



# SIDE

## Secondary School

# 2010 Annual Report



Haylea Paul – 2010 Year 12 student  
See over for artist's statement

**Schools of Isolated and Distance Education  
164 – 194 Oxford Street  
LEEDERVILLE WA 6007**

**Artist statement**

- The person has no face to represent the loss of identity or maybe she doesn't know if she has one yet
- Her face is in the TV because I wanted it to represent the person she shows to everyone and I placed it on a TV because a TV can change channels like a person can change their identity.

I was inspired by the artist Modigliani, in particular his artwork *Lunia Czechovska*. I like the way her eyes have just been painted white, and they say, "The eyes are the window to the soul", but if you don't have eyes, or a true identity like in my artwork then how does someone get to know the person? The television in my artwork represents the fact that just like a TV can change channels, the girl can change her identity – chooses the right one to show around different people.

I used Photoshop to take away the girls face and put it in the TV.

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# SECTION 1 INTRODUCTION

## Forward

The annual report is a summary of the school's achievements and provides information, commentary and analysis across the key areas of the school. The 2010 school year saw enrolments grow to about the same level as 2009 with approximately 3500 students in the SIDE Secondary School.

## School Profile

SIDE Secondary School is the government provider of secondary 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 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 which have resulted in classes being left without a suitably qualified teacher
- students from Years 2 to 12 studying a Language where provision is not available in their home school
- students suffering from long term illnesses
- adults undertaking part-time courses to improve their education and employment options
- 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 Secondary School offers a comprehensive curriculum for students in Years 8 to 12 in all eight Learning Areas as described in the Western Australian Curriculum Framework. In addition, the school offers a specialist primary school program in Languages from Year 2 to 7 as well as secondary school language programs for Years 8 to 12. Four languages are offered - French, Indonesian, Italian and Japanese - and the quality of these programs has been enhanced through our Memorandum of Understanding with both Primary and Secondary State Government Schools throughout Western Australia.

SIDE also has strong links to TAFE through: Workplace Learning, the VET and Careers programs and embedding Vocational competencies in Languages. 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 capacity to enhance the teaching and learning program. The school is developing as a future focussed, state-of-the-art facility that delivers outstanding e-learning opportunities strongly focussed 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.

## School Vision

SIDE Secondary School will deliver world class, sustainable and innovative distance learning programs to students through:

- quality teaching
- flexible approaches to teaching and learning
- the provision of high quality online learning opportunities
- access to personalised learning pathways
- effective support
- operational excellence.

## School Values

The following four core values underline all actions and decisions taken by all members of the SIDE Secondary School community.

### LEARNING:

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

### EXCELLENCE:

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

### EQUITY:

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

### CARE:

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

## School Mission

Our mission is to encourage students to strive for high standards, both academically and socially, through the provision of a safe, inclusive and stimulating learning environment. We strive for a culture of innovation, self reflection and best practice in online, distance and traditional teaching and learning.

## School Beliefs about Teaching and Learning

We believe that:

- all children and young people are capable of learning
- students learn in different ways; their learning programs need to recognise this

- the teacher is a critical factor in a child's learning success
- teaching needs 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 learning and teaching
- 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.

## WHOLE SCHOOL PROGRAMS

### STUDENT SERVICES

The Student Services team consists of student coordinators, including school psychologists who support all aspects of student enrolment.

They are responsible for:

- coordinating each student's educational program by ensuring that teachers, supervisors and parents work effectively together to maximise successful educational outcomes

- counselling students regarding WACE requirements and TISC procedures
- assisting students to explore tertiary educational options and/or career directions that match their interests and strengths
- taking account of individual circumstances and their local context when monitoring student progress.

The Resource Centre also forms part of Student Services. Students are assisted across a range of reading and resource material via personal contact or through access to online resources.

### **Enrolment Trends 2010**

- Total enrolments of 3500. There was an increase in metropolitan schools accessing SIDE. Private schools, southwest schools, elite performance and Referral Program enrolments also increased.
- 95% of school enrolments were submitted via SIS data transfer.

### **Teaching and Learning**

#### *Online Teaching and Learning*

- All Student Services staff developed Moodle courses for their own regions. The Moodle course for the *Adult* region serves as a successful model for establishing student demand for school information.
- Centra was an important tool, utilised by coordinators to maintain effective learning programs including endorsed programs.
- Comprehensive enrolment information and student/supervisor support material was made available on the SIDE website.
- SIDE Resource Centre staff provided access to a range of online learning materials including encyclopaedias, databases and reviewing services.
- A new public website was developed to support student research and reading needs.
- The Author Online program delivered guest authors who interacted with students via Centra.

#### *Curriculum Development*

- Comprehensive development of materials to support endorsed programs offered through Student Services: PGCAP; PGCAP; PGWS and PIESIL.
- Individualised support and assistance in developing portfolios was provided for students visiting the SIDE site and enrolled in endorsed programs. Students were awarded an 'Achieved' result.
- The Adult and Endorsed Program Moodle courses provided quality curriculum and student support.

#### *WACE/TISC advice and monitoring*

- WACE Planners were used extensively by student coordinators to track student WACE achievement. Careful monitoring was essential given the nature of the SIDE cohort and the complexity of the WACE requirements.
- Centra lessons were offered to home based Year 12 students to support WACE exam preparation and TISC guidance.

