ANNUAL REPORT

2020

SIDE is a vibrant online learning community committed to innovation and excellence.

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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 2020 school was significantly impacted by COVID-19 and the system support SIDE provided. Student enrolments reached 2,824 students. Of this number there were 2,010 enrolled in the Secondary School, 105 in the Primary School and 709 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
- students from within the WA prison system
- 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.

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, online learning community committed to innovation and 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:

- Teaching and Learning
- Learning Environment
- Leadership
- Curriculum and Resources
- 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 frebuse 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, practise 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 2020 the OTL team consisted of:

- 1 x Level 3 program coordinator
- 2 x special duties teacher working 0.6 FTE
- 1 x special duties teacher working 0.6 FTE to support SIDE RTO
- 1 x content editor/database administrator
- 0.2 FTE x special projects

The FTE fractions of special duties teachers were adjusted at various stages of the year according to school needs and the COVID-19 response.

BRIEF

The OTL team was flexible and responsive to Department of Education needs in relation to COVID-19. The OTL brief expanded considerably during Term 1 as work was completed to support the state-wide response.

In addition to the COVID-19 response, 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
- maintain and manage the SIDE learning delivery systems such as the Moodle LMS, Webex Classroom web conferencing, the Erol content management system, and the Medial audio/video repository
- in collaboration with SIDE ICT, administer and populate SIDE's staff intranet, school website, and social media presence.

GOALS

In 2020, we focused on implementing key actions identified in the OTL operational plan:

- Continuing to ensure the Webex platform works for all students in every context.
- Ensuring staff training and upskilling in relation to Webex, Moodle and other SIDE systems, for example, SEQTA.
- Working with learning areas to ensure consistency in student experience when dealing with SIDE systems, including opportunities for staff to access OTL mentoring.

- Researching, promoting and supporting innovative and creative teaching practice.
- Ensuring beginning teachers have the training and support necessary to focus on teaching practice.
- Supporting the SIDE Primary Languages program in working with client schools in Webex, Moodle and complementary applications.
- Supporting the implementation of the VASTO LMS for SIDE RTO.
- Ensuring our online teaching tools are not barriers to student success.
- Identifying opportunities to transpose the Aboriginal Cultural Standards Framework into an online context.

TEACHING AND LEARNING

- Synchronous (Webex) teaching and learning continued in 2020. Students received regular instruction, participating in multiple lessons per week across their learning programs.
- Work undertaken by the Department of Education to upgrade bandwidth and infrastructure in some of our client schools led to improvements in our capacity to deliver lessons. SIDE's Primary Languages program is a highly visible, successful use of web conferencing technologies to deliver live lessons into remote classrooms. It is one of many contexts in which we use Webex to meet student need. Collaboration between SIDE OTL and ICT staff, the Department's e-Schooling services and our primary languages schools continued to work to improve Webex performance.
- SIDE's learning management system, Moodle, remained the core of our asynchronous presence, with over 1800 active users of Moodle in more than 600 courses. Teachers and students identify their Moodle course as their own classrooms, and more than 1500 users log in to courses every day. While the vast majority of those users were based in Australia, during 2020 we had students logging in from 68 different countries.
- SIDE was able to respond adeptly to COVID-19. The SIDE model meant that students were generally able to continue with the learning programs without significant disruption.
- Our approach to professional learning in 2020 expanded to embrace a 'flipped classroom' model, featuring self-paced asynchronous learning in Moodle combined with web conferencing and face-to-face sessions. This blended mode of learning was well received by staff who were able to learn at their own pace, with support.
- OTL teachers, continued to lead the training of new staff and relief staff, welcoming new teachers to the SIDE world.

WHOLE SCHOOL PROGRAMS

- RTO support teacher, aided the SIDE RTO in their implementation of the VASTO LMS to deliver VET courses to students across the state.

- The editor/database administrator undertook OpenEquella training to enhance the ongoing support of our Erol content repository.

HIGHLIGHTS FOR 2020

- In response to COVID-19, the OTL team was a key team in the coordination and provision of online resources for the Department's Learning at Home site and the Connected Learning Hub.

- Staff were seconded to the Leadership Institute Connected Learning team to undertake development of the asynchronous course "Preparing for Distance Learning" to support teachers across the state.

- OTL supported SIDE RTO writers to develop course materials. Steps were taken to find best practice to deliver these resources via VASTO. Authoring tools were explored and iSpring, a PowerPoint plugin, was utilised by writers to create interactive content.

- OTL undertook the implementation of the Third Party Services policy at SIDE to ensure that our educational programs could continue successfully in 2021.

- OTL continued to collaborate with teachers across the school to support and facilitate guest presenter sessions, most notably with the Library Resource Centre for their Author's Online program.

- The re-visioning of our Professional Learning model to incorporate a flipped classroom model supporting staff to learn at their own pace, anytime, anywhere. This included restructuring both SIDE relief teacher training and new staff induction.

- In term four, we featured the 'Learn New Tricks' suite of professional learning, with an increased focus in online pedagogies in professional learning to support student engagement in both Moodle and Webex featuring ways to increase interaction and student feedback. As part of this suite, we also offered our end-of-year course support in the form of peer mentoring, 'open-house' sessions and working collaboratively with Learning Areas in After Hours meetings.

- OTL provided support across the school to roll out SEQTA to replace the aging SCiLS program. The model adopted of asynchronous learning with peer support was extremely well received by staff.

- Investigation was undertaken into OneNote and the case for use at SIDE. This saw the development of support documentation for staff.

- A full audit of the KnowIt database with comprehensive reorganisation and updating of resources.

- Support for teachers working at home was developed and made available to staff via KnowIt.

- OTL prepared staff for the transition from Webex Training to Webex Meetings, which was fully implemented at the beginning of the 2021 school year.

- OTL supported the ICT team in the transition to Department accounts in Moodle. This included student support videos for managing their Department account.

- Ongoing maintenance and refinement of SIDE's public-facing website in 2020. SIDE's online presence through the website and social media saw noticeable increases in traffic.

- SIDENet was restructured to better reflect staff needs. As part of this process, the need to improve and modernise the interface and functionality was identified.

- In consultation with SIDE's media specialist, a dedicated Streaming Room was resourced.

- 'Mentimeter' was introduced for use in staff meetings, adding a new dimension of interactivity and feedback.

FOCUS AREAS FOR 2021

- Support teachers to deliver effective, evidence-based online pedagogy asynchronously and synchronously, with specific focus on differentiation and meeting the individual learning needs of our diverse student cohort.

- Investigate and implement "hands-on" based web-conferencing, whereby live lessons practical demonstrations and activities.

- Continue our work in transposing the Aboriginal Cultural Standards Framework into an online context.

- Ensure SIDE's online presence reflects our ever-evolving school and meets the needs of our community.

SECTION 2

WHOLE SCHOOL PROGRAMS

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 encyclopaedias, 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
- Development of digital sustainable resources for students and teachers to access

The LRC staffing includes:

- 2 x Teacher Librarians (1.2 FTE)
- 1 x Library Technician (1.0 FTE)
- 1 x Library Officer (0.2 FTE)

We had a variety of student groups who attended the SIDE campus on a weekly basis in 2020. LRC staff liaised with student coordinators and teachers to ensure all students were provided a space to work effectively on their educational programs.

TEACHING AND LEARNING

The LRC has been working collaboratively with learning areas to develop online learning programs that are embedded into subjects/courses for optimum engagement with the students.

WIDE READING PROGRAMS - through the English Learning Area and Learning Support with a focus to instil a love of reading for students from 7 – 10

The sessions were collaborative, with all teachers working together to provide students with enjoyable, fun sessions and to encourage students to read independently in a variety of genres. Approximately a hundred lessons were delivered across the years with a resultant increase in resource loans as an indicator of the success of the program.

PRIMARY PROGRAM – literature based lessons were presented using stories by well-known authors and illustrators. Students discussed texts looking at characters, events and settings to develop literate understandings.

Approximately thirty lessons were presented throughout the K – 6 student cohort. Feedback from teachers has been very positive, especially in the area of student engagement and response to each other within the lessons.

SPECIAL EVENTS

- Children's Book Council of Australia Book Week
- National Simultaneous Storytime
- Red Room Poetry Object – Poetry Workshop

AUTHORS ONLINE - continued to be highly supported by students, teachers and parents. Students provided feedback on every session and it is clear that it is valued by all who participate. Students were invited to the sessions, dependent on the topic and suitability for each year level.

Sessions were presented online in Webex with recordings made to allow students who cannot attend to view the play back recordings. A range of online support materials were made available so that teachers and students were prepared for the sessions.

LEARNING SYSTEM INTEGRATION

All LRC resources were available through the Resource Centre Online (RCO) Moodle course

- LRC logins for online services were explained to students and staff. Help Sheets and integration into lessons were provided

HIGHLIGHTS FOR 2020

The Moodle Resource Centre Online course was updated and elements rearranged to improve access to the various sections that students engage with. Feedback has been positive and students can now navigate to specific sections more easily.

In 2020 there were a total of 550 loans from the Overdrive catalogue made up of 506 ebooks (105 were English Course text loans) and 44 audiobooks.

There were 629 (29 were English Course text loans) loans from the Wheelers catalogue made up of 472 ebooks and 157 audio ebooks.

Overall there were 6 652 resources loaned to staff and students. These included:

- Archive Material
- Audio Books
- Printed resources
- DVD

- Equipment
- Serials
- Software.

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

The LRC team is continuing the development of the use of social media within the school context to better share information with students, parents and staff. A promotion and social media plan was developed which used 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.

The Instagram account that was trialled in 2018 continued to prove very beneficial and is to continue in 2021.

FOCUS AREAS FOR 2021

- Expand and enhance the school wide Information Literacy program for all SIDE students
- Continue to develop the Authors Online program
- Explore opportunities to share the collaborative programs with other learning areas
- Maintain and expand the use of Webex 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 and School Psychologists are managed by one Program Coordinator responsible for all aspects of establishing and monitoring educational programs, student and supervisor support and career education. Responsibilities include:

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

All Student Coordinators have a teaching role in their area of specialisation. There are eight teachers of Careers and Workplace Learning within the Student Services team.

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 which support students from regional and diverse backgrounds applying for university.
- Individual WACE Planners were created and reviewed by the Program Coordinator of Student Services. WACE Planners reflected individual pathways and progress toward WACE achievement
- General careers and training advice and information was presented to students via Webex and Moodle courses. Targeted career and training advice, information and support was given to students, parents and partner school staff on request.
- The Moodle Essentials and Year 12 Noticeboard Moodle courses 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 online WACE revision seminars.
- Scholarship and alternative entry applications, including early offers were prepared by coordinators on behalf of students to provide additional university entrance opportunities.
- Flexible assessment and pathway opportunities, in line with SCSA and TISC guidelines, were provided where COVID-19 interrupted student learning.
- Student coordinators planned high quality and appropriately challenging ATAR and VET pathways for students.
- Course, program and pathway information was made available in a user friendly format on the SIDE website.

WACE AND ATAR MONITORING

- Student Coordinators tracked fulltime Year 12 students aspiring to university entry. The median ATAR was 76.43. Many students used alternative entry methods including early offers and 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 including full time External students. 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

- Monitored and documented attendance of all students at risk and referred students to relevant personnel/agencies as appropriate
- Followed SIDE attendance and students at risk(SAR) policies and flowcharts.
- Used SEQTA and report data in addition to other information from teachers to report/ action student participation issues.
- Documented plans were created as appropriate.
- High attendance expectations for Aboriginal students. Student Coordinators work with students, parents, schools and communities to understand how culture and experiences shape the learning of each Aboriginal student.
- Webex Induction was offered to school groups. This expanded online SIDE induction aimed to improve the 2021 start to SIDE experience.
- Provided an opportunity to purchase SIDE branded uniforms including Year 12 Leavers jackets

COMMUNITY RELATIONSHIPS

- Established and maintained respectful collaborative relationships with parents/carers regarding their children's learning and well-being.
- Supported families to apply for financial assistance including AIC.
- 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
- New to SIDE students and parents in 2021 participated in an onsite Orientation to SIDE program which was well attended.
- SIDE brochures were edited to reflect single sign on. These publications are useful 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, Dance 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.

SCHOOL PSYCHOLOGISTS

- Coordinated SIDE's Referral Program for students with special circumstances; medical, severe mental health, pregnant and parenting.
- Managed statewide enquiries to SIDE to determine eligibility or referred to alternative options
- Case-managed individual students' educational programs, liaising with students' base schools, external support agencies, parents and supervisors
- Worked with these stakeholders to support students' transition back to school or alternative programs
- Provided psychological support to the wider SIDE community
- An additional psychologist joined the team for 2020 and managed the COVID-19 Referral category, created in response to system needs.

STUDENT LEADERSHIP AND OPPORTUNITIES

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

- Young Leaders Day
- Online 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 Professional Learning including wellbeing, Aboriginal education, University admissions, Career seminars as part of their Performance Management
- Links were made to AITSL professional standards

FOCUS AREAS FOR 2021

- Participate in and contribute to SIDE's Vision for the Future discussion and realign as appropriate.
- Engage with the Principal and Workforce experts to review the Student Services/ Career HOLA; and Student

Coordinator roles. Examine opportunities to restructure to create efficiencies.

- Expect student-by-student high performance, high care culture based on strong individual case management

- Have every senior secondary student, regardless of WACE eligibility, on a learning pathway that explicitly connects to further training or higher education

- Encourage completion of Year 12 as a Closing the Gap target for Aboriginal students and other students at risk of not achieving WACE

- Implement strategies that provide opportunities for Aboriginal students

- Further develop and maintain key partnerships via regional and onsite visit programs and regular communication

- Counsel and monitor students toward WACE achievement by using SIDE WACE Planners

- Maintain a Year 12 Noticeboard Moodle course designed to provide important information to assist students succeed in their final year at school and beyond

- Create opportunities for students to demonstrate leadership and care in school and community

- Individualise student programs and pathways to meet the needs of students including their cultural context, aspirations and learning style.

- Raise awareness of individual circumstances that impact on teaching and learning and the health and well-being of students by effective communication with teachers via email and SEQTA

- Apply whole school strategies to monitor attendance and focus on intervention and positively engaging students in individualised programs

CAREERS AND WORKPLACE LEARNING

WORKPLACE LEARNING

The Workplace Learning (WPL), School-based Apprenticeships and School-based Traineeships (SBATs) programs at SIDE continued to be relevant, effective and successful. 122 students enrolled in 2020.

Enrolments occurred throughout the year, particularly with Referrals. A small number of overseas students enrolled. The timeline and requirements for achievement of program unit credits was modified according to COVID-19 requirements, DoE guidelines and individual student needs.

Workplace Learning Coordinators (WLCs) conducted a comprehensive visit program with induction, monitoring and sign-off visits undertaken throughout the year. On-the-job assessment; collection of iPad and written evidence, with employers and students, provided the information required for the SCSA Validation Sign-off Checklist.

The visit program was supported by Moodle and Webex lessons 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 required documentation and the opportunity to work through the Skills Journal, which forms a major part of the assessment, along with required on-the- job hours. Interactive Moodle forms also streamlined course delivery.

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

The improved use of RTP WPL Module 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 Certificates of Currency (COC's) with Public Liability Insurance.

SECTION 2

WHOLE SCHOOL PROGRAMS

SCHOOL-BASED TRAINEESHIPS (SBATs)

SBATs enable students to combine schooling, employment and completion of a VET Certificate in their industry of choice. They involve a partnership between the school, employer, the Department of Training, a Registered Training Organisation and the student.

Seven (7) Year 11/12 students commenced or completed a SBAT in the following industry areas:

Automotive, Building Construction, Hospitality, Sport & Recreation, Business, Conservation & Land Management.

CAREER AND ENTERPRISE

The Year 11 and 12 Foundation and General courses were further developed in Moodle, with particular emphasis on interactive student activities.

