SURVEY***

Snapshot of respondents:

- 154 parents responded
- 82% female, 18% male

The questions and results are shown below.



The survey also asked parents to comment on 'The one aspect I like most about SIDE is ...'

The responses could be grouped into flexibility, support, care, accessibility, meeting students' needs and adaptability.

Parents were also asked to complete 'The one aspect I would like to see SIDE improve is ...'

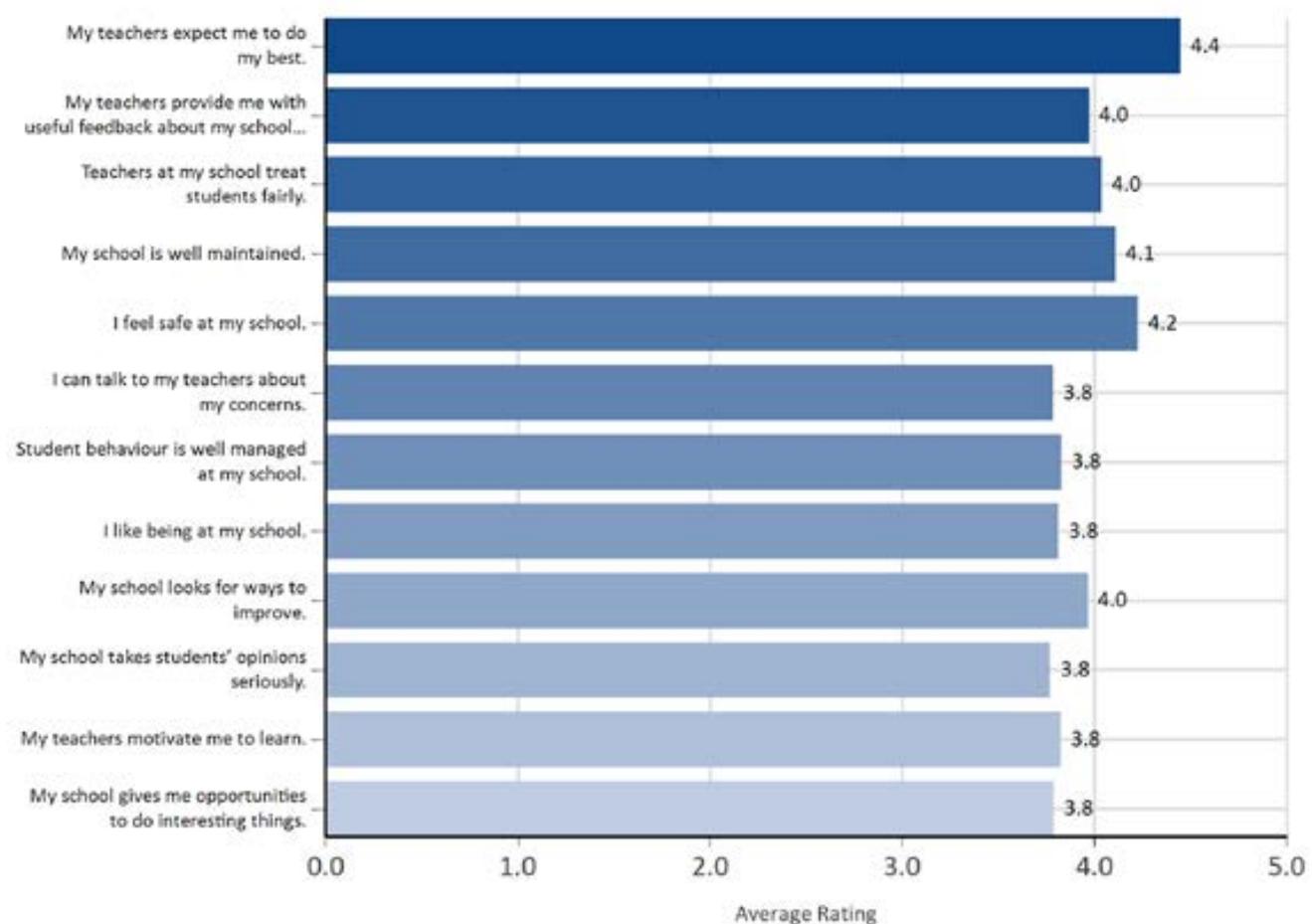
Many parents left this blank or indicated that they had no areas of concern. However, some parents expressed a desire for more timely and frequent feedback about student progress, easier access to course and assessment information.