### **Highlights for 2010 - Supporting Students and Schools**

#### *Student Coordinators*

- A two day School Supervisor seminar provided induction and support for staff supervising SIDE students in partner schools.
- The Study Skills and Exam Techniques seminar was well received by students
- The WACE exam revision seminars were well attended. Attendees rated the effectiveness of the seminars as excellent.
- The Lower Secondary camp provided the opportunity for home based students to achieve quality educational and socialisation outcomes.
- The Future Directions camp provided study skills, tertiary pathway information and teacher workshops to Year 11 home based students.
- Partner school camps at SIDE and student casual/day visits were promoted and supported to encourage teaching and learning opportunities.
- The Bunbury Seminar provided teacher workshops to support SIDE students in southwest schools.

- The SIDE Regional Visit program enabled staff to meet and work with students in regions to improve understanding of complex situations.
- Onsite enrolment practices were encouraged and refined for student orientation, connection and counselling.
- A Regional Travel Safety Policy was implemented.
- Letters were sent to parents of students in partner schools to encourage SIDE participation.
- Improved learning outcomes for Access students. An induction program and an expectation of weekly onsite attendance improved student participation.
- Dispatch processes were streamlined to ensure a smooth start for students.
- A staff survey was developed and feedback collated to enable reflection on current team practices and services.

#### *School Psychologists*

- School psychologists held information sessions across the learning area teams to discuss the function of the Referral Program, operational procedures, issues of concern and to gain feedback from staff.
- A survey was developed and implemented to gain feedback from former Referral Program students eg where are they now, benefits of the program.
- Referral Program students visited SIDE on a weekly or fortnightly basis providing an opportunity to work with their teachers and to interact with other students.
- SIDE school psychologists continued to develop partnerships with schools.
- School psychologists have new mandatory requirements for registration with the Psychology Board of Australia. The process of meeting these requirements has begun.

#### *Resource Centre*

- The Resource Centre coordinated the Author Online program. Students have a raised awareness of the writing and publishing process.
- Working with Learning Support staff, the teacher librarians created a learning

program to extend student interaction, and their reading.

- Visits by students to SIDE were well received.

#### **Focus areas for 2011**

- Resource Centre: Development of an ebook delivery service by end of 2011.
- Plan and deliver two camps: Lower Secondary and Year 11 to support student learning and socialisation.
- Implement a School Supervisor Seminar.
- Review student handbooks production, considering SIDE's online environment and how schools use handbook information.
- Rationalise Regional Visit program and procedures.
- Review enrolment processes within the Student Online Enrolment parameters.
- Refine feedback practices in response to Student Services Survey.
- Provide WACE/TISC/exam and other information via a Moodle course.

## **ONLINE TEACHING AND LEARNING**

#### **Introduction**

The Online Teaching and Learning team supported an ever-expanding use of online technology by SIDE teachers.

In 2010 the OTL team consisted of six staff:

- 1 x L3 Program Coordinator
- 4 x Special Duties Teachers working 0.4 – 0.6 FTE
- 1 x support officer, attached to SIDE ICT but focussing on OTL and web services needs.

The brief of the OTL team was to work with SIDE Leederville Secondary and Primary Schools to:

- undertake teaching and the provision of training programs for both teachers and students in the appropriate use of the technologies
- exercise responsibility for and manage human, financial and physical resources

in order to meet the organisational objectives of the Department of Education (DoE) and SIDE

- contribute to the development and implementation of whole school curriculum, policies, programs and procedures
- maintain and manage the SIDE learning delivery systems such as the Moodle LMS, SatWeb, Centra and video conferencing.

In 2010, we specifically focussed on:

- implementing key actions identified in the Online Learning Plan
- completing and publishing the Online Teaching Capabilities Framework, a revision of the Online Instructor Competencies. The framework accounts for the changes in technology that have changed the nature of a distance education teacher's role
- implementing widespread use of a virtual learning environment, Moodle. WestOne's Equella content management system was fully integrated, allowing sophisticated access and delivery of content to students in a 24/7 online environment
- streamlining systems of online course enrolment, account creation and maintenance, and support for students and their teachers and supervisors, with a specific slant towards integration with DoE's statewide systems such as the student Portal
- undertaking carefully targeted professional learning programs, where reluctant users were trained in improving their skills with digital technologies.

### **Teaching and Learning**

Live online class (Centra) usage continued to expand in 2010. Centra was embedded in everyday practice for all SIDE teachers, with virtually all students receiving regular instruction, and many students receiving multiple lessons per week across their learning program. By the end of 2010, more than 2000 online lessons per month were being delivered. Importantly, practice was becoming more sophisticated, with teachers

using the tool in creative ways to engage and stimulate students. Advanced aspects of the program, such as breakout rooms for small group work, application sharing and the use of embedded digital learning objects became widespread, as training, collaboration and teacher-confidence took hold.

This evolution in teaching reflected SIDE's move to an "eschool", and the days of resistance or hesitation to experiment were finally in the past. Ongoing training and support was the key - teachers felt they had a "safety net" when learning the new skills and pedagogy. As in previous years, the OTL team regularly revisited support mechanisms, including ways to streamline enrolment and installation processes, record data on hundreds of schools and individual students, and support teachers and students in a timely way.

Whereas Centra was in a stage of consolidation, the transition to our new learning management system, Moodle, gathered steam. First piloted in Term 2 of 2009, the scale of adoption of this remarkable "virtual classroom" was quite staggering. Nearly 150 courses were established and more than 1500 users were enrolled. Much of the push to Moodle was fuelled by students - they loved it. In the information age, a learning environment that reflected students' "digital lifestyles" was bound to improve learning outcomes. And whereas some teachers may have felt disconnected from the student cohort in the past, teachers and students could now identify their Moodle courses as **their** space - their own classroom. Our strategy was to promote individual customisation to match teaching style and context. Demand for training was high, and by the end of the year, more than 90% of teachers had received extensive training.