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 FOR 2020

- Strong partnerships with Group Training Organisations (GTOs) and Australian Apprenticeship Support Networks (AASN), specifically CCIWA, throughout the state
- Consolidation of host employer partnerships across WA
- Continued uptake of SBATs
- Comprehensive photographic/video evidence of monitoring visits
- Effective use of digital log book and skills journal particularly with overseas students
- Year 12 student finalist for WA School-based Apprentice of the year
- Regular WPL focus in SIDE newsletters, along with articles in local papers
- Effective use of digital skills journal based on Mindarie College journal for Category 1 OLNA students
- Continued assistance of Support Officer with RTP Work Placements data input
- Embedded use of the RTP Work Placement module
- Teacher relief for WPL monitoring visits, of three or more days' duration assisted with efficiencies
- Extensive collaboration within the Student Services and Careers Teams to improve student outcomes
- Delegated local personnel assisting with WPL monitoring visits

- Appointment of new WPL Coordinators for 2020 to cater for increase in cohort and support transitional planning
- WPL / PMI regular term meetings (x 3) to provide collegiate support
- Moodle team PL to improve content/navigation (Drag Words activity), Webex PL to improve lesson delivery.
- Strong liaison/meeting attendance with North Metro VET Network

FOCUS AREAS FOR 2021

- Participate in review of current structure/location; RTO, VET, WPL, SBAT
- Refine the Career and Enterprise courses, utilising internal and external moderation partnerships.
- Continue to implement DoE Workplace Learning Guidelines linked to the Duty of Care Policy
- Continue to promote SBAs and SBTs
- Encourage use of stand-alone WPL digital log book and skills journal
- Continue to trial virtual tour of workplace using iPhone e.g. WHS checklist activity
- Transition planning for recruitment of new WPL Coordinators
- Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.
- Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities
- Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.
- Continue to interrogate state and national employment trends and incorporate into student pathway planning
- Make career directions integral to all student pathway planning

SECTION 3
CURRICULUM LEARNING AREA REPORTS

PRIMARY

STAFFING

The Primary staff is highly experienced. In addition to the Deputy Principal, there are three Level Three Teachers and the remaining six teachers hold Senior Teacher status. Two part-time education assistants are employed to support students with special needs and the Early Childhood Education team. The equivalent to one full-time administrative assistant provides administrative support and performs student enrolment duties and travel bookings.

All teaching staff meet the professional requirements to teach in Western Australian schools and are registered with the Teachers Registration Board WA (TRBWA). All permanent staff were retained from 2019.

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 2020, classroom teachers continued to increase the use of Online Learning in all available modalities by creating and developing learning materials and lessons, and promoting and delivering these to a wide range of students (Australian Travellers, Overseas Home-based, Overseas Travellers, Regional and Referral) over the whole school year. Many Australian Traveller students took advantage of greater wireless connectivity within Australia to attend the school's online lessons.

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

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

More students took advantage of our online delivery. Access continued to be hindered by internet connectivity and residing in an incompatible time-zone.

NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN)

Due to COVID-19 NAPLAN was put on hold until 2021.

CURRICULUM PROVISION

A full review of all Primary learning materials was undertaken in 2020. 90% were updated and the remainder will be completed in 2021.

Information gathered in the classrooms, from parents, and external tests including the National Assessment Program Literacy and Numeracy (NAPLAN) testing, help inform teachers to determine the needs of their students.

Major achievements in curriculum in 2020 include:

*   Reviewing and updating all Pre-primary to Year 6 print learning materials ready for use during school shut downs.
*   The continuation of converting Wimba based modules to Moodle courses using HP5.

HIGHLIGHTS FOR 2020

The highlights for 2020 included:

*   The capacity of teachers to develop and implement high quality curriculum materials to match the Western Australian Curriculum to meet the system demand due to COVID-19

The professionalism of the teachers and non-teaching staff in responding to Department of Education initiatives and priorities. COVID -19 gave us an opportunity to focus on how we support the education system in Western Australia. Many of our teachers developed new skills in desktop publishing, copyright researching while updating learning materials to reflect the latest curriculum requirements

*   The staff commitment to the Aboriginal Cultural Standards Framework.
*   The swift enrolment of Western Australian students stranded overseas due to COVID-19 which enabled them to continue their education.
*   Working with SSEN: MMH to enrol students unable to attend their local school due to COVID-19.

FOCUS AREAS FOR 2021

*   Primary will continue with its strong focus on catering for the individual needs of students.
*   The curriculum focus in 2021 will be the rewriting of Year Two English from stand-alone English products to an integrated mode across five learning areas, and the continuation of the updating of our present learning materials.

MATHEMATICS

STAFFING

2020 was a challenging year for many schools and individuals as a result of COVID-19. At SIDE the Mathematics department faced those challenges and enjoyed much success across a number of key areas.

At the request of the Department of Education, SIDE Mathematics department was relied upon to enhance and share student-based materials and make them available for teachers throughout the state when faced with teaching online. The veracity and diligence of the Mathematics department ensured that teachers of Mathematics across the state were supported with relevant and curriculum-based teaching materials.

KEY PRIORITIES FOR 2020

LOWER SECONDARY:

- Producing stand-alone learning packages for the Department of Education Connected Learning Program
- Aboriginal students and SAER
- Enhancing our course alignment with curriculum statements
- Improving student understanding of Numeracy.
- Enhanced lessons through improved Webex
- Further adoption of technologies suited to improved student feedback
- Improved assessments.
- Increased student participation.
- Improved student differentiation in lessons

UPPER SECONDARY:

- Enhancing WACE course delivery.
- Student participation.
- Data analysis.
- Producing stand-alone learning packages for the Department of Education Connected Learning Program.

TEACHING AND LEARNING

Teaching programs in 2020 included:

- High quality, high care teaching. kind, empathetic supportive teachers.
- Curricula delivery inclusive of the wider goals of education where students are not always suited to the age dependant curriculum.
- Engaging, safe, supportive online lessons. Recording

additional lessons for students to use in lesson consolidation activities.
- Evaluating and improving Moodle courses with a degree of standardisation for students
- Further developing teacher feedback and timelines.

HIGHLIGHTS FOR 2020

Highlights of 2020 included:

- Implementation of new resources in Maths Essentials.
- Increased student participation.
- Enhanced use of student feedback.
- Successful relationship building.
- Highly valued contribution to the success of the Department of Education Connected Learning Program
- Review of assessment practices.
- Continuous improvement in teaching.
- Use of Connect to inform parents.
- Despite the "pause in Regional and Metropolitan visits" caused by COVID-19 restrictions- a large number of student visits were made.

STUDENT ACHIEVEMENT DATA: 7-10

Our students study the WA curriculum. Their assessments are recorded in Reporting to Parents and in Connect. Grading is conducted in accordance with the grade-related descriptors authorised by the School Curriculum and Standards Authority.

Grades distributions at the conclusion of the year were:

Year 7

Learning Area Grade Distribution
Year 7 Mathematics (AC)
Semester 2, 2020

Year 8

Learning Area Grade Distribution
Year 8 Mathematics (AC)
Semester 2, 2020

Year 9

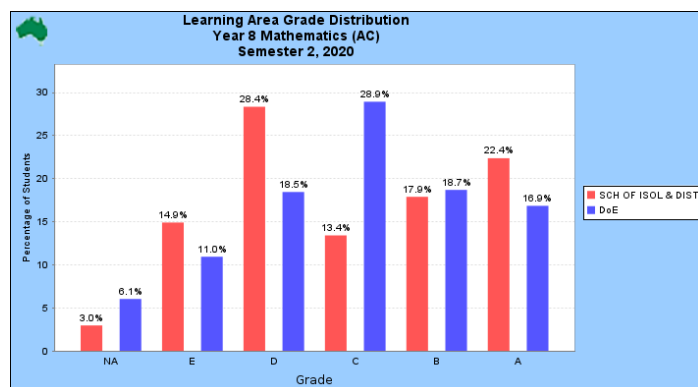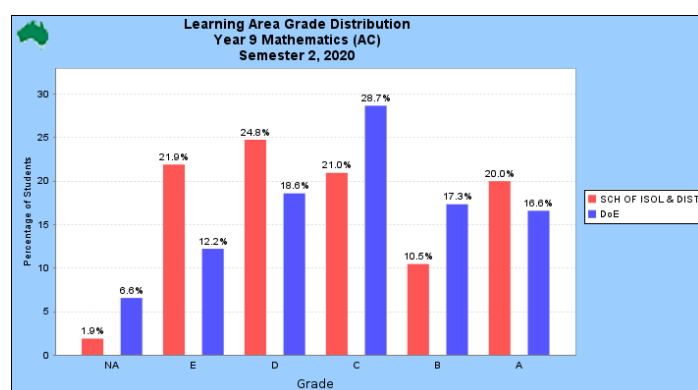Learning Area Grade Distribution
Year 9 Mathematics (AC)
Semester 2, 2020
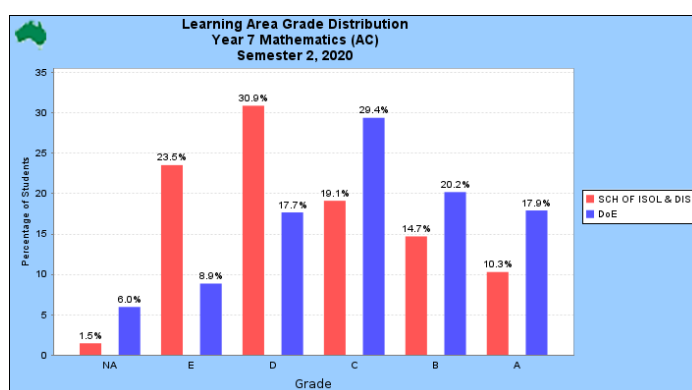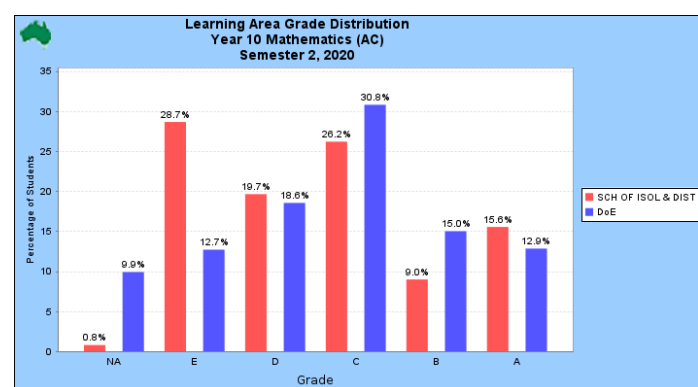
Year 10

Learning Area Grade Distribution
Year 10 Mathematics (AC)
Semester 2, 2020

OBSERVATIONS AND INTERPRETATION

Y7 – 10 grades in Mathematics are consistent in most cases internally but do not always reflect on Department of Education grades. It must be noted that there are a small number of Learning Support grades included in this distribution but in all cases it amounts to less than 1% of the cohort. In many cases we enrol students who are already attaining a lower grade in their current or previous learning environment. Looking at student dataflow information from SAIS indicates that Mathematics at SIDE often matches or improves student attainment outcomes.

We will adapt and improve student attainment outcomes by continuing to relate to the course judging standards information released by SCSA. We will continue to adapt and improve our SIDE course content to better support students at D/E attainment levels. The introduction of a pathway grade for students who are demonstrably below the expected attainment level will allow teachers to focus teaching and learning on student need as well as curricular content as the two aspects do not always coincide for students at this level.

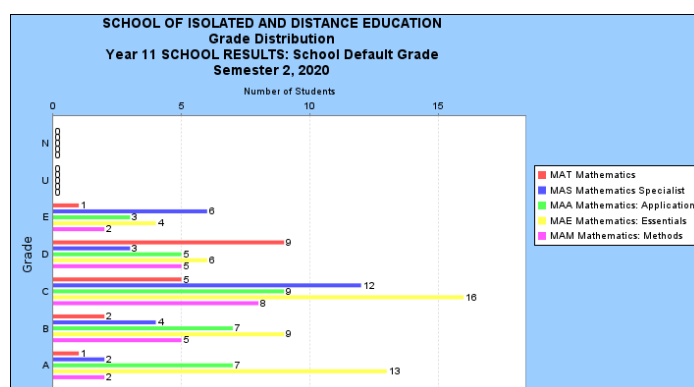## STUDENT ACHIEVEMENT DATA: 11 - 12

SIDE Mathematics Year 12 2020 results were in line with expectations. The marks achieved were validated by moderation and WACE performance and in most subjects were an improvement on previous years.

The impact of COVID-19 upon our Year 12 students varied. Many students, especially the Referral and Home based students (where that location of study preference had been influenced by pre-pandemic anxiety), were more susceptible to adverse COVID-19 study impacts.

The impact of early placement offers in Universities also influenced the endeavour some students put into the last months of study. In some instances, some ATAR students failed to attend and complete Webex lessons towards the end of the course.

The high correlation of submitted marks to the WACE is pleasing in that it validates the moderation processes we have undertaken over the year. We will still benefit by ensuring the early Unit assessments are of a high standard of difficulty to make students aware of the applicable standards of assessment preparation. Mathematics ATAR performance is within an acceptable range of performance relative to State schools. Some students achieved very impressive results and others achieved personal bests. This was demonstrated by the achievement of many pleasing grade attainments and the flowering of academic, emotional growth and resilience achieved by many students.

Year 11 All Courses

SCHOOL OF ISOLATED AND DISTANCE EDUCATION
Grade Distribution
Year 11 SCHOOL RESULTS: School Default Grade
Semester 2, 2020

Many students in all Mathematics Year 11 Courses achieved pleasing A, B and C grades. Many of the "D Grade" achievers have not continued with these studies in 2021 and the reintroduction of the diagnostic enrolment questions in Moodle will further help to identify students at risk early in course selection.

Year 12 All Courses
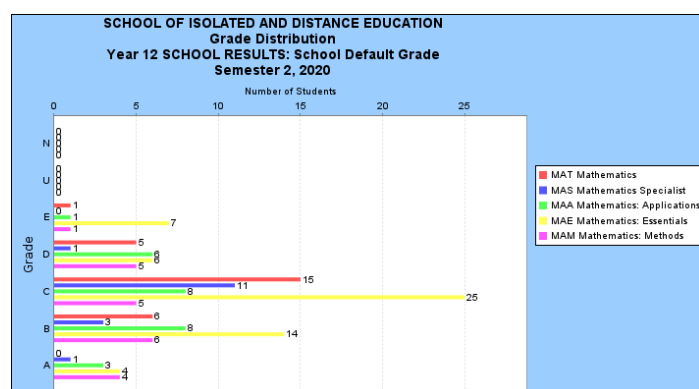
Non-ATAR courses were well subscribed and student attainment was at an acceptable level. It is particularly pleasing to note the progress of the FTMAT students who are responding positively to the grade rubric assessment system. This will be continued into 2021.

The following tables depict the number of 2020 SIDE Mathematics ATAR students, their average scaled score performance and the course differential.

Average Scaled Score	No. of students	School	State (DoE)	Expected Performance	Course Differential
Specialist	16	61.9	67.7	-0.6	-1.1
Methods	18	56.3	64.9	-0.4	-3.3
Applications	22	55.2	53.9	-1.0	-1.4

The course differential has improved in Specialist and Applications but remains stubbornly high in Methods. Once again we are reviewing our assessments and attainment practices in all subjects, particularly in Methods. It is worth noting that school scores have a good correlation to Exam scores but Methods assessments are under review.

Examination of data has identified the following opportunities to enhance results:

- Continuing to ensure that our mark allocations reflect WACE performance.
- Providing more exam-like practice.
- Increasing the number of regional and metropolitan visits to ensure greater student engagement.
- Providing more revision activities in preparation for test and exams.

- Ensuring active participation in the pre-WACE Revision Schedule.
- Embedding past WACE questions with exemplar answers into our Moodle courses.
- Utilising feedback from data analysis (including Maximizing Feedback) to review and apply increased focus on WACE sections in which the preceding students did not perform well.
- Make better associations with the Regional Learning Specialist team when identifying 'at-risk' students, and improving course conference meetings to discuss data.
- Encouraging students to attend external exam preparation activities.
- Providing emotional support to enhance student confidence in achieving success.

FOCUS AREAS FOR 2021

Our 2021 focus areas are:

- Enhanced, explicit Webex lessons focused on course content.
- An engagement mindset.
- An increase in student contact time across the week – aiming for two student contacts each week.
- Enhanced curricular use of Aboriginal histories, experiences, cultures, languages particularly in General courses.
- Enhanced SAER intervention.
- Enhanced assessment feedback.
- Added involvement in student use of OneNote and Moodle to enhance feedback from teacher to student.
- Enhanced student accountability via the rigorous monitoring of the timely completion of hand-written Webex notes, glossaries and course / subject examples of student work to provide early warning of insufficient application.
- Enhanced collaboration with Regional Learning Support.
- Systematically programmed Professional Development to ensure continuous review and innovation.