## STUDENT SURVEY

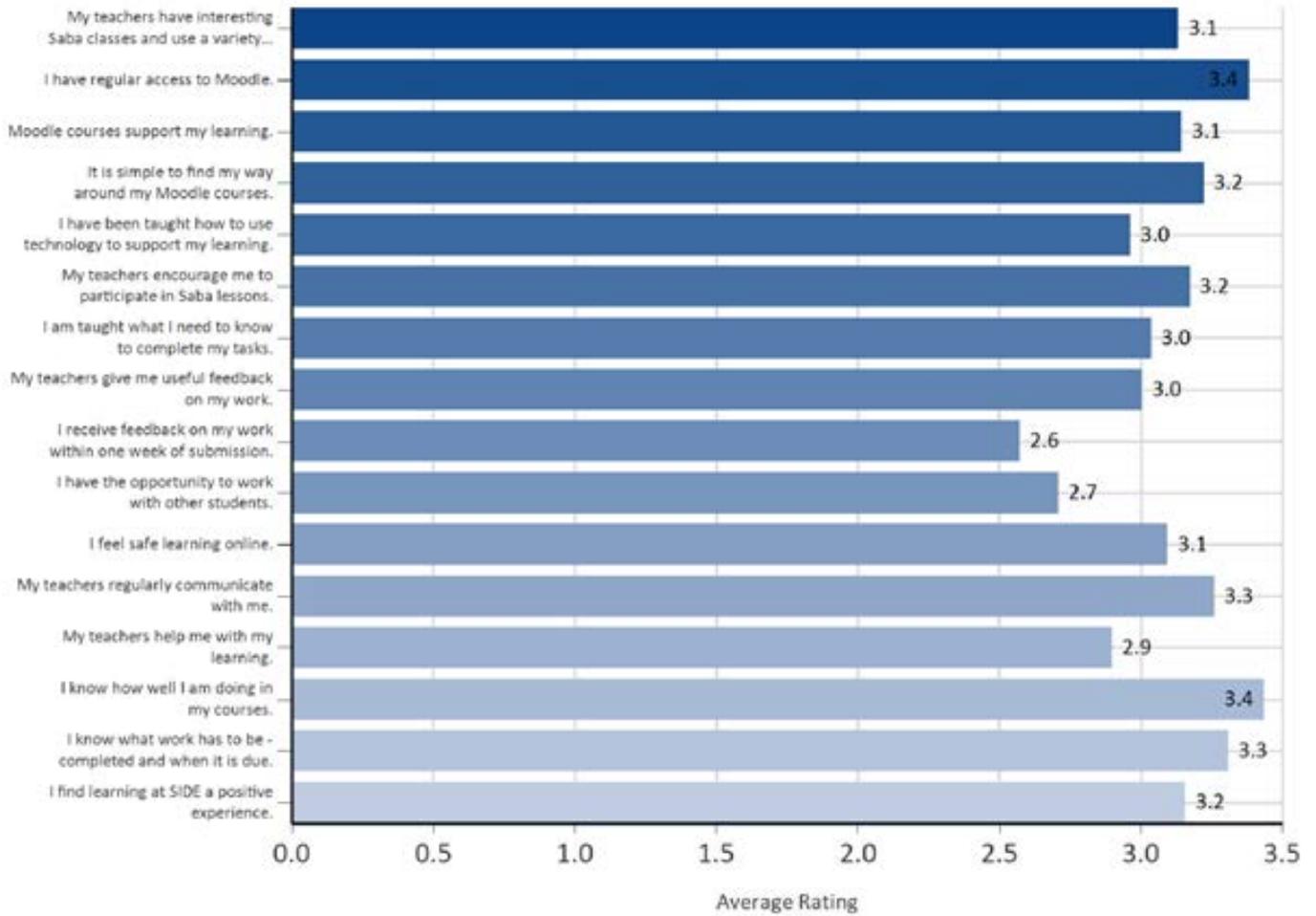
Snapshot of respondents:

- 255 home-based students responded to the survey between Year 5 and Year 10

Responses were received from students between Year 5 and Year 12, as shown below.



SIDE specific questions on E-learning



Overall, the vast majority of students indicated that their teachers were good teachers who cared about their students. However, although students indicated that they knew how well they were doing in their courses, timely feedback from teachers is an area to be addressed in 2018.