Moodle was founded with a philosophy of collaboration and sharing at its core - it is an open source product. SIDE teachers worked together to share ideas, techniques and resources. Many exciting new ways to use the platform were developed by SIDE staff, and opportunity was provided at staff meetings, impromptu and formal training sessions and faculty meetings to highlight and showcase what was being done.



In concert with Moodle.org and Pukunui Technology, SIDE founded the Western Australian Moodle Users Group, playing host to regular meetings. The founder of Moodle, Martin Dougiamas, spoke several times at these gatherings, and SIDE staff leveraged the events to keep fully informed in developments for Moodle 2, the next generation of the software. SIDE staff Jonathan Bromage (Deputy Principal, Curriculum), Ross Manson (Head of Online Teaching and Learning), and Gavin Rogers (Manager of ICT) attended the national Moodle Moot (conference) in Melbourne in July, bringing home new ideas and a firm reinforcement of SIDE's approach.

Professional development continued to be coordinated by Angela Signorile, and her capacity to deal with the complexities of organisation is to be commended.

With the advance toward SIDE being a totally "wired" school, a need was identified to clearly document what is required of our teachers. Originally started in 2009, and outlined at the AADES conference in Adelaide in September of that year, the new Online Teaching Capabilities Framework was completed in mid-2010. Replacing SIDE's Online Instructor Competencies, the new framework is a comprehensive set of standards for online teaching in the SIDE context. Consultation took place with many members of staff, including the Curriculum Assessment Reporting and Online Learning Committee and the SIDE Senior Leadership team. The framework was positively received, and the SIDE Executive endorsed it in October. It was to be presented to SIDE staff at the commencement of 2011.

As usual, the relationship between the SIDE ICT team, led by Gavin Rogers, and the OTL team, was productive and collaborative. It is a sign of the strength of our approach that a firm focus on student learning is kept at the forefront of what we do.

### Highlights of 2010

- Beginning at the start of Term 1, the integration of SIDE Centra with the DoE Portal went "live", which meant SIDE students could access Centra through a single sign-on, and had the added benefit of universal email for our students. It was

a major undertaking, with substantial changes in practice being communicated to our thousands of users, and training necessary for all SIDE teachers. The OTL team handled the challenge with aplomb, with particular credit due to SIDE's Centra coordinator, Angela Signorile.

- Two new team members, Halina Sobkowiak and Richard Wu, brought fresh skills and enthusiasm to OTL. Richard assisted with Moodle training and brought his knowledge of digital image editing to professional learning. Halina undertook the difficult task of coordinating the SatWeb program, and as the year progressed, she set about streamlining and documenting the many processes involved.
- A new contacts database, allowing much easier recording and retrieval of SIDE's contact with schools and home-based users, was brought online in February. Built in Moodle, it was developed by Ross Manson and Angela Signorile, and greatly improved productivity in the team.
- Support officer Terry Ashley continued his work in refining our web processes, and he took a leading role in administering account and course creation in Moodle. Planning continued for the move to a CMS-based web presence.
- Neil Berry's expertise and training materials for use in the Wimba course creation system meant widespread use by SIDE teachers was possible. There was a consequent improvement in the quality and presentation of SIDE learning materials through Moodle, and Neil's development of SIDE-specific templates made things much easier for people working in the platform.
- The contracting of Alex Mills, an ex-SIDE student, to develop a web-based systems test, allowed for simple diagnostics of issues with student access to online resources.

The Online Teaching and Learning team continued its central role in SIDE's move to state-of-the-art elearning practice. 2010 saw us consolidating the great work of previous years, with cultural change in the

SIDE teacher and student cohorts coming to fruition.

### Focus areas for 2011

- Implement key actions identified in the Online Learning Plan.
- Full implementation of the Online Teaching Capabilities Framework within OTL's professional learning program.
- Investigate the use of elearning portfolios, allowing students a portable repository of work and achievements throughout and beyond their time at SIDE.
- Consolidate our vision of a 24/7 online environment, primarily through the implementation of Moodle.

- Start to integrate cloud-based web applications with SIDE's online systems, reducing the need for SIDE students to have specific software installed locally.
- Continued refinement of our processes for online course enrolment, account creation and maintenance, and support for students and their teachers and supervisors, especially as we move to full integration of our online learning platform with SIDE management systems.

## SECTION 2 CURRICULUM

### LEARNING AREA REPORTS

#### THE ARTS

#### Introduction

In 2010 *The Arts* at SIDE incorporated one Art Form and two Technology areas across Years 8 to 12; these were Visual Arts, Design and Information Technology.

The Key Priorities for 2010 included:

#### Online Teaching and Learning

- Print based visual art booklets, modules 1-12 for Years 8-10 students were transformed into engaging online courses.
- IT courses for Years 8-10 in the Janison LMS were supplemented with activities to meet emerging trends in ICT.
- WACE courses in Stages 1, 2 and 3 were created online using Moodle, utilising resource cells from WestOne or SIDE teacher developed resources.
- Existing Janison courses for Years 11 and 12 in Applied Information Technology ended as the transfer to Moodle was adopted for 2011.
- The highly interactive Web conferencing platform - Centra was used to engage students effectively and efficiently, delivering interactive classroom experience in scheduled and ongoing

weekly lessons to groups and daily lessons to meet individual needs.