ARTS AND TECHNOLOGIES

In 2020 twenty three teachers having a full time equivalence of 12.3 came under The Arts & Technologies learning area banner in a range of curriculum areas. Sixty three subjects/courses from The Arts (Media and Visual Arts), Business Studies, Technologies (Design & Digital Technologies and Home Economics) and VET areas were delivered.

A new full-time Design & Technology teacher was appointed to cater for the increased demand for the Specialist Woodwork program from District High Schools.

TEACHING AND LEARNING

Staff conducted weekly Webex lessons and worked with students onsite through the Referrals, Dance and Elite performers programs. Practical sessions included STEM, Home Economics, Visual Arts and Electronics to these onsite students. There was an increase in visits by staff to work with students at partner schools throughout the state. Unfortunately, the Solar Car Challenge that SIDE had participated successfully in previous years was cancelled due to the COVID-19 restrictions, however, students still built and raced their cars at SIDE's Leederville campus.

The specialist Woodwork program developed in 2019 for Years 7-10 students using video conferencing facilities at both the host school and SIDE's Design and Technology workshop was expanded. Two additional Wheatbelt schools joined the two schools in the Pilbara and one in the Wheatbelt. These schools did not have specialist secondary Design and Technology teachers however they had workshop facilities that had been closed down for a number of years. The school communities were keen for students to engage in a practical program to enhance career and/or school engagement. The enrolments at the Pilbara schools were predominantly Indigenous students.

The delivery platform is Webex used in video conferencing mode which differs to the traditional SIDE model. The remote Design and Technology centres were set up with a wall-mounted screen, a laptop computer and a web cam to enable two-way interaction. The supervisor develops an understanding of the processes through a range of instructional videos produced at SIDE. This method was trialled by the new Home Economics teacher for teaching Textiles and will be expanded on in 2021 with a more dedicated delivery room. The Visual Arts teachers will also be set up with a dedicated video conference system in SIDE's Art studio.

ATAR Computer Science continued the strong enrolment trend from 2019 with high demand from many senior high schools. Another teacher was appointed for Semester Two to cover the overload in this area, as well as lower school Digital Technologies. A Year 11 General Computer Science is currently being developed. General Media was introduced for Years 11 and 12.

In the certificate courses, Business Studies remained the most popular course. See the separate VET area in this report for more detailed information.

A wide range of Senior School courses were offered with 308 students completing the year.

Course	Year 11	Year 12
Applied Information Tech. - ATAR	17	12
Applied Information Tech. - General	9	8
Computer Science - ATAR	30	22
Children Family & Community - General	12	10
Automotive Engineering Tech. - General	18	9
Design - General	19	13
Visual Arts - ATAR	12	12
Visual Arts - General	16	14
Media Production and Analysis - ATAR	17	16
Media Production and Analysis - General	3	3
Accounting and Finance - ATAR	13	17
Business Management & Ent. - General	4	8

STUDENT ACHIEVEMENT DATA YR 11 - 12

YEAR 11 ATAR

Semester Two learning area grades generally show a normal distribution of grades that has been a consistent pattern for a few years. There is greater variability shown in those subjects with fewer enrolments (12-13) whereas Computer Science (30) (green) has a more standard spread.
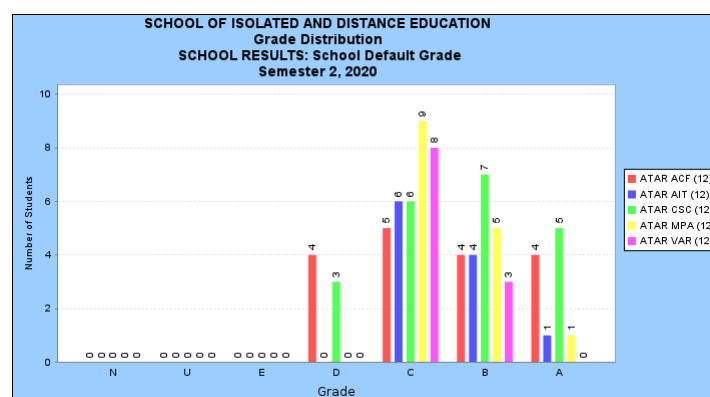
SECTION 3
CURRICULUM LEARNING AREA REPORTS

YEAR 12 ATAR

There are generally fewer students in the Year 12 classes than Year 11. The table shows a higher distribution of grades of C and above for most subjects. Exam revision techniques and preparation remain a focus for ATAR courses as well as task mark analysis. Small cohorts can affect results and in these cases a valid analysis often relies on the teachers' experience and background. Course counselling is an identified issue that is relevant to all ATAR subjects.

SCHOOL OF ISOLATED AND DISTANCE EDUCATION
Grade Distribution
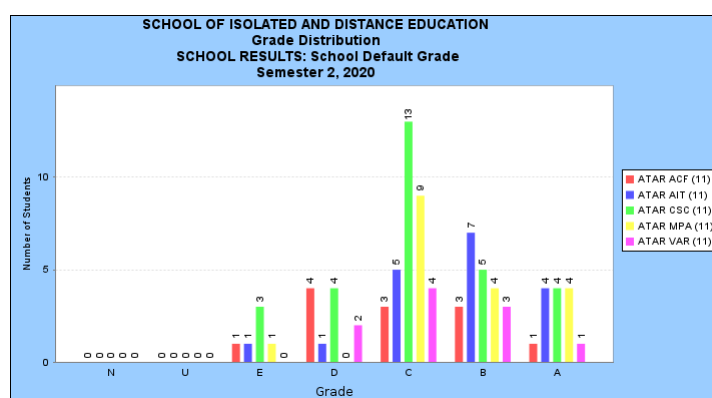SCHOOL RESULTS: School Default Grade
Semester 2, 2020

The comparative tables below show the performance of SIDE students in the ATAR exams and their comparison to the state cohort. Staff have analysed feedback data and identified a range of strategies to be incorporated into their teaching and assessment programs in order to ensure differences between course and exam performance are minimized.

ATAR Accounting & Finance

	Students in course	Students sitting Exam		Course	Exam	Diff
School	16	16	Mean	63.6	47.7	15.9
			Std Dev	14.6	21.2	-6.6
DoE	312	261	Mean	65.5	58.0	7.4
			Std Dev	14.1	18.9	-4.8

ATAR Applied Information Technology

	Students in course	Students sitting Exam		Course	Exam	Diff
School	11	11	Mean	62.5	59.5	2.9
			Std Dev	7.8	8.7	-1.0
DoE	140	140	Mean	65.0	62.9	2.1
			Std Dev	10.2	11.5	-1.3

ATAR Computer Science

	Students in course	Students sitting Exam		Course	Exam	Diff
School	21	21	Mean	67.4	66.0	1.4
			Std Dev	14.0	14.8	-0.8
DoE	257	218	Mean	64.0	59.1	4.8
			Std Dev	16.1	18.9	-2.8

ATAR Media Production & Analysis

	Students in course	Students sitting Exam		Course	Exam	Diff
School	14	14	Mean	62.3	58.0	4.2
			Std Dev	9.3	10.5	-1.2
DoE	183	182	Mean	63.4	60.3	3.1
			Std Dev	13.0	17.5	-4.4

ATAR Visual Arts

	Students in course	Students sitting Exam		Course	Exam	Diff
School	11	11	Mean	61.4	56.4	5.0
			Std Dev	7.3	6.8	0.5
DoE	268	255	Mean	65.4	62.3	3.2
			Std Dev	10.4	14.1	-3.7

YEAR 11 General

Year 11 General courses continue to have strong enrolments as they cater for students who switch from the more challenging ATAR courses. The graph for Semester Two learning area grades below shows a wide spread of grades which is generally characteristic of this cohort. Design Photography (pink), Automotive (blue) and Visual Arts (orange) remain the most popular courses. The drop off in numbers of Automotive students into Year 12 is being addressed with a workshop video conferencing style of delivery as used in lower school specialist woodwork. A range of teaching aids have been procured to help facilitate this delivery model.

SCHOOL OF ISOLATED AND DISTANCE EDUCATION
Grade Distribution
SCHOOL RESULTS: School Default Grade
Semester 2, 2020
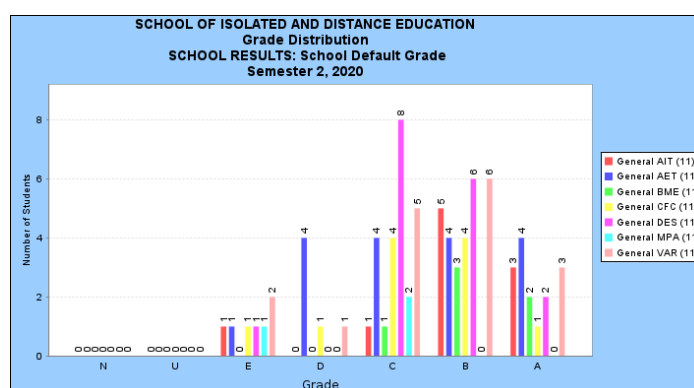
SECTION 3
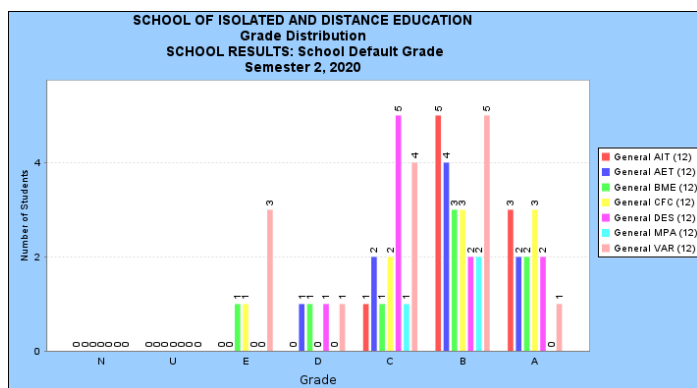## CURRICULUM LEARNING AREA REPORTS

YEAR 12 General

Unlike the ATAR courses, enrolments in Year 12 General courses are quite consistent with those in Year 11. The spread of grades is inclined towards the higher grades. Extenuating circumstances and inability to complete the course was responsible for the spike in E grades for Visual Arts (orange).

### STUDENT ACHIEVEMENT DATA YR 7 - 10

Lower school subjects in both the Arts (Media and Visual Arts) and Technologies (Digital Technologies, Design & Technology, Home Economics) consist of enrolments from both full-time SIDE students and schools without specialist teachers.

The Semester Two Arts graph indicates a generally normal distribution with a slight weighting towards higher grades.
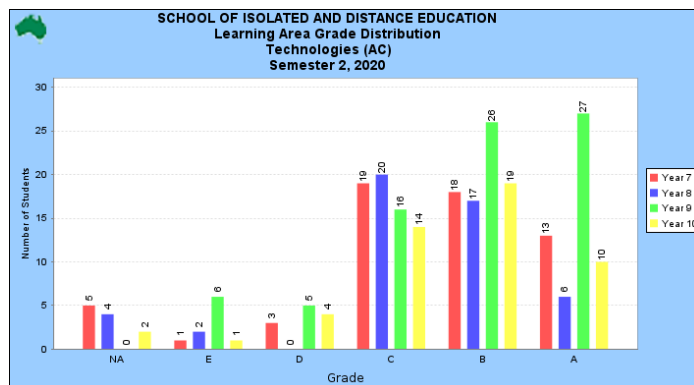
In Technologies there is a significant trend towards the higher grades, especially in Year 9 (green). This can be attributed to students choosing subjects out of interest rather than compulsory pathways required in Years 7 and 8.

Digital Technologies	42
Design & Technologies	73
Home Economics	59
Visual Arts	35

The Arts
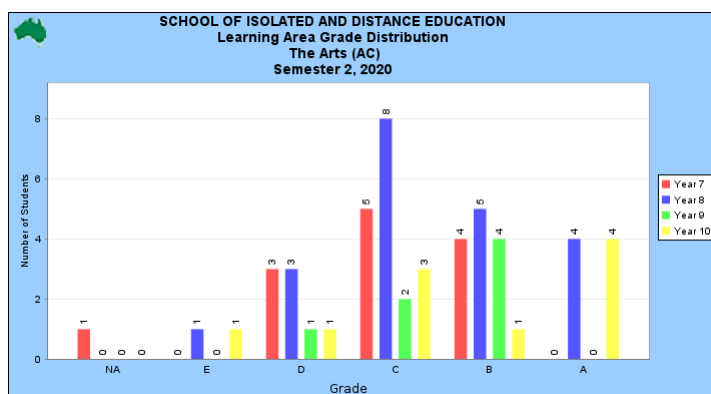
Technologies

LEARNING SUPPORT

STAFFING

At the start of 2020 the Learning Support Team consisted of 7.0 FTE teachers and 1.0 FTE education assistant shared by two EA's, providing service to approximately 90 students, requiring additional support. By the end of 2020 the team had expanded to 10.0 FTE teachers and 1.0 education assistant with additional teaching required to meet the need of SSEND students affected by the COVID-19 virus. Throughout the year, 183 students in years 7-12 were enrolled in the Learning Support department. An increase of 34% on 2019 Lower school students were enrolled in the four core subjects of Mathematics, English, Science and Humanities and Social Sciences with some students engaging in ASDAN courses. Senior school students were enrolled in Preliminary Mathematics and English along with a range of ASDAN courses which proved to be very successful.

It was a challenging year due to COVID-19 and many changes were taking place. Sadly, visits to students were put on hold for the first half of the year and learning programs had a few changes due to students not being able to attend school. Printed work packages were sent to students that could not access their online learning from home. Thankfully this was short lived and Teaching and Learning soon got back to some normality. Teachers were then able to visit students in regional areas.

Learning Support staff visited schools in Pannawonica, Onslow, Red Bluff, Kellerberrin, Laverton, Menzies, Marble Bar and Dalwallinu, further developing SIDE and Partner school relationships. Having repeat visits to Laverton really assisted the students and teachers there with engaging them in their online learning platforms.

SECTION 3
CURRICULUM LEARNING AREA REPORTS

FOCUS AREAS FOR 2020

Areas that Learning Support Team focused on in 2020 were:

- Whole learning area approach to improving student performance, attendance and engagement.
- Whole learning area approach to improving Aboriginal Education across all facets of the teaching/learning process.
- Continuing to develop strong relationships with partner schools through supporting SIDE supervisors and visiting schools through more regional visits.
- Developing strong relationships with Aboriginal students and their parents/carers when visiting schools through more regional visits.
- Ongoing development and reviewing of high quality Moodle resources in Mathematics, English, Science and Humanities learning areas and implementing Aboriginal perspectives throughout using H5P content.
- Ongoing development and implementation of current and new ASDAN programs.
- Carry out classroom observations and provide peer feedback throughout the year as part of performance management process.
- Carry 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.
- Work closely with students to assist them with meeting NAPLAN and OLNA requirements.
- Work with Student Services staff and develop suitable pathways for senior school students incorporating new ASDAN courses.
- Further improve student attendance in Webex lessons and Moodle courses through obtaining constructive feedback from the students.
- Access quality support materials to support teaching/learning program.

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 utilising a range of instructional strategies to assist student learning gained from attending professional learning in implementing Aboriginal Perspectives into the curriculum. Teachers utilised this professional knowledge in the development of their Webex lessons and Moodle classrooms

- Team members developed individualised Moodle Classrooms and engaged students in regular online activities.

CURRICULUM DEVELOPMENT

- Continued development of ASDAN course materials for Moodle.
- Moodle course for very low-level literacy was created and continues to be developed.

INDIVIDUAL PROGRAMS

All students in Learning Support are on an individualised Student Educational Needs (SEN) plan. Teachers report on student learning using SEN Report formats within the Reporting to Parents database.

ACHIEVEMENT DATA

Students engaged in the NAPLAN and OLNA 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 2020.

HIGHLIGHTS OF 2020

Due to COVID-19 in the first half of the year teachers were unable to visit schools and school shutdowns required teachers to provide additional support for students to continue their learning from home. In some cases, this meant providing students with printed materials that were delivered to them via our partner schools.

Specific highlights included:

- Regional visits are always a highlight and this was greatly emphasised when teachers finally got to visit students during Semester Two.
- Students enrolling in ASDAN courses has been increasing every year and 2020 was no exception. Not all students complete their courses in the year but we did have an increased number who did and all achieved their completion certificates.
- Three students completed Short Courses, four completed ASDAN Workright, seven completed Towards Independence and four completed Transition Challenge.
- New ASDAN courses were introduced and trialled by a few students. These will be further developed and offered as set courses during 2021.
- Learning Support students continue to thrive in their learning which is evident by the successful attainment of goals in their SEN plans.