CONCLUSION

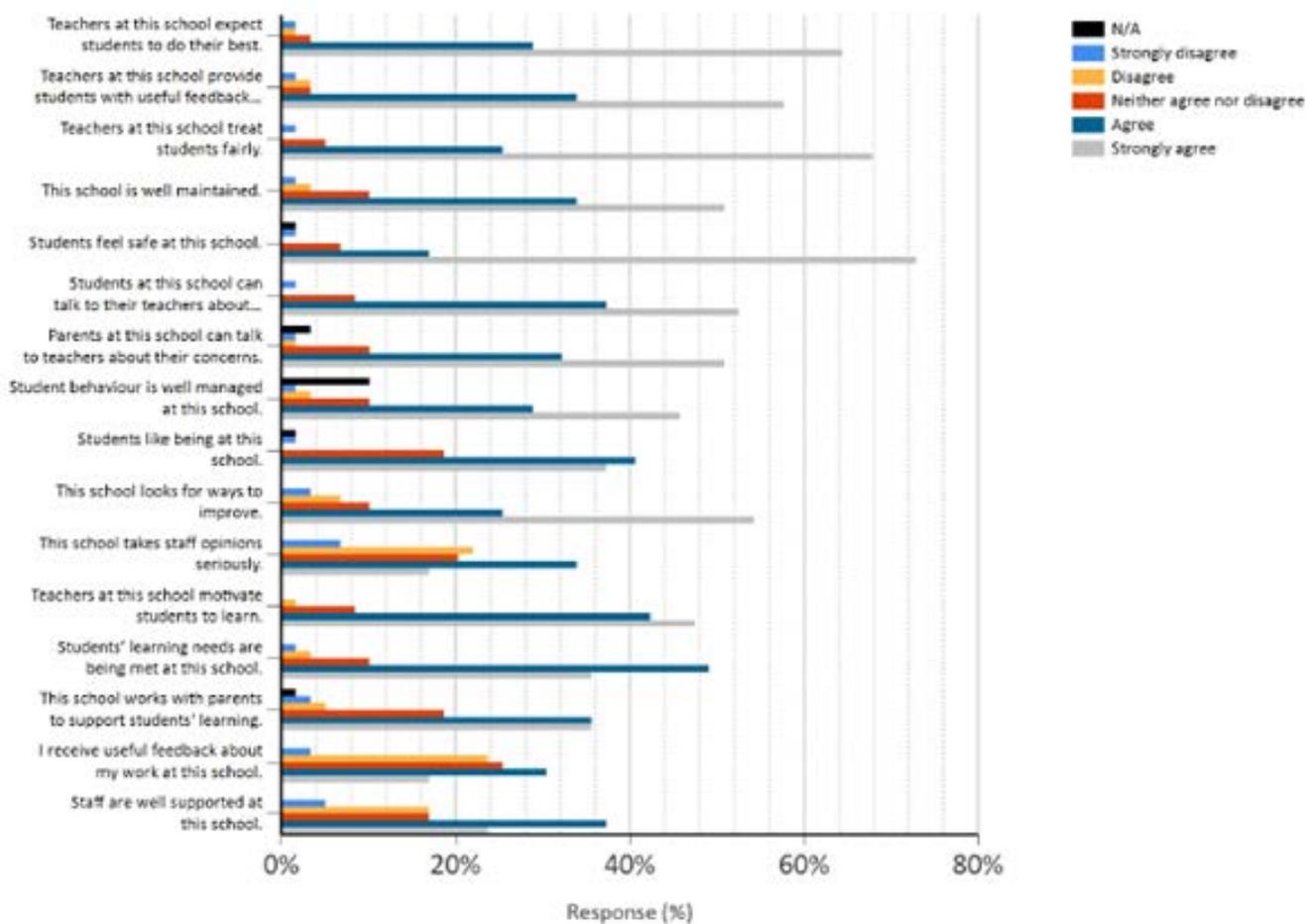
The vast majority of results in these surveys were consistent with results from previous years. Introduction of an online communication platform for parents, and the use of classroom observation and students surveys as sources of feedback to teachers are focus areas for 2018.

## STAFF SURVEY

Snapshot of respondents:

- 59 teaching staff responded
- 76% female
- 24% male

Staff were generally positive in their responses and rate their own and their colleagues' performance highly. Responses indicate satisfaction with the leadership and educational standards of the school. The lowest ratings related to opportunities for collaboration, feedback and support for staff.



# GLOSSARY

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





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