- WACE Exam preparation lessons for AIT and Visual Arts, revision resources and feedback were provided in Centra in lieu of Revision Seminars not offered during the July holidays.
- Moodle online resource and activity tools to enhance learning were incorporated by teachers including; light box galleries, forums, wikis, questionnaires and quizzes, links to websites, assessment submission, assessment feedback, course documentation, teacher contact and important teacher announcements.

#### Curriculum Development and Teaching and Learning

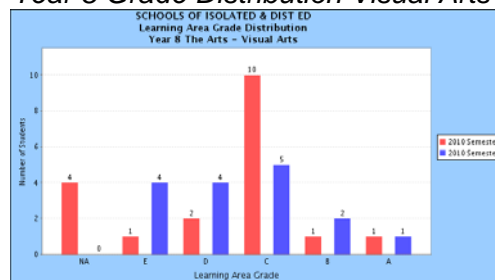
- Flexible and inclusive learning environments existed to consider the needs of the diverse nature of enrolments in The Arts Learning Area. Teachers provided a range of learning experiences to ensure each student had the opportunity to perceive, imagine, create, think, feel, symbolise, communicate, understand and become confident and creative individuals.
- Visual Arts Stages 2 and 3 were examined for the first time. The visual diary was replaced with the practical

exam, a submission of one resolved artwork by the end of September.

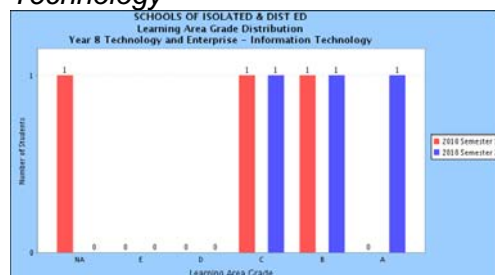
- The release of The Arts Shape Paper for the Australian Curriculum provided teachers with an opportunity to respond up to December and to develop their understanding of future courses that would be available for this curriculum at SIDE.
- Student/Teacher contact and progress was recorded in The Arts database, providing a concise summary for teachers, student services and administration.
- Electronic feedback sheets were used to provide timely and accurate assessment feedback to students.
- In collaboration with WestOne, resources were developed for Design Graphics Stage 2, Media Production & Analysis Stage 1 and Applied Information Technology Stage 1.
- Where WestOne resources were not available or matched to the current WACE syllabus, teacher developed courses in Design Graphics 1 A/B and Applied Information Technology 3A/B, provided students with opportunities to access course content and learning experiences that would meet course requirements and enhance learning.
- Starter Packs for all courses were created in print format, and available to download from the SIDE Website to facilitate a prompt and efficient start to the year.
- Ongoing challenges with kit material distribution for visual art and graphics students were managed by teachers and evaluated for 2011 modification.
- Year 8 – 10 Visual Art Module pathways were developed to enhance online delivery in 2011.
- Visual Art practical lessons in the Arts Studio were offered to Access (Ballet students) and Referral Program students. These weekly teacher directed group and individual practical lessons provided students with art skills and processes in a range of contexts.

## Achievement Data

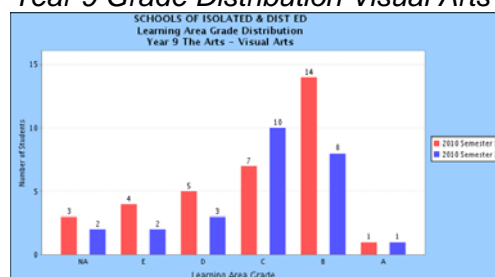
### Year 8 Grade Distribution Visual Arts



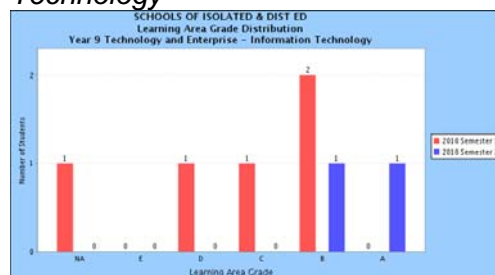
### Year 8 Grade Distribution Information Technology



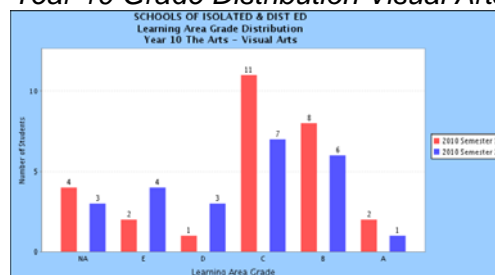
### Year 9 Grade Distribution Visual Arts



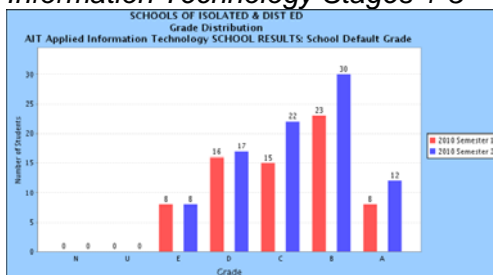
### Year 9 Grade Distribution Information Technology



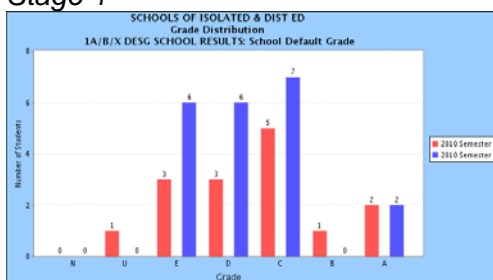
### Year 10 Grade Distribution Visual Arts