FOCUS AREAS FOR 2021

Areas that the Learning Support Team will focus on in 2021 are:

- Implement strategies to support the school review recommendations
- Improved student attendance and engagement
- Develop appropriate Literacy and Numeracy course to best suit the needs of Aboriginal Students
- Continue to implement the Aboriginal Cultural Standards Framework, embedding appropriate Aboriginal perspectives in the curriculum content
- Develop ASDAN courses for E-Safety, Healthy Relationships, History, Science, Geography and Bronze and Silver Awards.
- Ongoing development and reviewing of high quality Moodle resources in Mathematics, English, Science and Humanities learning areas.
- Ongoing development and implementation of the new ASDAN courses.
- Ensure all Learning Support teachers have participated in the ASDAN teaching training.
- Continue to enhance and maintain 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 Webex Classroom.
- Ensuring staff have attended relevant professional learning to support the teaching learning program and to further develop personal growth.
- All teachers undergo peer observation and provide peer feedback throughout the year.

HEALTH AND PHYSICAL EDUCATION

STAFFING

The 2020 school year started with 3.0 (FTE) teachers delivering curriculum across Years 7-12. This grew to 3.3 FTE by end of the school year. There were 253 students enrolled in Health courses.

KEY PRIORITIES FOR 2020

LOWER SECONDARY

- Enhancing curriculum delivery – review and update Webex lessons and Moodle courses to improve student understanding and engagement
- Development of separate Dance courses (Semester only) ongoing

- Identification of at-risk students and differentiation of classwork / assessments
- Embedding of H5Ps in Moodle for greater student interaction
- Embedding activities to promote knowledge of Aboriginal Culture and health practices to non-Indigenous students
- Common assessment tasks
- Producing stand-alone learning packages for Department of Education Connected Learning Program

SENIOR SECONDARY

- Embedding of subject specific language into Webex lessons
- Enhancing teacher understanding of syllabus and delivery
- Improving assessment task rigour
- Improving ATAR exam rigour
- Embedding H5Ps in Moodle for greater student interaction
- Implementation and ongoing reflection of Year 11 and 12 General and ATAR subjects
- Producing stand-alone learning packages for Department of Education Connected Learning Program

TEACHING AND LEARNING

SENIOR SECONDARY

In 2020, both Year 11 and Year 12 students were able to choose from the ATAR or the General pathways.

Previously enrolments across General and ATAR have decreased. However, Year 12 General has stabilised and Year 11 ATAR has increased slightly.

Year	Pathway	2017	2018	2019	2020
12	ATAR	43	42	34	15
12	General	30	24	22	22
11	ATAR	45	38	13	21
11	General	21	31	20	12

LOWER SECONDARY

SIDE students study the WA Curriculum. The Health Education curricula encompassed a variety of focus areas to develop students' confidence, skills and knowledge to make lifelong positive health choices.

SECTION 3
CURRICULUM LEARNING AREA REPORTS

STUDENT ACHIEVEMENT DATA YR 7 - 10

YEAR 7
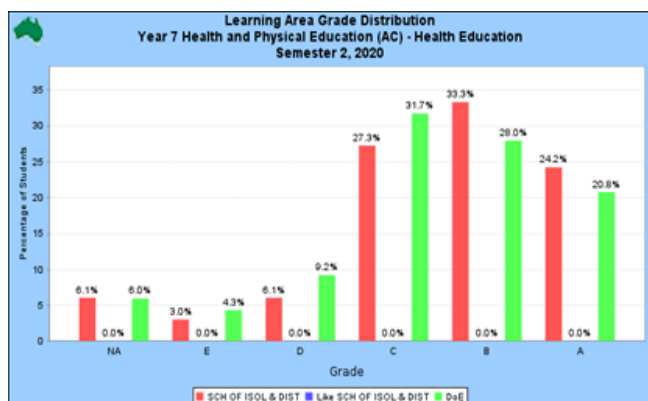
YEAR 8
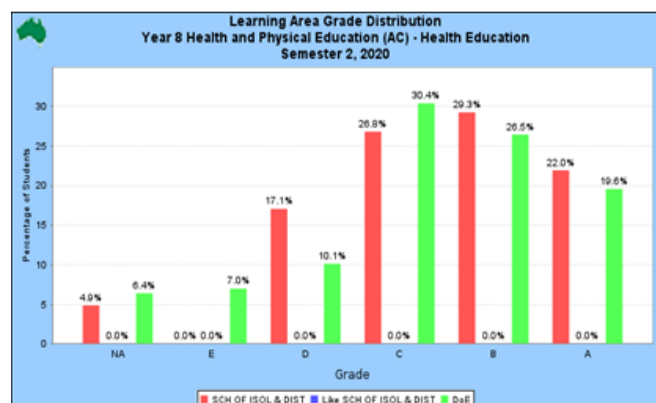
YEAR 9
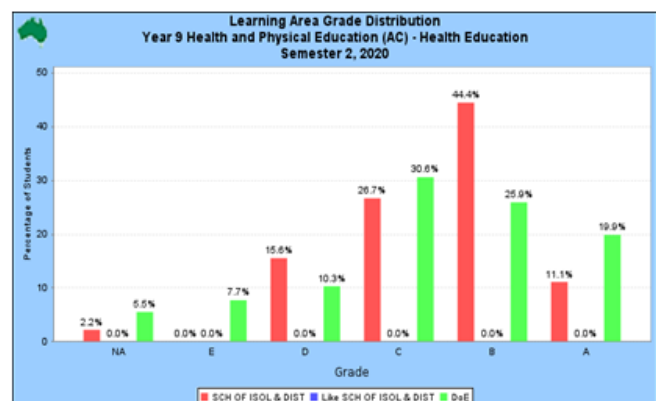
YEAR 10
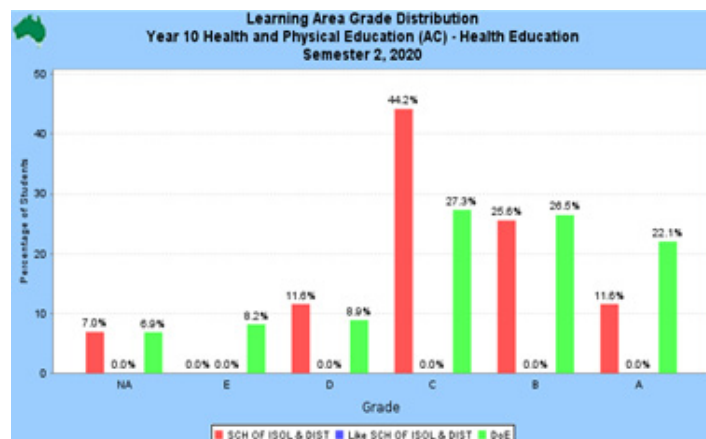
7-10 HPE A, B and C grades had a high correlation with Department of Education grade allocations.

Most of the D, E and NA grades in HPE 7-10 is attributable to the inclusion of Learning Support data, the inclusion (during Term Four) of students who had their education disrupted by COVID-19, late enrolments or illness.

Fewer 'No Assessments' and D and E grades were awarded in Semester 2, 2020. HPE teachers endeavoured to differentiate summative assessment tasks to enable students to experience greater success. Teachers also utilised formative assessments to inform "on balance judgments" and grade students who did not complete their summative assessments.

STUDENT ACHIEVEMENT DATA YR 11 AND 12

YEAR 11

Year 11 ATAR produced encouraging results in Semester 2, 2020. Year 11 teachers worked with their HOLA to enhance their understanding of WACE examination rigour and a review and re-write of assessment tasks was also implemented. Pleasingly, results were comparable with Department of Education schools
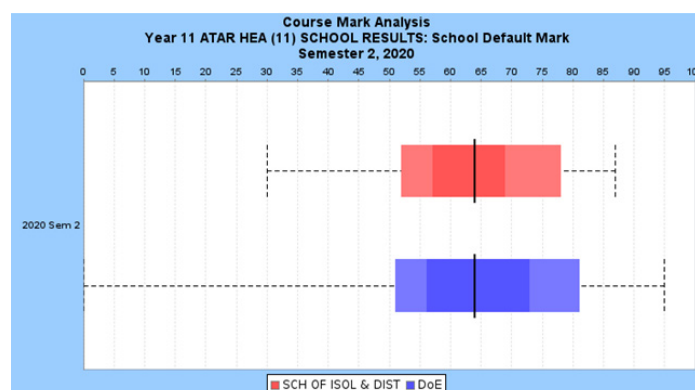
and at expected standard.

Year 11 General Health Studies results were satisfactory. Assessment tasks for this subject were based on ATAR standards, which led many students struggling to meet the requirements. Teachers work with the HOLA in the re-writing of assessment tasks to better meet the needs of the cohort.
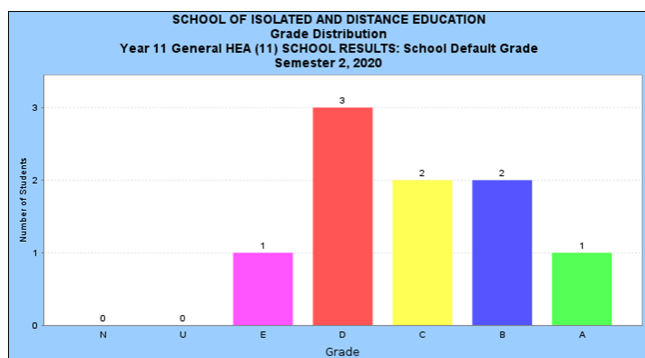
Examination of data has identified the following opportunities to enhance results and boost the reputation of the subject:

- Tutorials – additional 30 minutes for practice questions and application each week for 12 ATAR students
- Practice exam questions embedded in Moodle and teaching program
- Increasing the number of regional and metropolitan visits to ensure greater student engagement
- Ensuring active participation in the pre-WACE Revision Schedule
- Introducing greater scaffolding within tasks
- Utilising feedback from data analysis (including Maximizing Feedback)
- Subject specific Glossary of Terms – embedded into Webex
- Implementing moderation of marking between Health Studies teachers
- Moodle upgrade to enhance student understanding through a variety of activities to consolidate learning
- Student exemplars to demonstrate benchmarks for assignments
- On-going improvement of 11 General Health Studies Moodle course and Assessment tasks

## YEAR 12

Overall the results for Year 12 ATAR Health Studies were disappointing. The performance in the WACE exam was lower than anticipated, however the group was weaker than previous years, with a high proportion of students just receiving a C grade. Review and strategies for improvement in 2021 have been implemented.
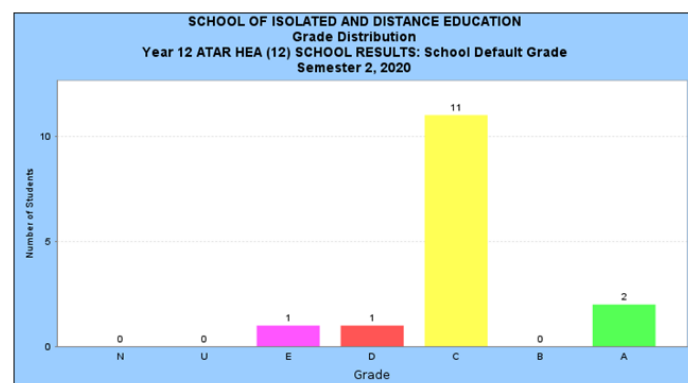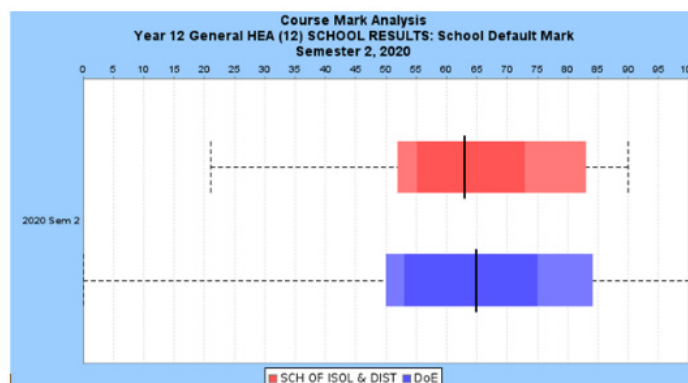
Pleasingly, moderated results between SIDE and Department of Education, Department of Education (State) Schools has become more comparable since ATAR Health Studies introduction to SIDE.

Moderation		
Year	School	State (DoE)
2018	-12.4	-6.8
2019	-8.6	-9.7
2020	-11.3	-10.5

Correlation between rank order of school mark versus exam score was high. Indicating that assessment marking and task rigour has improved across 2020 as a result of teacher moderation.

School Score v Exam Score	
Year	Correlation
2018	0.85
2019	0.76
2020	0.93

Year 12 General Health Studies produced pleasing results. Their worthwhile results were validated by a comparable performance to Department of Education schools.

SECTION 3
CURRICULUM LEARNING AREA REPORTS

HIGHLIGHTS OF 2020

The most significant highlights for 2020 were:

- Year 11 ATAR results
- Year 12 General Results
- Introduction of moderation of marking for ATAR subjects
- H5Ps into Moodle courses to increase activity and participation

Course Mark Analysis
Year 12 General HEA (12) SCHOOL RESULTS: School Default Mark
Semester 2, 2020

- Enhanced assessment in Senior School
- HPE staff attending Professional Development 'Engaging boys in learning'
- Despite pause in schools visits due to COVID-19 – HPE staff attending metro and regional school students
- HPE Staff – WACE Marker
- Highly valued contribution to the success of the Department of Education Connected Learning Program

FOCUS AREAS FOR 2021

The most significant areas for 2021 will be:

- Enhanced Webex lessons
- Further enrich Lower and Senior School courses using Moodle features such as OU blocks, H5P additions, Question and Answer Forums
- Enhanced student accountability via the rigorous monitoring of the timely completion of hand written Webex notes, glossaries and course / subject study notes (ATAR) to provide early warning of insufficient application
- Enhanced Assessment Moderation
- Analysis of data and evidence to better understand student performance (particularly in the Year 12 ATAR)
- Identification of at-risk students and the implementation of strategies to engage them. Implement the new Students At Risk policy
- Professional learning
- SENN development for Health Education Strands

- Embed positive Indigenous role models and figures within lessons (curriculum often focuses on the negative health outcomes of Indigenous people)
- HPE staff developing a deeper understanding of Grade Related Descriptors and assessment for Lower School

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).

In 2020 the department was staffed with 24 teachers (10.7FTE) and four language assistants under the leadership of the two Level 3 Heads of Learning Area:

In 2020, 102 students enrolled in SIDE lower school secondary Languages programs. This number was similar to previous year enrolments. The number of Senior Secondary enrolments also remained similar to 2019 as did the number of Primary enrolments.

Priorities for 2020 included: implementing the new curriculum for all Year 5 students and writing courses with the new curriculum for all Year 6 students in all languages. Promoting partnerships with small regional schools was also a priority with a focus on school visits and the delivery of high quality online lessons. Staff attended numerous professional learning workshops to help familiarise themselves with the Aboriginal Cultural Standards Framework.

TEACHING AND LEARNING

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

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.

Toward the end of 2020, a survey of all partner Primary schools was conducted. Almost 70% of our schools responded. The

16. I am satisfied with the overall standard of education achieved through this partnership

Strongly Agree	16
Agree	10
Disagree	1
Strongly disagree	0

results indicated a very high level of satisfaction with the Languages programs, resources and teaching strategies. Any areas of concern or suggested improvements were addressed.

INTERACTIVE WHITE BOARDS

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

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 were involved in the preparation of ATAR student resources for the Department of Education, for use at home during COVID-19 lockdowns. Primary resources were also prepared for each Langauge and sent to our Primary partner schools for students to use at home.

TEACHER DEVELOPMENT SCHOOL (LANGUAGES)

In 2020 the TDS focus was on continuing to support teachers across Western Australia with the new Western Australian curriculum for Languages. Through a series of WACL club workshops, SIDE TDS provided teachers with practical strategies, ideas and time to develop resources to use in their classrooms. Sessions focused on curriculum understanding, programming and planning and assessment tasks. Feedback from participants stated that as a result of attending these workshops and working in a network group between sessions, they were able to successfully implement the new curriculum at their school and stated that the rigour of the new curriculum improved student engagement and achievement. Teachers also stated that they felt more confident and able to accurately assess student learning. In particular, one participant made significant changes to her assessment practice and was able to share her development with others in her network resulting in her setting up a small group of teachers who meet regularly to collaboratively plan their programs, develop common assessment tasks which they moderate.