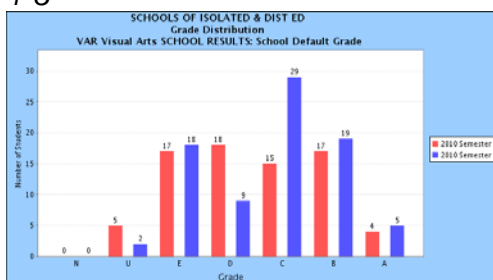
### WACE Grade Distribution: Applied Information Technology Stages 1-3



### WACE Grade Distribution: Design Graphics Stage 1



### WACE Grade Distribution: Visual Arts Stages 1-3



### Highlights of 2010

- Stage 3 Visual Arts Camp in March occurred as a residential camp to develop student's practical work. The program included workshops in portrait drawing and pastels provided by invited artists and excursions to Sculptures by the Sea and The WA Art Gallery.
- The Lower Secondary Camp provided students with a workshop in a mix of Design and IT using Photoshop, to create and manipulate "font animals" which were transferred to calico bags.
- Regional visits to Kununurra, Denham, Denmark, Harvey, Kojonup and Bunbury provided students with individualised and group teacher support.
- The Design Graphics teacher created designs for the SIDE Awards Ceremony

Invitation and Program, Handbook covers and the camp T-shirt.

- Student work was celebrated with selection for:

#### Young Originals

- Ruby Brewster Year 11, Acrylic
- Abbey McCaughan Year 12, Photography
- Brendah Toms Year 12, Digitally Manipulated Graphics

#### Perspectives

- Fiona Boylen Year 12, Digital Media

#### Principal's Art Prize

- Fiona Boylen

- Professional development was undertaken by staff in Moodle, Centra, SIS and SAIS, InDesign software, Cyberbullying, The WACE Design Course, Photography, Leadership Coaching and Leadership Administration.
- The Arts Learning Area Moodle course was created for staff to:
  - manage administration of courses and subjects
  - facilitate communication between full-time and part-time staff
  - offer a more flexible method of working.

### Focus Areas for 2011

- The modification of lower secondary electronic assessment feedback sheets to include numeric assessment for use with the Reporting to Parents tool.
- The use of the Reporting to Parents tool by all teachers for marking and grading of assessments.
- Implementation and ongoing review of WestOne course materials in Stage 2 Design Graphics, Stage 1 C/D Applied Information Technology and Stage 1 A/B Visual Arts.
- In collaboration with WestOne develop resources for Stage 3 Design Graphics, Stage 2 Media Production Analysis and The Arts – Visual Arts for the Year 8 Australian Curriculum.
- Further development of professional networks through attending assessment seminars in Stage 2/3 Design, Media Production Analysis, Applied Information Technology and Visual Arts.
- Refinements of assessment and moderation strategies for all WACE courses.

- Refinement of internal moderation processes for Years 8, 9 and 10 Visual Arts.
- Continued review of all courses developed by WestOne for enhancement in the online environment.
- Develop and review a trial of online Small Group Moderation Partnerships for Applied Information Technology and Visual Arts in Stage 3. The trial will provide external collegiate support, opportunities to view and reflect on assessment items and expose remote students to the rigour and standards of students working at Stage 3 level.
- Further develop strategies for assessment and moderation of WACE courses online, including testing.
- Investigate practical workshop opportunities for Stage 3 Visual Art and Stage 2 Design Graphics. Support students to complete resolved artwork and portfolios for WACE practical exam submission.
- Refinement of Visual Art kit materials, dispatch, cost allocation and storage.
- Engage with and review changes provided by The Australian Curriculum – The Arts, as the syllabus content forms are developed. Focus areas to include Visual Arts and Media Arts.
- Refinement of Moodle Style Guide for The Arts, implemented for all courses.
- Investigate and develop strategies that best demonstrate art skills and processes in Centra.
- Use of timetable wikis to manage teacher workload, student attendance in Centra and administration of courses.

## CAREERS AND VET

The Career Development Team (CDT) catered for students in 2010 in the following courses:

- Careers and Enterprise (Stage 1)
- Workplace Learning (Mode 1 and 2)
- Certificate of General Education for Adults (CGEA).

The strategic priorities for this department focused on curriculum integration across the team's learning area curriculum structure, online delivery capability via Moodle, a

feasibility study into becoming a Registered Training Organisation (RTO) and a review into the possibilities of delivering a revised VET Languages Course in Italian, Indonesian and French.

The VET programs that were delivered and supported at SIDE in 2010 were as follows:

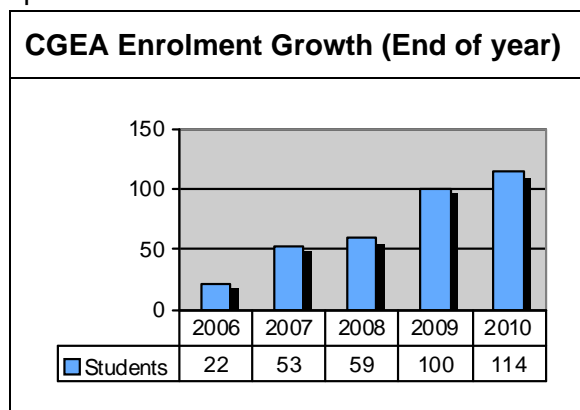
- Certificate I in CGEA (Introductory)
- Certificate I in CGEA
- Certificate II in CGEA
- Certificate I in Work Education
- Certificate II in Applied Languages
- Certificate III in Applied Languages
- Certificate I in Business
- Certificate II in Business
- Certificate III in Community Services Work (through School Based Traineeships)
- Certificate I in Information Technology (Units of Competency)
- Certificate III Automotive Mechanical Technology (through School Based Apprenticeships)
- Certificate I in Racing (through Workplace Learning Mode 1)

In 2010 we were delighted with our increase in Referral Program students and therefore worked hard to establish learning relationships by designing and tailoring specific learning solutions for each student.

## Teaching and Learning

### CGEA

In 2010, the growth of students enrolled in the CGEA course increased, as shown in the graph below.



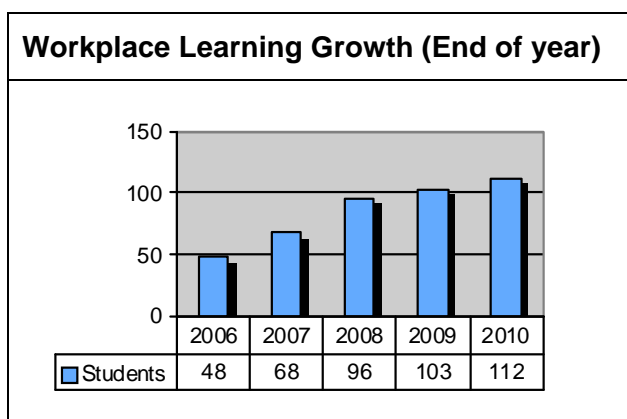
The CGEA program runs across three qualification levels being Introductory,

Certificate I and Certificate II. A significant proportion of the cohort are from SIDE's Referral Program and in 2010, 55% of the whole student cohort was Aboriginal.

In 2010, 32 students managed to finish and achieve a full qualification in the CGEA. In terms of skill sets, a total of 411 Units of Competency were attained by the student cohort which is a significant achievement.

#### *Workplace Learning*

In the 2010 the growth rate of the Workplace Learning program has steadied as the graph below shows.



Workplace Learning Mode 2 in 2010 had a 66% achievement rate while in Mode 1 there was 100% pass rate. A significant proportion of the withdrawals mostly were because students had found employment or had gone on to further tertiary studies.

In 2010 there was no growth in enrolments for School Based Apprenticeships and Traineeship which is concerning. Efforts will have to be made with schools, districts, industries and communities to address this issue.

As in the CGEA, the Workplace Learning Mode 1 and 3 programs had been further developed to include an online Moodle component so that it gives students more flexibility to work and engage in learning environments that best suits individual needs.

#### *Careers and Enterprise*

Careers and Enterprise was delivered throughout 2010 in Stage 1 for units 1A 1B, 1C and 1D with a combined pass rate of 56%. Continual improvement measures through the use of new intervention strategies

and the development of on-line delivery technologies are being implemented to improve pass rates for 2011.

In 2010 the Careers and Enterprise Unit 1A was also offered to Year 10 students which enabled them to get a head start with their senior schooling curriculum.

During 2010 the CGEA, Workplace Learning and Careers and Enterprise courses had been developed to include an online Moodle component so that it gives students more flexibility to work and engage in learning environments that best suits them.

#### **Highlights for 2010**

For the fifth year in a row, in 2010 CDT students had been successful in the national Australian Vocational Student Prizes. The Australian Vocational Student Prize (AVSP) recognises Year 12 students who demonstrate exceptional skills, commitment and achievement while undertaking a Vocational Education and Training program or an Australian School-based Apprenticeship.

Three members of the CDT achieved their new qualifications in the Certificate IV in Training and Assessment TAE40110. It is envisioned that the remainder of the CDT will achieve their upgrade in 2011.

#### *Other Learning Areas*

In Technology and Enterprise during 2010, there were 16 students who engaged in the Certificate I and II Business Services Training Package with four of them achieving a qualification. All of these students acquired skills sets in at least three or more Units of Competency.

The VET Languages program undertook a far reaching curriculum review in 2010 and significant development work was completed to re-design the French program into becoming a VET stand-alone course for Certificate II level in 2011. Initial development work will happen for the VET Italian and Indonesian programs in 2011 for delivery in 2012.

## Focus for 2011

- Refinement of intervention strategies for students at educational risk for all CDT courses.
- Development of more Moodle courses to support existing CGEA programs.
- Increasing the level of School Based Apprenticeships and Traineeships as well as Aboriginal School Based Apprentices and Trainees.
- Development of VET Stand-alone Italian and Indonesian Cert II course.
- Feasibility study in the development of a Sport and Recreation VET course.

## ENGLISH

### Introduction

The staff remained stable with the addition of two full-time fixed term teachers for the duration of 2010.

Major priorities for 2010 included:

- refining existing resources and supplementing new materials into the Year 9 English course in preparation for NAPLAN
- maintaining accurate performance NAPLAN data
- working in unison with WestOne to produce new materials for the Stage 2 A/B and Stage 3 A/B English courses
- implementing and refining standardised courses and assessments into lower school English
- continued moderation across lower and senior school courses
- full implementation of the Reporting to Parents WACE assessment schedules by all staff to standardise record keeping and assessments in all senior school courses.