SIDE TDS also facilitated a specific Year 5 assessment and moderation session. The session provided primary teachers with the opportunity to meet with colleagues at other schools, share and compare assessment tasks and then take part in a moderation activity using student work samples and marking keys developed. Not only did this enable teachers to develop shared understandings of student achievement but it also provided an opportunity to discuss assessment practices and the elements of rich, assessment tasks. This online session was also repeated as a face-to-face session. Resources from the

session (tasks, marking keys, student samples, PowerPoint and online recording) were shared through the Languages Connect Community Library.

One of the highlights of 2020 was the establishment of the Secondary WACL Expert group. This group builds on the existing Primary WACL Expert group which was established in 2016. In total this group consists of 27 teachers in six languages across Primary and Secondary contexts to work together to develop their understanding of the WAC:L and develop their skills as workshop facilitators through ongoing familiarisation sessions. This project has strategically built capacity within the broader Languages network by developing and establishing a core group of curriculum leaders.   This strategy will ensure that the SIDE TDS is able to respond more effectively and efficiently to the professional learning needs of teachers in the six language groups in implementing the new curriculum in all phases of schooling.

LANGUAGE ASSISTANT PROGRAM

In 2020 SIDE Languages was supported by four language Assistants for each of the languages offered through SIDE. All were employed through the Department of Education Language Assistant Program.

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

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

ACHIEVEMENT DATA

PRIMARY LANGUAGES

SIDE Languages delivered programs in the four languages to approximately 700 students, from 43 Primary schools, across the state.

In 2020 the percentage of Year 3-6 students achieving the expected C grade standard or above was:

- Year 3 90%
- Year 4 86%
- Year 5 85%
- Year 6 92%

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

SECTION 3
CURRICULUM LEARNING AREA REPORTS

LOWER SECONDARY

In 2020 there were approximately 100 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 2020 the percentage of Lower Secondary students achieving the expected C grade standard or above was:

- Year 7 72%
- Year 8 66%
- Year 9 51 %
- Year 10 75%

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

SENIOR SECONDARY

In 2020 the Languages Department at SIDE continued to offer a variety of pathways for students including Year 11 and Year 12 ATAR courses across all languages and the VET Certificate II in Japanese. General Languages courses were not offered for Year 11 and 12.

ATAR Year 12

School assessment grades for each Language followed a normal pattern however, there was a noticeable discrepancy in some Languages between school marks and raw WACE exam marks. Some individual students and cohorts did not perform as well as expected in the external exams and as a consequence, some cohorts were adversely affected by the standardisation and moderation processes. In 2021, teachers will engage in additional moderation activities and focus on strategies to support students in effective exam preparation.

HIGHLIGHTS OF 2020

- Development of WAC:L resources for SIDE Year 6.
- Strength of the SIDE Primary Languages staff who, during initial COVID-19 created whole packages of alternative work for students working from home.
- Continued upskilling of all staff in new curriculum.
- Continued upskilling of all staff in the Aboriginal and Cultural Standards Framework.
- Very positive response from the Primary Languages Partner School survey.
- Increase in number of schools accessing our Languages programs for 2021 to 40 schools for secondary and 47 for primary.

FOCUS AREAS FOR 2021

It is expected that 2021 will be a year of growth for the SIDE Languages department.

- In 2021 it will be compulsory for all Year 3, 4 , 5 and Year 6 students to learn a language as mandated by SCSA. Focus will be on the delivery of the SIDE developed new curriculum programs for all Year 6 students.
- New WACL Year 7 courses will be written in 2022 Year 7 language learning will be mandated across the state so new SIDE courses will be written for Year 7 2022.
- Chinese is to be offered as a 5th Language at SIDE in 2022 and writers are to be employed to prepare courses for both Primary and Secondary beginner students.
- An EALD project for Stage 1 Language learners will be investigated and trialled with a small number of regional schools. It is envisaged that this project will be for Year 7 students.
- Auslan will also be investigated and trialled during 2021.
- Direct classroom observation by line managers will be continued to promote teacher best practice and reflection.
- Further familiarisation with the Aboriginal Cultural Standards Framework and reflection on how this will translate into culturally responsive actions for the Languages Department.
- Re-developing outdated Moodle courses

SCIENCE

STAFFING

In 2020 the Science Learning Area enrolled 734 students at the start of the year. The majority of these students were school-based enrolments. By the end of the year 598 students were enrolled in Science courses. The Science Learning Area commenced the year with 10.8 teaching FTE and 1.0 Laboratory Technician FTE.

KEY PRIORITIES FOR 2020
SENIOR SECONDARY

1. Implementation, ongoing reflection and review of Year 11 and 12 WACE ATAR and General courses occurred in 2020. This included the high quality resources used during Webex lessons and the Moodle course design. This process was ongoing using the curriculum expertise and experience within the Science Learning Area team as well as networking with staff from SCSA and other schools.
2. Typical exam-type practise questions, revision and course specific exam techniques were incorporated into senior secondary ATAR courses and Webex.
3. Targeted revision and tutorial Webex lessons were made

available to Year 11 and 12 ATAR students to prepare them for their WACE exams.

4. Increased participation and engagement in Webex lessons and Moodle activities was achieved through online instructional strategies.

5. Assessment tools were reviewed and refined at the end of 2020 for implementation in 2021. All WACE courses had Common Tasks and Assessment and Moderation strategies embedded in the teaching/learning program.

6. Teachers used SAIS data, maximising feedback and other system data to improve student outcomes.

7. Use of formative feedback/student voice strategies in Webex 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 Webex and Moodle, Assessment tools and Reporting practices occurred during collaborative meeting sessions.

3. Each Year group had Common Tasks embedded in the assessment outline which facilitated internal moderation. 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.

5. Student feedback and survey questions, using PIVOT and teacher constructed surveys were used in some Moodle courses and Webex lessons.

6. Teachers used SAIS data, and other system data analysis to improve student outcomes.

7. Increasing the submission of lower secondary tasks to endeavour to reduce the number of E grades awarded due to lack of work submission.

8. Embedding tasks that addressed the Aboriginal Cultural Standards Framework in the Science teaching and learning programs to foster cultural awareness amongst the students.

TEACHING AND LEARNING
SENIOR SECONDARY

In 2020 a wide range of courses were offered to Senior School students (Table 1). There were 338 students who completed Senior Secondary courses.

Course	Year 11	Year 12
Biological Sciences	40	19
Chemistry	24	21
ATAR Human Biological Science	36	19
General Human Biology	16	24
General Integrated Science	21	7
Physics	21	24
Psychology	34	27
Chevron endorsed course	5	

Table 1 The number of students studying Science courses Semester Two 2020

Table 2 summarises the moderated differences in SIDE Year 12 courses and these are then compared with the Department of Education schools. As SIDE students were familiar with working in an online environment, the impacts of COVID-19 was not as significant, as shown below where most of SIDE WACE moderation differences in Science courses were very close to Department of Education.

Table 2: WACE Moderation differences in 2020

Course	N0 students*	SIDE	DoE
Biology	19	-14.57	-7.76
Chemistry	20	-5.44	0.93
Human Biology	19	-8.35	-7.24
Physics	24	-1.70	-3.13
Psychology	27	-11.50	-10.86

* number of students sitting WACE exam

LOWER SECONDARY

In Semester Two 2020 there were 260 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 as well as some students that were impacted with COVID-19.

	Year 7	Year 8	Year 9	Year 10
2015	57	80	75	87
2016	36	57	99	80
2017	40	53	76	126
2018	50	53	82	78
2019	30	46	81	83
2020	38	50	76	96

Table 3: Lower School enrolments.

CURRICULUM LEARNING AREA REPORTS

The table below does not include data for students in Learning Support.

YEAR	*	A	%	B	%	C	%	D	%	E	%	NA	%
7	38	6	16	20	53	3	7.5	6	16	3	7.5		
8	48	6	12.5	17	36	14	29	7	14.5	3	6	1	2
9	76	23	30	25	33	13	17	9	12	4	5	2	3
10	96	27	28.1	12	12.5	14	14.5	29	30.2	11	11.5	3	3.2

Table 4: Science Learning Area grade Year 7-10

* Total number of students

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.

HIGHLIGHTS OF 2020

CURRICULUM RESOURCES

SIDE teachers were involved in developing high quality Senior school and Lower school resources to be used by schools as part of the COVID-19 response.

- STEM

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

- WA STEM careers forum
- Free online events-Girls in Science.
- Virtual labs
- Protection of the reef
- National Science Week challenges

STAFF PROFESSIONAL LEARNING

- During the year Science staff attended a range of career development and leadership PL opportunities that were made available, using the online platform.
- Earlier in the year, Science teachers participated in regional and school visits.

FOCUS AREAS FOR 2020

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.

LOWER SECONDARY

1. Ongoing review and refinement of Year 7-10 teaching and learning programs.
2. Encourage greater student participation and engagement in Webex and Moodle.
3. Increasing the submission of lower secondary tasks.
4. Regular monitoring of students attendance as per SIDE policy to identify SAER students and ensure early intervention.
5. Refining Documented Plans to suit students who need additional support or extension. Pathway planning and SEN plans to be considered for students as required

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 Webex lessons.
2. Continue to focus on STEM planning and implementation to improve student engagement in Science.
3. Continue to focus on formative feedback/student voice strategies in Webex and Moodle using PIVOT and teacher made surveys.
4. Addressing the directives of the Aboriginal Cultural Standards Framework in the Science teaching and learning programs.

ENGLISH

INTRODUCTION

The English Learning Area worked collaboratively during 2020 to seek innovative ways to respond to the unique needs of our students. The 2020 team grew to consist of 15 English teachers engaged in a teaching load of 11.1 full time equivalent (FTE) of teaching and administration time. Additionally, 2 Regional Learning English tutors were working on site with SIDE English teachers during Terms 2 and 3.

TEACHING AND LEARNING

The focus for 2020 was to continue our relentless focus on best teaching practices and innovative delivery. Our goal is to offer WA students a rich and differentiated online English curriculum, promoting equity, inclusivity and excellence and providing the opportunity for all students to reach their potential.

The onset of COVID-19 led to an additional role to create learning packages to support the Department of Education education response to COVID-19. Packages

SECTION 3
CURRICULUM LEARNING AREA REPORTS

were developed by the English Learning Area staff, who were formally recognised by the Director Statewide Services for their contributions to the Connected Learning Program. Additionally, many students unable to access schooling due to COVID-19 were re-integrated into the standard learning system by SIDE during the latter part of the year.

HIGHLIGHTS OF 2020

For the fourth year SIDE students have been successful in the ABC Heywire Competition. Year 12 ELD student, Rania Adim Habena was chosen as a winner for 2020. Three other regional SIDE student stories were Highly Commended.

PRIORITIES YEAR 7 - 10

- Culturally responsive teaching, increase explicit use of knowledge of history, culture and experiences of Aboriginal people in teaching practices.
- Case management of SAER students. Student-centred targeted focus on feedback and assessment strategies.
- Action research of innovative feedback and assessment strategies linked to case management.
- Increase differentiation strategies to provide for heterogeneous cohort and target identified literacy needs.
- Ongoing individualised support.

PRIORITIES YEAR 11 - 12

- Foundation EALD courses were developed for Year 12 including courses with a specific focus on dialect speaking Aboriginal students.
- Collaborative collection and use of data is cyclical and ongoing. Staff worked in teams, set goals and reviewed findings.
- Common tasks, assessments and moderation strategies embedded.

STUDENT ACHIEVEMENT EXAM ANALYSIS
ATAR COURSE DIFFERENTIALS

The course differential for every Year 12 ATAR English and EALD course was positive, indicating that value was added in each course.

YEAR 12 LITERATURE ATAR
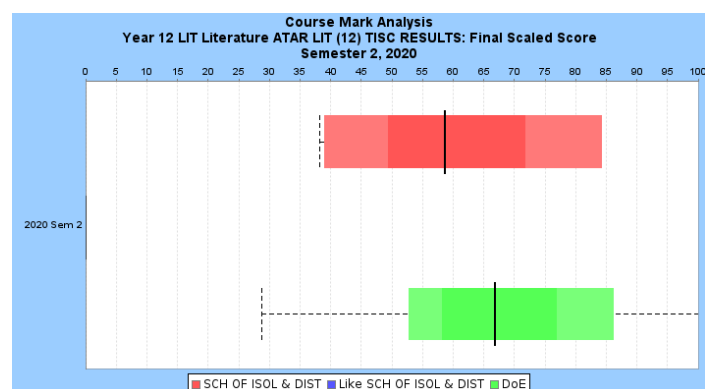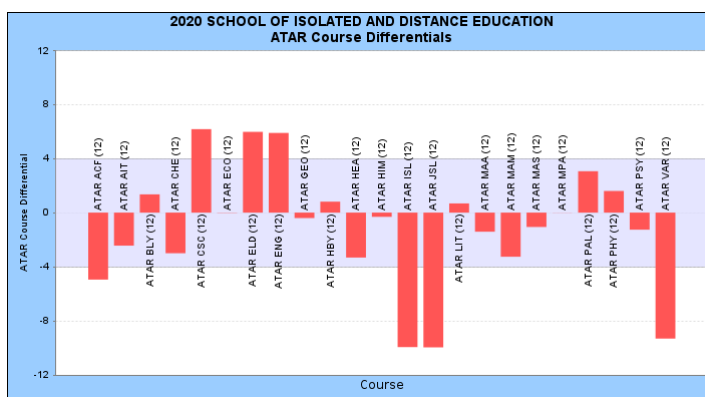
Students in Literature 12 performed within the statistical range for what was expected +0.7, achieving an average of 59.8%, lower than the state mean of 67.1%. The rank order and distance between students was as expected with a correlation of 0.86. The course differential was a positive 0.7 indicating that students performed better in Literature than their other courses and value was added.

YEAR 12 ENGLISH ATAR
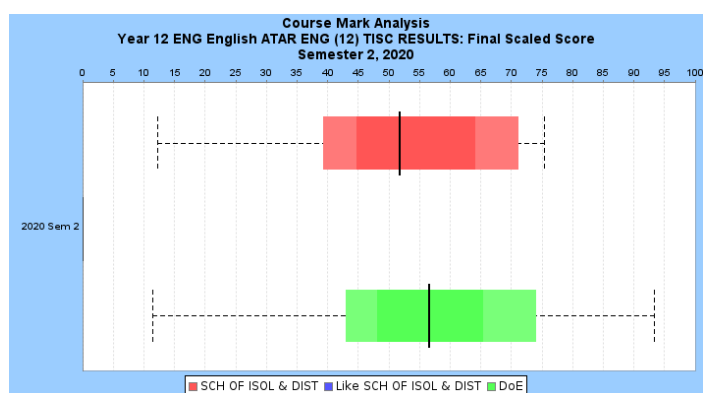
Students in English 12 performed within the statistical range for what was expected -0.8, achieving an average of 51.4%, lower than the state mean of 56.6%.

CURRICULUM LEARNING AREA REPORTS

The course differential was a positive 5.9, indicating that on average students performed better than in their other courses and value was added. The data shows that moderation and predicted scores were very close to State. The data reflects strong understandings of marking levels. School mark to scaled mark was similar to 2019 (-4.2 in 2019 and -5.2 in 2020), suggesting an authentic course, an appropriate level of difficulty and accurate marking standards.

YEAR 12 ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

Course Mark Analysis
Year 12 ELD English as an Additional Language/Dialect ATAR ELD (12) TISC RESULTS: Final Scaled Score
Semester 2, 2020

Students in EALD performed within the statistical range for what was expected +0.8. There were some anomalous performances. The course differential was a positive 6.0, indicating that value was added. There was some variance with the moderation, with marking for Writing tasks shown to be slightly high.

YEAR 12 TEACHER JUDGEMENTS

GTENG SEMESTER 2 2020

GRADE - Students*				
E	D	C	B	A
5.0%	8.3%	26.7%	40.0%	20.%
(3)	(5)	(16)	(24)	(12)

The higher number of A and B grades achieved compared to Department of Education schools reflects a cohort of high achieving students who choose General for non-academic reasons. This may also reflect SIDE's online learning having minimal impact by COVID-19.

Ongoing improvement strategies include: termly moderation to ensure comparability in marking and grading with a focus on B/A grade descriptors, monitoring of SAER students to assist completion, student exemplars in Webex to teach and model task requirements, visits to vulnerable students and ongoing updates to Moodle course to align with EST.

GTELD SEMESTER 2 2020

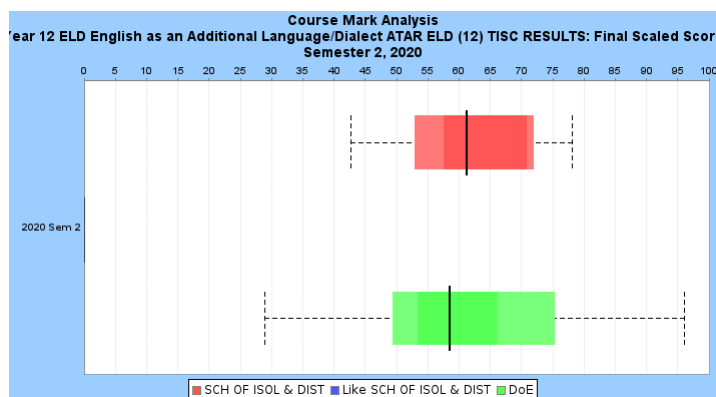| GRADE - Students*				
E	D	C	B	A
		50.0%	16.7%	33.3%
		(3)	(1)	(2)

All students in GTELD achieved an A, B or C grade. Small class size (including one dialect speaker and one student located internationally). Some disruption to learning occurred as a result of COVID-19 and lack of internet access at home. Regional visits assisted with successful outcomes for dialect speakers. This is the first time students have studied this course. The course was reviewed at end of year and modified to further support language development. 50% students passed OLNA Reading and 33% students passed OLNA Writing.

FTENG SEMESTER 2 2020

GRADE - Students*				
U	D	C	B	A
8.3%	16.7%	16.7%	25.0%	33.3
(1)	(2)	(2)	(3)	(4)

This is a much larger enrolment than previous years. 95% of students enrolled in the course completed it at the end of Year 12. One student did not complete the course due to full-time employment.

Of note is the higher percentage of A grades than Department of Education and previous years. Also, the higher percentage of students passing OLNA Writing than in previous years. There was a high rate of Webex attendance and work submission this year. SIDE teachers and partner schools worked together successfully to maximise, student opportunity and achievements.

Six out of eight Aboriginal students passed OLNA Writing and five out of eight Aboriginal students passed OLNA Reading this year. Possible reasons include intensive and explicit focus on writing skills in Moodle and Webex lessons. Students achieved highly on Externally Set Task. This year the EST content was inclusive of regional and remote students, making questions accessible to our students.

YEAR 11 TEACHER JUDGEMENTS

AELIT SEMESTER 2 2020

GRADE - Students*				
E	D	C	B	A
0	10.0%	30.0%	50.0%	10.0%
	(1)	(3)	(5)	(1)

AEENG SEMESTER 2 2020

GRADE - Students*				
E	D	C	B	A
8.3%	16.7%	16.7%	25.0%	33.3%
(1)	(2)	(2)	(3)	(4)

AEELD SEMESTER 2 2020

GRADE - Students*				
E	D	C	B	A
0	7.7%	53.8%	23.1%	15.4%
	(1)	(7)	(3)	(2)

GEENG SEMESTER 2 2020

GRADE - Students*				
E	D	C	B	A
8.5%	17.0%	48.9%	10.6%	14.9%
(4)	(8)	(23)	(5)	(7)

GEELD SEMESTER 2 2020

GRADE - Students*				
E	D	C	B	A
0%	33.3%	66.7%	0%	0%
0	(1)	(2)	0	0

FEENG SEMESTER 2 2020

GRADE - Students*				
U	D	C	B	A
8.3%	16.7%	16.7%	25.0%	33.3%
(1)	(2)	(2)	(3)	(4)

FEELD SEMESTER 2 2020

GRADE - Students*				
E	D	C	B	A
0%	14.3%	57.1%	0%	28.6%
0	(1)	(4)	0	(2)

YEAR 7 - 10 TEACHER JUDGEMENTS

Year 7 Semester 2 2020

GRADE - 48 Students *					
NA	E	D	C	B	A
1	5	8	17	10	7

Year 8 Semester 2 2020

GRADE - 58 Students *					
NA	E	D	C	B	A
1	2	1	17	18	19

Year 9 Semester 2 2020

GRADE - 83 Students *					
NA	E	D	C	B	A
1	10	7	22	9	34

Year 10 Semester 2 2020

GRADE - 95 Students *					
NA	E	D	C	B	A
0	20	10	26	23	16

* Learning Support Data has been extracted

An improvement in overall performance from Semester One to Two was noted in the Lower Secondary data.

FOCUS AREAS FOR 2021

Continue our genuine concern for the well-being of all students in accordance with the Department's high expectations of success for every student in every school.

- Ongoing focus on innovative, engaging lessons and delivery modes.
- Continue to develop and use knowledge of Aboriginal histories and experiences, cultures and languages, and family relationships to positively impact student wellbeing and achievement.
- With the new EAL/D courses available for students, there will be guidance for dialect speaking Aboriginal students to enrol in General EAL/D rather than Foundation English to extend students' language development and provide access to future education opportunities.
- Continuation of explicit teaching of test-sitting skills and strategies in preparation for EST next year.
- Extra focus on three levels of questioning to develop students' reading skills. Collaboration with staff in the Resource Centre to develop reading lists that are appropriate to Foundation level of reading and interest-driven.
- Adjust assessments for inclusivity.
- Continue to embed our highly successful extension activities, including: Authors Online, Heywire and other writing competitions.

HUMANITIES AND SOCIAL SCIENCES

INTRODUCTION

Despite many challenges such as COVID-19, 2020 was a successful HaSS year with many enhancements to both curricula and our curricula delivery system.

Additionally, many students distanced from face-to-face schooling by COVID-19 were re-integrated into the standard learning system by SIDE during the latter part of the year. Ten Humanities and Social Science (HaSS) teachers engaged in an average teaching load of 7.6 full time equivalent (FTE) teachers.

KEY PRIORITIES FOR 2020

LOWER SECONDARY

- Enhancing curriculum delivery.
- Common Assessment Tasks moderation.
- Enhanced lesson engagement.
- Improved assessments effectiveness.
- Increased student participation.
- Enhanced Aboriginal students and SAER support.
- Literacy and Numeracy development.
- Producing stand-alone learning packages for the Department of Education Connected Learning Program.

SENIOR SECONDARY

- Enhancing WACE course delivery.
- Improved Student participation and engagement.
- Data analysis to inform student learning needs.
- Implementing the revised Year 11 General History Course
- Creating a new online Year 11 General Politics and Law Course.
- Working with RLS to support students.
- Producing stand-alone learning packages for the Department of Education Connected Learning Program.

TEACHING AND LEARNING

Teaching programs in 2020 included:

- High quality, high care teaching. kind, empathetic supportive teachers.
- Curricula delivery inclusive of the wider goals of education which cater for the whole student including resilience and study skills.
- Engaging, safe, supportive online lessons. Recording additional lessons for students to use in lesson consolidation activities.
- Engaging Moodle courses.
- Prompt teacher feedback.

STUDENT ACHIEVEMENT DATA YR 7 - 10

GRADES DISTRIBUTIONS

Our students study the WA curriculum. Their assessments are recorded in Reporting to Parents and in Connect. Grading is conducted in accordance with the grade related descriptors authorised by the School Curriculum and Standards Authority.
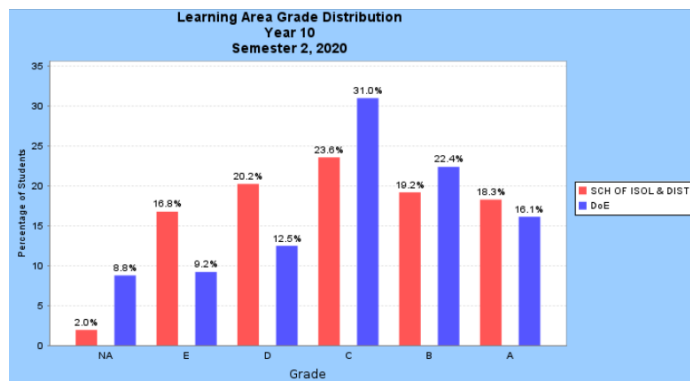
Grades distributions at the conclusion of the year were:
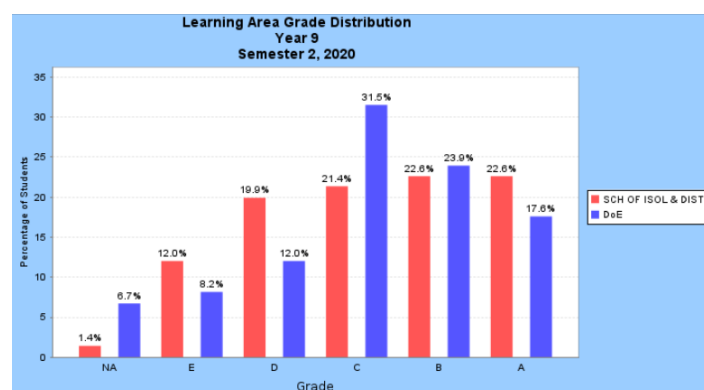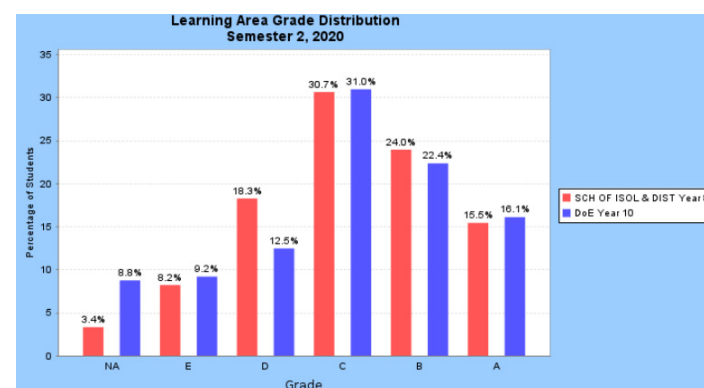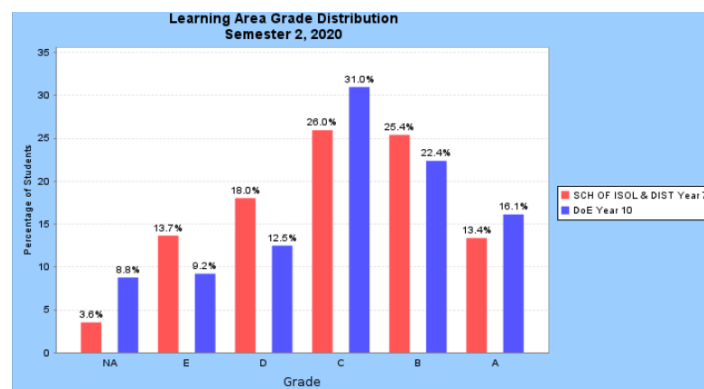
OBSERVATIONS AND INTERPRETATION

7-10 HaSS A, B and C grades had a high correlation with State grade allocations. Most of the E, D and NA grades in HaSS 7-10 is attributable to the inclusion of Learning Support data and the inclusion (during Term Four) of students who had their education disrupted by COVID-19. Nevertheless, it is noted that many of the students who sought SIDE assistance in the latter part of 2020 did achieve A , B and C grades. The number of A grades awarded has significantly increased in line with the many initiatives to make HaSS a more attractive and engaging study.

STUDENT ACHIEVEMENT DATA YR 12

SIDE Hass Year 12 2020 results were worthwhile and in line with expectations. The marks achieved were validated by moderation and WACE performance.

The impact of COVID-19 upon our Year 12 students varied. Many of students especially the referral and Home based students (where that location of study preference had been influenced by pre-pandemic anxiety) were more susceptible to adverse COVID-19 study impacts.

The impact of early placement offers in Universities also impacted on the endeavour some students put into the last months of study. In some instances, some ATAR students did not attempt all components of their exam.

The high correlation of submitted marks to the WACE, numerous moderation endeavours, the fact that most of our Year 12 ATAR teacher are WACE markers and all are prominent in their "subject specialist" Professional Associations meant that the SIDE students were taught and assessed to the required standards.

HaSS ATAR performance is within an acceptable range of performance relative to State schools. Some students achieved very impressive results and others achieved personal bests. This was demonstrated by the achievement many pleasing grade attainments and the flowering of academic, emotional growth and resilience achieved by many students.

This table demonstrates that many students' ATAR HaSS result was amongst the best results that they achieved.

Course	1st or 2nd best course score		
	2018	2019	2020
Economics	3 (50%)	4 (40%)	2 (29%)
Geography	5 (31%)	9 (64%)	4 (29%)
Modern History	8 (57%)	15 (65%)	7 (37%)
Politics and Law	2 (25%)	5 (83%)	8 (73%)
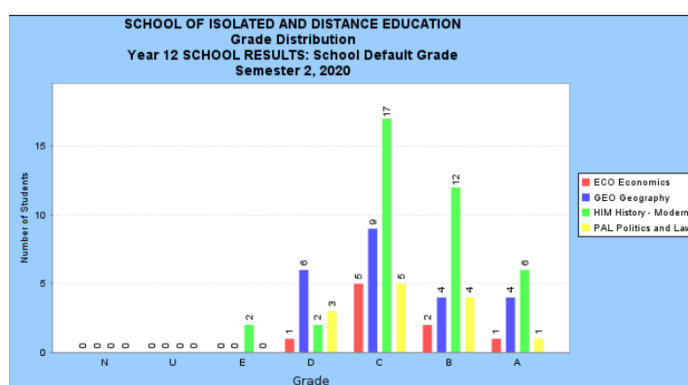
The small cohorts of General Year 12 History and Geography students achieved worthwhile grades which were validated by their comparable performance in the Externally Set Task and other activities.

Course Year 12 General	Number of students 2020	Grades				
		A	B	C	D	E
Geography	6	3	1	2	0	0
Modern History	15	2	8	4	0	1

The following tables depict the number of 2020 SIDE HaSS ATAR students, their average scaled score performance and the course differential.

	Exam Candidates			Average Scaled Score		
	2018	2019	2020	2018	2019	2020
Economics	8	15	8	57.39	57.12	50.48
Geography	18	16	17	51.34	51.88	47.03
History - Modern	21	25	24	52.86	59.74	56.73
Politics and Law	10	7	13	46.68	65.47	63.70

Course	Course Diff.		
	2018	2019	2020
Economics	0.35	0.66	-0.02
Geography	-1.11	-0.58	-0.40
History - Modern	0.42	2.72	-0.31
Politics and Law	-9.02	5.78	3.06

SECTION 3
CURRICULUM LEARNING AREA REPORTS

Overall, the average course differential is small. Reassuringly, the School Score has a high correlation with the Exam Score.

Examination of data has identified the following opportunities to enhance results:

- Continuing to ensure that our mark allocations reflect WACE performance.
- Providing more exam-like practice.
- Increasing the number of regional and metropolitan visits to ensure greater student engagement.
- Providing more revision activities.
- Ensuring active participation in the pre-WACE Revision Schedule.
- Embedding past WACE questions with exemplar answers into our Moodle courses.
- Developing and implementing more scaffolded learning materials.
- Utilising feedback from data analysis (including Maximizing Feedback) to review and apply increased focus on WACE sections in which the preceding students did not perform well.
- Increased use of activities to further engage students into the "Deep and Transfer" learning outcomes in our Hattie inspired delivery practice.
- Continuing to send Moodle Messages until the day before the WACE exam with the expectation that the students will be checking these messages.
- Encouraging students to attend external exam preparation activities.
- Providing emotional support to enhance student confidence in achieving success.

STUDENT ACHIEVEMENT DATA YR 11

The Year 11 grades achieved were:

Course	Number of students 2020	Grades				
		A	B	C	D	E
Geography	5	3	1	1	0	0
Modern History	4	1	1	0	1	1

Many students in all HaSS Year 11 Courses achieved pleasing A, B and C grades. Most of the "D Grade" achievers have not continued with these studies in 2021.

Early identification of students who lack the interest, application and /or ability to achieve a C (or better) grade enables early intervention to scaffold them to success.

HIGHLIGHTS OF 2020

- Implementation of new curricula.
- Increased student participation.
- Enhanced use of student feedback.
- Successful relationship building.
- Highly valued contribution to the success of the Department of Education Connected Learning Program
- A high number of Distinction and Credit Level Certificates in the Australian Geography Competition including one of our students being the top WA Year 12 student.
- Enhanced assessment.
- Continuous improvement in teaching.
- Use of Connect to inform parents.
- Prominent participation of SIDE HaSS staff on the executives of all the relevant the Teacher Professional Associations such as HTAWA, GAWA, ETAWA, PLEAWA, the WA HaSS Week committee and others. Prominent hosting of Professional Development Opportunities at SIDE for many teachers from both Department of Education and non-Department of Education schools.
- Despite the "pause in Regional and Metropolitan visits" caused by COVID-19 restrictions- a large number of student visits were made.