### Teaching and Learning

The staff continued to develop their on-line competencies and several courses were presented through symposium and synchronous means. Staff presented Centra lessons across all courses. Staff developed Moodle courses in both lower and senior school English and Literature. In Term 4, materials were adapted and written so that

several courses would be available via the Moodle platform for 2011.

#### *Year 12 English Stage One*

Overall, a C grade or higher was achieved by 61% of the students. The allocation of some E grades can be attributed to the unique circumstances of several SIDE students and continued efforts will be made to encourage students to submit their work regularly and to target these students' engagement with literacy.

#### *Year 12 English Stage Two*

The average scaled score was less than the state mean, (Department of Education) but there was an increase in the overall number of students sitting the Stage 2 English examination. There was a positive 5.7 moderation which indicates students were well prepared for the external exam and the English staff had a thorough understanding of the standards and practised them confidently in their assessments throughout the year. The high correlation of 0.84 reflects consistency in the ranking of students as a result of good internal moderation procedures. Maximising feedback data provided an individual analysis of the examination questions and highlighted that teachers may need to prepare students thoroughly for the Viewing and Reading sections of the paper.

#### *Year 12 English Stage Three*

The average scaled score was greater than the state mean and there was also an increase in students sitting the external exam. There was a positive 5.8 moderation compared to the state mean indicating the teachers had a good understanding of the standard and were setting appropriate assessments that prepared students for the examination. The low correlation of 0.67 resulted from a bunching of student scores in the 50% to 60% range coupled with some very good individual exam performances from the students. Many students performed better in English than their other courses and this is reflected in the positive 3.9 course differential. Ninety percent of the students achieved a scaled score above 50% hence satisfying the English requirement for university entry. Maximising feedback data indicated teachers may need to guide

students towards choosing appropriate questions which match the content covered in the SIDE English course.

### *English Literature Stage Three*

A negative moderation compared to the state mean indicated our students could improve their performance in the WACE examination. However, this is offset by 84% of the students managing to achieve a scaled score above 50% hence satisfying the English requirement for university entry. A review of our assessment processes will help to ensure our students are better prepared for the demands of the course. Teachers will look at strategies that will improve exam performance and continue to review course materials as well as participate in small group moderation.

### *Lower School English*

NAPLAN data indicated that the mean for SIDE students was above both state and national means for Reading and Spelling and equivalent to the state mean for Grammar.

The table below shows the high percentage of SIDE students in the high (top 20%) and middle (next 60%) achievement levels.

	Achievement		
	High	Middle	Low
National	20%	60%	20%
SIDE Reading	19%	72%	9%
SIDE Spelling	24%	62%	14%
SIDE Grammar	27%	59%	14%

Overall, 86% of SIDE students were at or above the National Standard for Reading whilst 84%, 73% and 70% were above the national standard for Spelling, Grammar and Writing respectively.

The table below shows the percentage of students who have made progress in their NAPLAN since Year 7.

Progress	Reading	Writing
Very High	24%	14%
High	28%	15%
Moderate	24%	71%
Low	14%	
Very Low	10%	

This data shows the high level of progress made by SIDE students in Reading and Writing with only a small percentage of students making low to very low progress in

Reading. Continued use of the Department of Education NAPLAN resources as well as SIDE resources will be made in 2011 with a focus on improving grammar and writing performances.

### **Highlights for 2010**

- Kieran Clayton-Dodd, (Busselton SHS), scored an ATAR of 99.4 and achieved outstanding results in English Literature 3A/B, which he studied through SIDE.
- Ayla Wilson (Newdegate) who studied English 3A/B through SIDE achieved a UNSW Medal in the Creative Writing section of the UNSW International Competitions and Assessments for Schools.
- Continued involvement in the author on-line program occurred with several prominent authors such as Bori Prior presenting to lower and senior school students via Centra.
- Moodle sites were created for all senior and lower school English courses, as well as Literature courses.
- Staff fully participated in on-site visits and initiatives organised by Student Services.
- Several SIDE English students attended the WACE Revision Seminars held at SIDE in July 2010.
- New materials for NAPLAN testing were well received and will be refined and expanded for use in 2011.
- Staff used WACE assessment schedules for all senior school courses effectively in 2010.

### **Focus Areas for 2011**

- The use of Reporting to Parents WACE assessment schedules in conjunction with Student Achievement Information System Task Mark Analysis and Target Setting graphs will allow teachers to monitor student performance and provide an ongoing reporting tool to students and parents. Teachers will continue to use this tool in senior school courses and use it for the first time in all lower school courses.
- Introduction of new course materials produced by WestOne for 3A/B and 2A/B English courses. Teachers will continue to write support lesson materials and examinations to support these initial resources.



- Development of Year 11 Stage 2 Literature course resources in collaboration with WestOne writers.
- Development of a Year 10 English course and Australian Curriculum resources in collaboration with WestOne writers.
- Preparation of resources to supplement the new Year 10 course to be introduced in 2011.
- Attendance at Curriculum Council assessment seminars so English staff are fully conversant with the standards of assessment in Stage 2 and 3 English Literature courses.
- Continued refinement of internal moderation processes for lower school English and all senior school courses.
- Expansion of NAPLAN resources for Year 9 students. Interdepartmental planning with the Mathematics Department to implement sample tests available through the Mathletics on-line resource.
- Continued review of all materials for lower school courses. Staff will engage in preliminary work on the Australian Curriculum. This will include scoping the Year 8–10 English curriculum against existing materials and then planning for new materials, if required, to fill identified gaps.
- Review 'C' grade standards and use in internal moderation process.
- Expansion of the on-line programs and incorporation of more on-line testing in lower and senior school courses.
- Review and expansion of all Moodle courses.
- Close collaboration with the Learning Support Team to ensure standards and assessment weightings correspond.
- Develop strategies to help students at point of need.
- Continue to source, utilise and substitute relevant texts for lower and senior school courses.
- Staff to attend professional learning opportunities in areas of need such as NAPLAN, on-line learning and technology, curriculum changes, assessments and moderation.