FOCUS AREAS FOR 2021

Our 2021 focus areas are:

- Enhanced, explicit Webex sessions.
- An engagement mindset.
- Enhanced curricula use of Aboriginal histories, experiences, cultures, languages.
- Learning Area specific Reconciliation Action Plan.
- Enhanced SAER intervention strategies to be implemented.
- Enhanced assessment feedback effectiveness.
- Enhanced Moodle features such as OU blocks, Moodle Marks-book, standardised icon usage, H5P additions, Question and Answer Forums and "Assessment Reflection" and streamlined appearance to improve educational outcomes.
- Enhanced student accountability via the rigorous monitoring of the timely completion of hand written Webex notes, glossaries and course / subject study notes to provide early warning of insufficient application.
- Enhanced Assessment Moderation.
- Virtual Geography Fieldwork.
- Increased student participation in subject specific competitions e.g. National Geography Competition.

- Enhanced collaboration with Regional Learning Specialists.
- Systematically programmed Professional Development to ensure continuous review and innovation.

VOCATIONAL EDUCATION AND TRAINING

In 2020 SIDE offered five Certificate II qualifications via third-party agreements with four registered training organisations (RTOs). In addition, three qualifications were delivered by the SIDE RTO for the first time.

Two qualifications ceased to be delivered - CUA20215 Certificate II in Creative Industries and 10297NAT Certificate II in Applied Language (French).

In addition to auspiced qualifications, students also accessed a wider range of VET qualifications by undertaking school-based apprenticeships or traineeships (SBATs), utilising TAFE options for secondary school students (Profile) and fee-for-service agreements.

Students completed qualifications via 16 RTOs.

Summary of VET enrolments 2018-2020			
	2018	2019	2020
Auspiced	84	136	121
School Based Traineeship	9	13	15
VETdSS (TAFE)	4	4	3
Fee-for-service	17	13	6
Category 2 VET	11	13	20
Total VET Students	125	179	165

AUSPICED QUALIFICATIONS (THIRD PARTY ARRANGEMENTS)

10297NAT CERTIFICATE II IN APPLIED LANGUAGE (JAPANESE)

- Continuing partnership with North Metropolitan TAFE (RTO code 52786)
- 1 Year 12 student achieved qualification
- Very small enrolment numbers (5), possibly because this qualification is no longer recognised for WACE Certificate II completion requirement

BSB20115 CERTIFICATE II IN BUSINESS

- 18 Year 12 students achieved the qualification, completed via continuing partnership with Foundation Education (RTO code 22557)
- 15 students enrolled with SIDE RTO

ICT20115 CERTIFICATE II IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY (IDMT)

- Continuing partnership with Australian Institute of Education and Training (RTO code 121314)
- 7 Year 12 students achieved the qualification
- 3 Year 11 students enrolled with SIDE RTO

FNS20115 CERTIFICATE II IN FINANCIAL SERVICES

- Continuing partnership with RTO Skills Strategies International (RTO code 2401)
- 6 Year 12 students achieved qualification

FSK20113 CERTIFICATE II SKILLS FOR WORK AND VOCATIONAL PATHWAYS

- Year 12 students continued this course via a partnership with Skills Strategies International (RTO code 2401), 7 achieved the qualification
- 3 Year 10/11 students enrolled with SIDE RTO

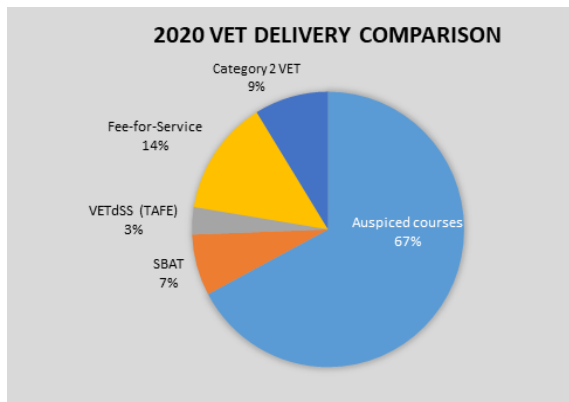### SCHOOL BASED TRAINEESHIPS (SBTS)

9 students were engaged in SBATs; 4 Year 12 students completed their SBAT.

1. Qualifications completed were
   - CII Business
   - CII Construction Pathways
   - CII Hospitality
2. SBAT qualifications in progress are
- CII Agriculture
- CII Automotive
- CII Business
- CII Community Services
- CII Conservation and Land Management

SECTION 3
CURRICULUM LEARNING AREA REPORTS

2020 VET DELIVERY COMPARISON

- Category 2 VET 9%
- Fee-for-Service 14%
- VETdSS (TAFE) 3%
- SBAT 7%
- Auspiced courses 67%

FEE-FOR-SERVICE QUALIFICATIONS

1. Continuing partnership with Foundation Education (22557) and Australian Institute of Personal Trainers (32363) for online delivery of a variety of qualifications:

    - Certificate II in Sport and Recreation – 11 students, 10 achieved qualification
    - Certificate III in Fitness – 1 student, achieved qualification
    - Certificate III in Education Support – 2 students, continuing
    - Certificate III in Business – 1 student, achieved qualification

2. Certificate II in Animal Studies – 1 student, continuing

3. Certificate II in Auslan – 1 student, achieved qualification

TAFE PROGRAMS

TAFE Colleges offer a selection of courses to secondary school students which provide both a breadth in choice and a clear pathway into post-school training options, to enhance future employment opportunities. There are no tuition fees for the majority of these programs. Students may be required to buy textbooks and other resources.

3 students accessed TAFE profile courses

- Certificate IV in Preparation for Health and Nursing Studies
- Certificate II in Salon Assistant
- Certificate II in Community Services

CATEGORY 2 VET

This category refers to VET that has not been arranged or managed by the school and through which a student has achieved qualifications and/or units of competency external to the school program. SIDE records the results for these students and reports them to SCSA.

HIGHLIGHTS OF 2020

- One student, Jesse Booker (based at Mukinbudin DHS), shortlisted for a SCSA VET Certificate of Excellence in the Construction industry.
- Jesse Booker was also shortlisted for a WA Training Award, completing a SBT in Construction Pathways.

FOCUS AREAS FOR 2021

- Ongoing professional learning for VET staff to ensure adherence to the RTO Standards, which require all trainers to be competent and current in the qualifications they are delivering
- Continued promotion to students of the benefits of completing VET qualifications in conjunction with workplace experience, including SBATs.
- Continued review of qualifications offered by SIDE and future planning based upon predicted areas of growth in the job market

SECTION 4 STUDENT PARTICIPATION AND ACHIEVEMENT

STUDENT PARTICIPATION

Primary	Kin	PPR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Full Time	(1)	9	11	13	13	9	15	20	91
Part Time	2								

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	21	30	48	49	82	82		312

School	Total	
Full TIme	402	
Part Time	3	(1)
Total	405	(403)

	Kin	PPR	Pri	Sec	Total
Male	2	4	34	111	151
Female		5	47	202	254
Total	2	9	81	313	405

STUDENT NUMBER TRENDS

SEMESTER 2

	2016	2017	2018	2019	2020
Primary (excluding Kindy)	121	106	120	98	90
Lower Secondary	150	149	150	140	148
Upper Secondary	123	135	151	171	164
Total	394	390	421	409	402
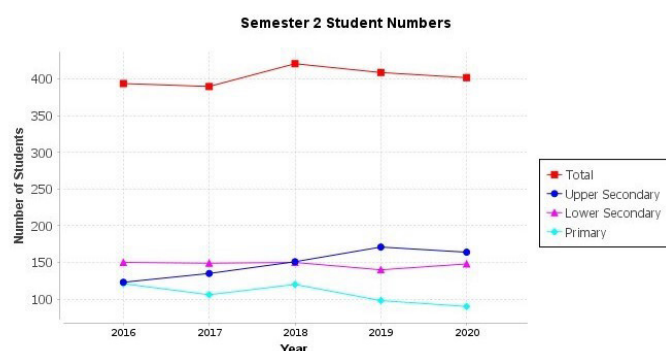
STUDENT ATTENDANCE

At SIDE, attendance is documented by:

- Student participation in online Webex 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 2020 attendance was monitored in the SEQTA learning management system 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 (Webex) 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.

Semester 2 Student Numbers

SECTION 4 STUDENT PARTICIPATION AND ACHIEVEMENT

YEAR 12 PATHWAYS

YEAR 12 PATHWAYS

	Y12 Students	ATAR Only	ATAR & Cert II or Higher	VET Cert II or Higher	Other	
					Verified	Unverified
2018	91	14 (15.4%)	4 (4.4%)	30 (33.0%)	37 (40.7%)	6 (6.6%)
2019	94	20 (21.3%)	8 (8.5%)	42 (44.7%)	22 (23.4%)	2 (2.1%)
2020	88	20 (22.7%)	1 (1.1%)	27 (30.7%)	39 (44.3%)	1 (1.1%)

YEAR 12 STUDENTS COMPLETING A VET CERTIFICATE (DURING YEARS 10 TO 12)

	Certificate I		Certificate II		Certificate III	
	Number	Percentage	Number	Percentage	Number	Percentage
2018	0	0.0%	12	35.3%	22	64.7%
2019	0	0.0%	28	56.0%	22	44.0%
2020	1	3.4%	23	79.3%	5	17.2%

WACE DATA

WACE ACHIEVEMENT

Year	Eligible Year 12 Students	Percentage achieving WACE
2018	34	100%
2019	58	90%
2020	52	90%

Percentage of Students Acquiring an ATAR achieving one or more scaled scores of 75% or More

Year	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2018	18	0	0%
2019	28	7	25%
2020	21	3	14%

NOTE:

ATAR: Australian Tertiary Admissions Rank

VET: Vocational Education and Training

Eligible Year 12 students are those full-time students eligible to graduate at the end of the year.

Information is only available for schools with 20 or more full time eligible students in Year 12 in the year.

Year 12 Pathways

Year 12 students are those full time students enrolled at the school

Other - Verified: Either did not achieve an ATAR or VET Certificate pathway but completed Year 12 or left school early for legitimate reasons - notice of arrangement, post compulsory age of 18, private schooling, moved interstate or overseas etc

Other - Unverified: Unverified reason for leaving school early

YEAR 12 ACHIEVEMENT

Code	Course	A	B	C	D	E	Total Grades
ACF	Accounting and Finance	3	4	5	4	0	16
AET	Automotive Engineering and Technology	2	4	2	1	0	9
AIT	Applied Information Technology	4	10	7	0	0	21
BLY	Biology	2	7	9	1	0	19
BME	Business Management and Enterprise	3	3	1	1	1	9
CAE	Career and Enterprise	6	6	10	1	3	26
CHE	Chemistry	3	4	10	3	1	21
CFC	Children, Family and Community	3	3	2	0	1	9
CSC	Computer Science	5	7	6	3	0	21
DES	Design	2	2	5	1	0	10
ECO	Economics	1	2	5	1	0	9
ELD	English Language/Dialect	5	7	6	0	0	18
ENG	English	25	36	34	7	5	113
GEO	Geography	4	4	9	6	0	23
HBY	Human Biology	9	18	13	2	1	43
HEA	Health Studies	6	5	22	2	2	37
HIM	Modern History	6	12	17	2	2	39
IND	Indonesian : Second Language	0	1	2	0	0	3
ISL	Italian: Second Language	0	2	4	2	1	9
JSL	Japanese : Second Language	2	2	4	3	0	11
LIT	Literature	3	4	3	0	0	10
MAA	Mathematics Applications	3	8	8	6	1	26
MAE	Mathematics Essential	4	14	25	6	7	56
MAM	Mathematics Methods	4	6	5	5	1	21
MAS	Mathematics Specialist	1	3	11	1	0	16
MAT	Mathematics	0	6	15	5	1	33
MPA	Media Production and Analysis	1	6	10	0	0	17
PAL	Politics and Law	1	4	5	3	0	13
PHY	Physics	4	3	7	7	3	24
PSY	Psychology	2	4	10	10	0	26
VAR	Visual Arts	1	8	12	1	3	26
	Totals	117	210	284	84	33	741
	Percentage	16%	29%	39%	12%	4%	100%

Qualification Name	Achieved Qualifications
Certificate II in Applied Language	Japanese 4, French 3
Certificate II in Business	10
Certificate II in Creative Industries	4
Certificate II in Financial Services	2
Certificate II in Information, Digital Media and Technology	4
Certificate II in Aquaculture	1
Certificate II in Construction	1
Certificate II in Sport and Recreation	2

NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY RESULTS (NAPLAN)

NAPLAN Numeracy												
	2017				2018				2019			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Above NMS	100%	100%	100%	94%	100%	100%	95%	98%	100%	100%	100%	91%
At NMS	0%	0%	0%	6%	0%	0%	0%	2%	0%	0%	0%	9%
Below NMS	0%	0%	0%	0%	0%	0%	5%	0%	0%	0%	0%	0%

NAPLAN Reading												
	2017				2018				2019			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Above NMS	100%	100%	100%	89%	100%	91%	95%	90%	100%	100%	100%	79%
At NMS	0%	0%	0%	6%	0%	9%	5%	10%	0%	0%	0%	18%
Below NMS	0%	0%	0%	6%	0%	0%	0%	0%	0%	0%	0%	3%

NAPLAN Writing												
	2017				2018				2019			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Above NMS	88%	100%	90%	77%	87%	100%	71%	81%	100%	920%	100%	85%
At NMS	12%	0%	10%	11%	13%	0%	29%	12%	0%	8%	0%	12%
Below NMS	0%	0%	0%	11%	0%	0%	0%	7%	0%	0%	0%	3%

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 2020, 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.

- 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	1	0	0	0	0	0	0
2	3	3	4	3	0	1	4	2	1
3	47	47	45	71	74	73	80	81	83
NSA	5	5	5	7	7	7	3	4	3
TOTAL NUMBER OF STUDENTS	55	55	55	81	81	81	87	87	87

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 focuses 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.

FINANCE

School of Isolated & Distance Education
Financial Summary as at
31 December 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	$ 16,275.00	$ 18,012.43
2	Charges and Fees	$ 469,335.00	$ 480,156.39
3	Fees from Facilities Hire	$ 1,590.00	$ 1,091.91
4	Fundraising/Donations/Sponsorships	$ 858.91	$ 1,464.42
5	Commonwealth Govt Revenues	$ -	$ -
6	Other State Govt/Local Govt Revenues	$ -	$ -
7	Revenue from Co, Regional Office and Other Schools	$ 51,220.56	$ 55,426.58
8	Other Revenues	$ 24,316.01	$ 20,180.26
9	Transfer from Reserve or DGR	$ -	$ -
10	Residential Accommodation	$ 44,000.00	$ 65,025.00
11	Farm Revenue (Ag and Farm Schools only)	$ -	$ -
12	Camp School Fees (Camp Schools only)	$ -	$ -
	Total Locally Raised Funds	$ 607,595.48	$ 641,356.99
	Opening Balance	$ 1,795,699.84	$ 1,795,699.84
	Student Centred Funding	$ 2,702,751.34	$ 2,704,133.65
	Total Cash Funds Available	$ 5,106,046.66	$ 5,141,190.48
	Total Salary Allocation	$ -	$ -
	Total Funds Available	$ 5,106,046.66	$ 5,141,190.48

Locally Generated Revenue - Budget vs Actual

Current Year Actual Cash Sources
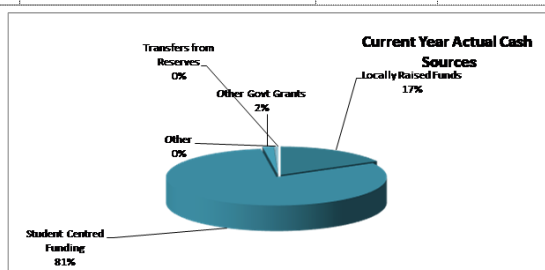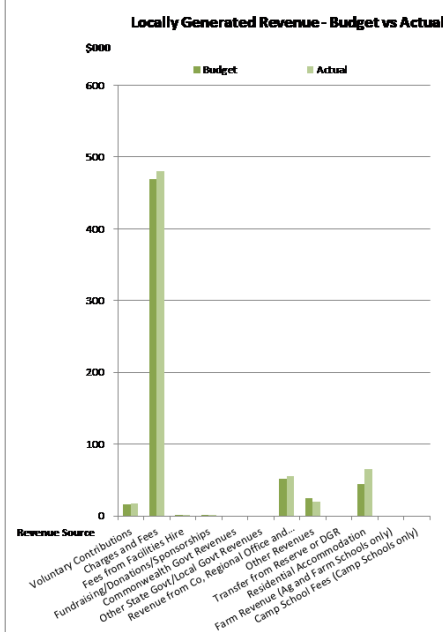
	Expenditure - Cash and Salary	Budget	Actual
1	Administration	$ 256,321.73	$ 126,941.22
2	Lease Payments	$ 9,617.00	$ 12,007.26
3	Utilities, Facilities and Maintenance	$ 592,712.22	$ 472,198.03
4	Buildings, Property and Equipment	$ 609,344.00	$ 360,596.99
5	Curriculum and Student Services	$ 1,727,541.58	$ 688,798.15
6	Professional Development	$ 92,000.00	$ 52,298.24
7	Transfer to Reserve	$ 245,000.00	$ 245,000.00
8	Other Expenditure	$ 27,516.00	$ 25,740.56
9	Payment to CO, Regional Office and Other Schools	$ 503,242.79	$ 416,144.57
10	Residential Operations	$ 2,500.00	$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	$ -	$ -
12	Farm Operations (Ag and Farm Schools only)	$ -	$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	$ -	$ -
14	Camp School Fees to CO (Camp Schools only)	$ -	$ -
	Total Goods and Services Expenditure	$ 4,065,795.32	$ 2,399,725.02
	Total Forecast Salary Expenditure	$ -	$ -
	Total Expenditure	$ 4,065,795.32	$ 2,399,725.02
	Cash Budget Variance	$ 1,040,251.34	

Goods and Services Expenditure - Budget vs Actual
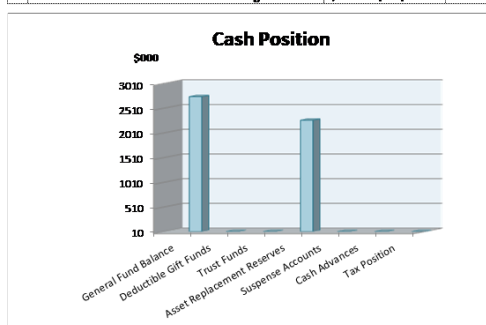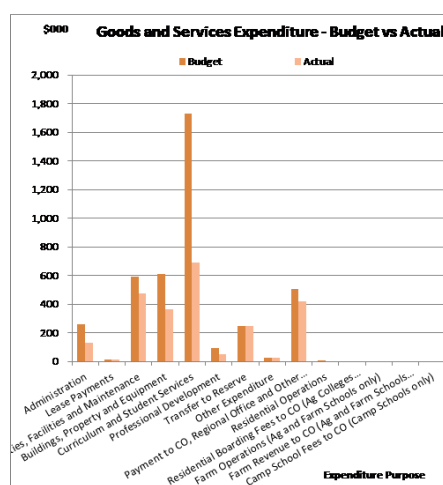
Cash Position

Cash Position as at:		
Bank Balance	$	**4,980,492.71**
Made up of:	$	-
1 General Fund Balance	$	2,741,465.46
2 Deductible Gift Funds	$	-
3 Trust Funds	$	-
4 Asset Replacement Reserves	$	2,264,838.46
5 Suspense Accounts	$	(13,515.21)
6 Cash Advances	$	(280.00)
7 Tax Position	$	(12,016.00)
Total Bank Balance	$	**4,980,492.71**

STAFF ATTENDANCE

	2018	2019	2020
Teaching Staff	90%	88%	89%
School Support Staff	92%	91%	87%
All school staff	91%	89.5%	88%

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 2018. In August 2018 a number of fixed term teachers were made permanent in line with the Public Sector Commissioners instruction.

	2017	2018	2020
Total base teaching staff numbers	97	91	119
Permanent staff retained from previous year	98%	88%	95%
New permanent teaching staff	0	13	3
Number of retirements	1	5	5

STAFF NUMBERS BY OCCUPATION GROUPS

Administration Staff	No.	FTE
Principals	1	1.0
Deputy Principals	4	4.0
Heads of Department and Learning	12	12
Program Coordinators	1	1.0
Total Administration Staff	18	18.0

Teaching Staff	No.	FTE
Level 3 Teachers	24	20.1
Other Teaching Staff	116	83.1
Total Teaching Staff	140	103.2

School Support Staff	No.	FTE
Clerical/Administration	24	21
Gardening/Maintenance	1	0.4
Other Non-Teaching Staff	16	11.4
Total School Support Staff	41	32.8

Total	199	154

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

	2018	2019	2020
Number of Teachers and Support Staff	150	150	110
Total professional learning expenditure	$73,400	$91,652	$52,333

Teaching and non-teaching staff engaged in a range of professional learning activities throughout 2020, however overall engagement in professional learning was lower than normal due to COVID-19. There was also a significant increase in attendance at online professional learning in preference to face-to-face events. Major focus areas for teaching staff included subject-specific curriculum and pedagogy, Aboriginal education, and staff and student well-being. Representatives of all learning area teams attended the Visible Learning Workshop with John Hattie in February.

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.

SECTION 5 SCHOOL MANAGEMENT

## 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 and external students between Year 5 and Year 12 in September 2020.

PARENT SURVEY

Snapshot of respondents:

- 113 parents responded

- 84% female, 16% male

- 84% of respondents were parents of secondary students (Y7-Y12)

Parents overwhelmingly indicated satisfaction with the school.
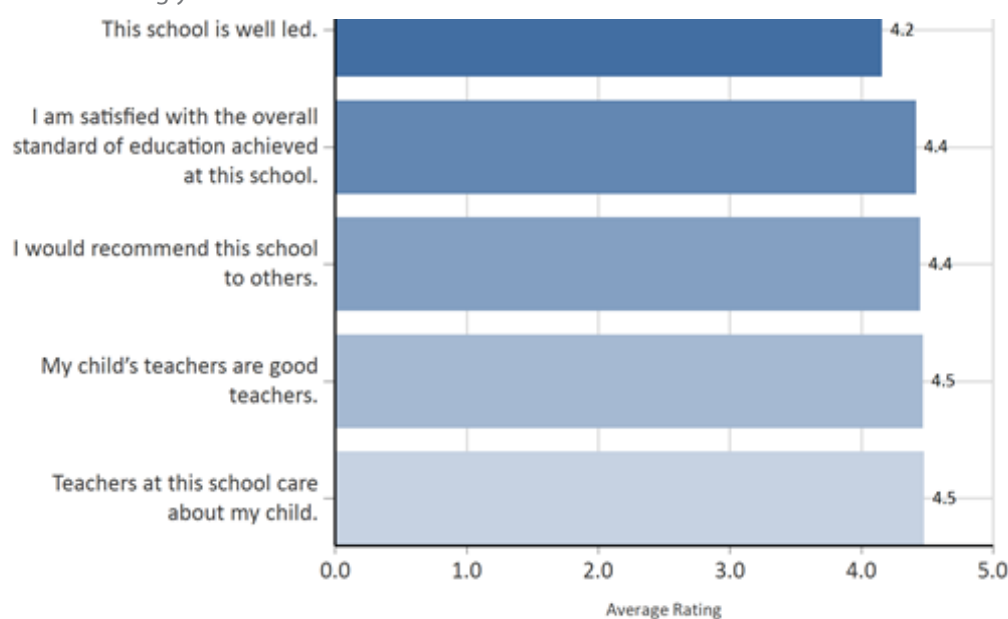
The survey asked parents to comment specifically on 'The one aspect I like most about SIDE is …'

The responses could be grouped into high quality teaching, clear communication, flexibility, support, care, accessibility, meeting students' needs and adaptability.

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

Many parents left this blank or indicated that they had no areas of concern. However, some parents expressed a desire for more timely and frequent feedback about student progress, and more opportunities for face-to-face interaction with peers and teachers.
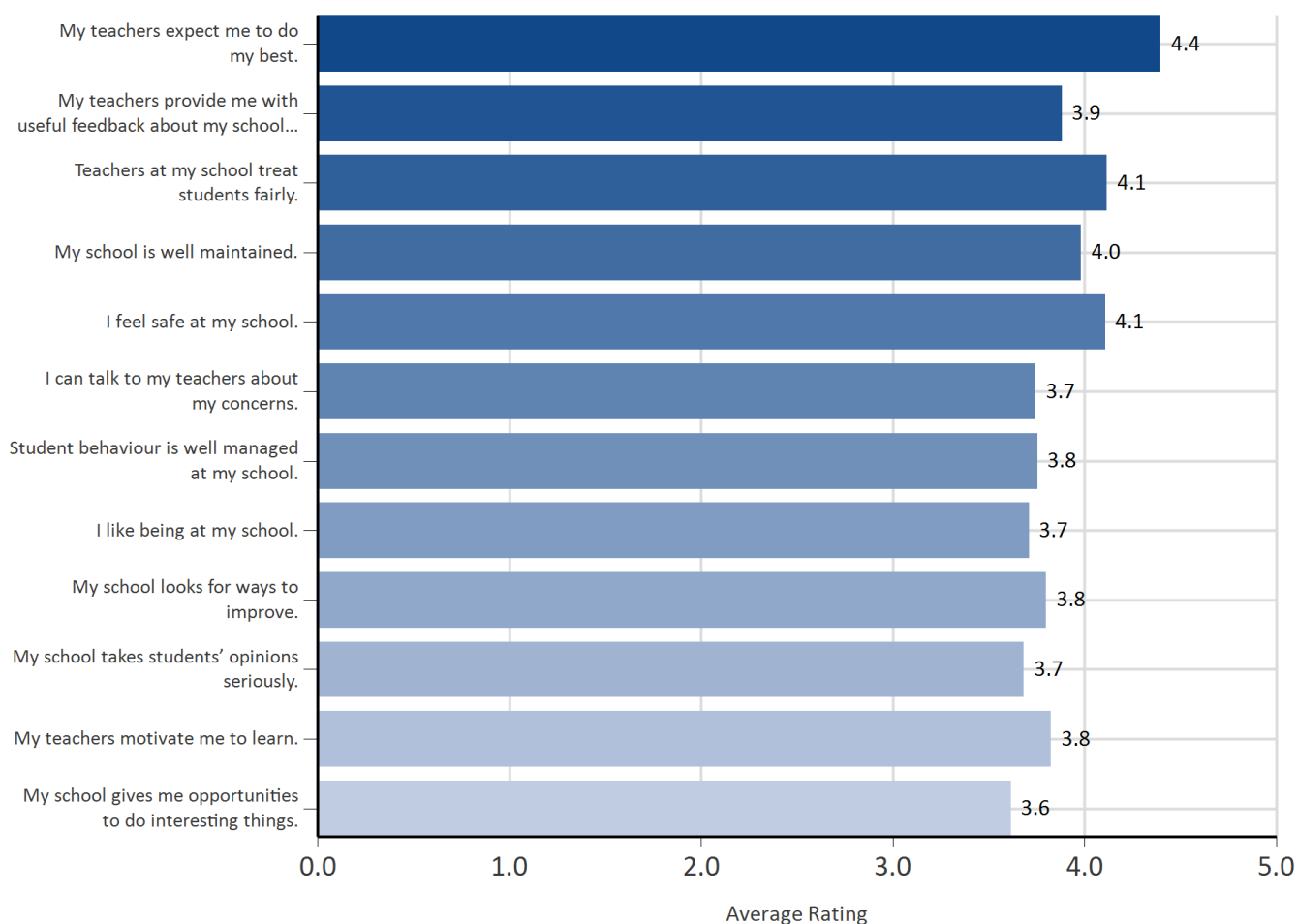
SECTION 5 SCHOOL MANAGEMENT

STUDENT SURVEY

Responses were received from 546 students between Year 5 and Year 12.

Snapshot of respondents:

- 70% senior secondary (Y11-Y12), 27% lower secondary (Y7-Y10)
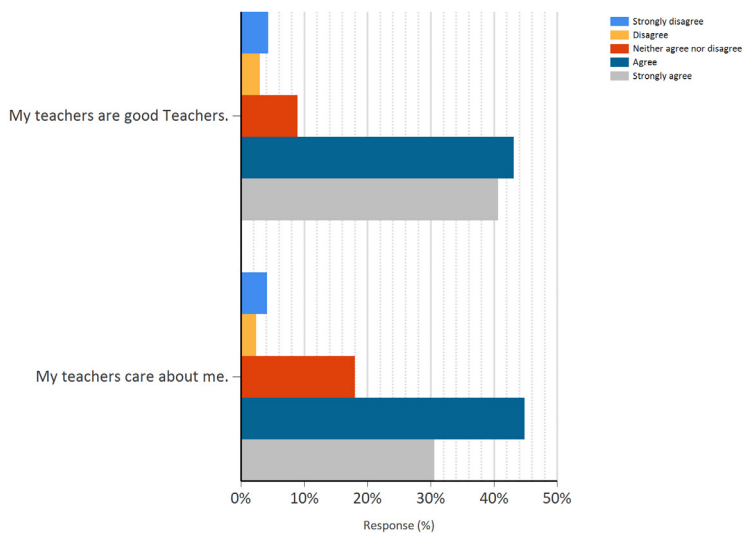
- 65% female, 35% male

NATIONAL STUDENT QUESTIONS

A horizontal bar chart titled "Average Rating" showing:
- My teachers expect me to do my best. — 4.4
- My teachers provide me with useful feedback about my school... — 3.9
- Teachers at my school treat students fairly. — 4.1
- My school is well maintained. — 4.0
- I feel safe at my school. — 4.1
- I can talk to my teachers about my concerns. — 3.7
- Student behaviour is well managed at my school. — 3.8
- I like being at my school. — 3.7
- My school looks for ways to improve. — 3.8
- My school takes students' opinions seriously. — 3.7
- My teachers motivate me to learn. — 3.8
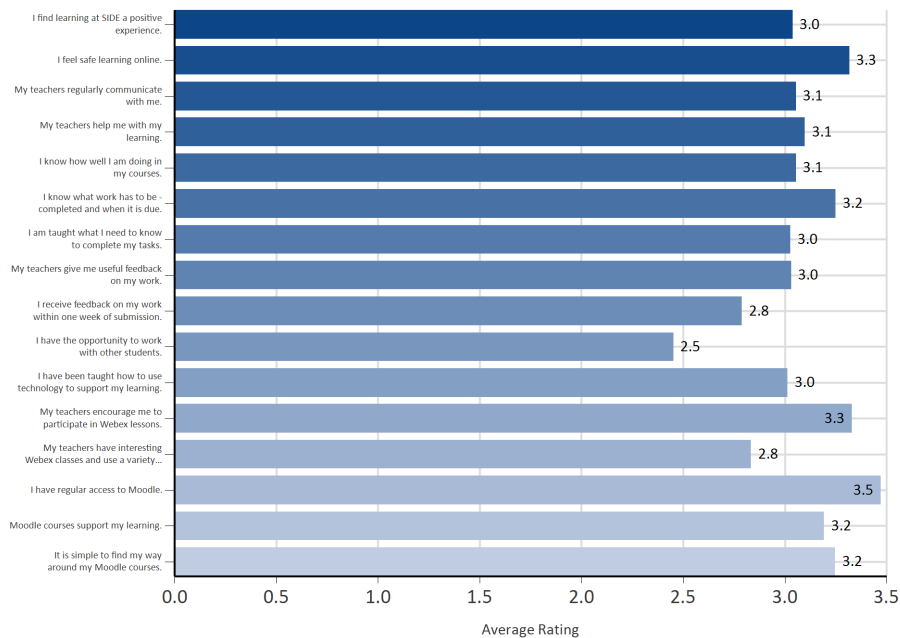- My school gives me opportunities to do interesting things. — 3.6

SECTION 5 SCHOOL MANAGEMENT

SIDE-SPECIFIC QUESTIONS ON E-LEARNING

Overall, the vast majority of students indicated that their teachers were good teachers who cared about their students. Areas to be addressed in 2021 include timely feedback from teachers and opportunities for student collaboration.

CONCLUSION

The majority of results in these surveys were consistent with results from previous years. SIDE introduced Connect as an online communication platform for parents in 2019 as a response to parent feedback in previous surveys. For 2021, enhancing relationships with parents and local communities will be an area of focus.

GLOSSARY

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