## HEALTH & PHYSICAL EDUCATION

### **Introduction**

2010 has been a year of ongoing development for the Health & Physical Education Learning Area at SIDE.

In trying to provide a supportive environment for all students across all locations and settings the focus for the year was placed on quality curriculum materials and the monitoring and assessing of student performance in a structured and transparent manner.

New initiatives were introduced into the lower school curriculum. The Year 8 - 10 modules provided a balanced curriculum with a focus on quality teaching and learning strategies. In the senior school the introduction of Stage 2 Health Studies as a university bound course enhanced the standing of Health Studies amongst students and staff. Increased enrolment numbers necessitated an increase in staffing to 3.4FTE to accommodate the new courses.

### **Focus areas for 2010**

- Further development of senior school courses in Stage 1 and 2 Health Studies and Endorsed Programs.
- Implementation of Stage 3 Health Studies.
- High standards of synchronous and asynchronous lesson delivery to students in all year levels.
- Development of Moodle courses to replace Janison.
- Review lower school courses and engage students in the physical activity context.
- Review monitoring of assessment processes in lower school.

### **Teaching and Learning**

The use of Centra and Janison (synchronous and asynchronous lesson delivery) enabled teachers to concentrate on lesson delivery, quality teaching and improved student learning.

### *Lower School*

- Centra also assisted the teacher with student discussions and social interactions, an important part of the Health Education program.
- The establishment of enhanced protocols for monitoring student achievement has improved the team's accountability and enabled more effective future planning of teaching and learning assessments.
- Student results have improved with a majority of students achieving a C grade or higher.
- Providing teaching and learning materials for Physical Education within the distance mode has been difficult but the team has been trialling materials using innovative strategies, including iPods, Wii consoles and EA Active, and hope to include them in the teaching and learning program in 2011.
- Monitoring of student performance using technology has enabled students to receive timely feedback.
- The establishment of protocols for monitoring outcomes across Years 8, 9 and 10 has been developed and will be finalised prior to 2010.

### *Senior School*

- Monitoring of student achievement was better targeted by reviewing assessment tasks, marking keys and the establishment of electronic marking protocols.
- Due to individual circumstances some Stage 1 Health Studies students did not achieve to expectations.
- The development of shared teacher resources, the introduction of text books, a higher level of internal moderation, together with student motivation and endeavour, ensured very good results in Stage 2 Health Studies.
- The establishment of starter packs and electronic marking protocols improved the team's monitoring of student achievement and delivery of courses.
- Continuing Centra lessons in Term 4 assisted students with exam preparation and enhanced results markedly.

### **Highlights for 2010**

- Favourable comments were received from the Curriculum Council regarding the

accuracy of teacher performance and student achievement in Stage 2 Health Studies. Student cohort achieved higher than the state mean.

- The development of online Moodle courses across Year 8 -12 and transfer from Janison delivery.
- The completion of Year 8, 9, and 10 Physical Education modules.
- Professional development attended by teachers in online lesson delivery.
- Bronwyn Rakimov and Denise Abordi-James were invited to present at the ACHPER Conference (WA Branch) with a presentation on 'Technology and PE in the lower school'.

### **Focus Areas for 2011**

- Monitor the achievement of the Health and Physical Education learning area outcomes to ensure the provision of quality experiences to enable students to make responsible judgements about health and physical activity.
- The progress maps and scope and sequence documents will guide this understanding. The teaching and assessment practices in HPE will continue to develop and demonstrate rigorous monitoring of the learning area outcomes.
- Provision of strategies to improve the completion rate and results for students with special circumstances.
- Provide validating information to students on performance and ensure mini test questions are linked to the content of the syllabus.
- Develop partnerships with other teachers and schools where needed for moderation purposes and to enhance our student learning.
- Investigate the development of other learning opportunities for SIDE students within the Health and Physical Education Learning Area with the possible development of a Cert II in Sport Coaching.

The HPE team would like to acknowledge their many students for their hard work over the last twelve months and call for continued commitment and dedication to the learning area into the future.

## LANGUAGES

2010 was a significant year for the SIDE Languages Department in terms of changing leadership and the challenges associated with teaching and learning using online technologies whilst catering for diverse learning pathways. During 2010, the substantive HoLAs, Wendy Hewitt and Karen Bailey were seconded to the Secondary Directorate positions and replaced by Michael Boyle in Semester One, then Mary Obrecht in Semester Two. The Languages Department offers four languages (French, Italian, Indonesian and Japanese) to students in Years 2 - 12. Staffing consisted of 36 teachers under the Leadership of two Level 3 Heads of Learning Area with:

- 4 Level 3 Classroom teachers
- 6 Senior teachers
- 15 Level 2 teachers.

Language programs were delivered to approximately 1800 students in around 90 schools.

The learning priorities for Languages Staff in 2010 were:

- ongoing professional learning of SIDE online technologies
- continuing collaboration in the production and modification of exemplary curriculum materials
- implementation of new online courses
- to focus on assessment practices.

### Teaching and Learning

Acquiring a second language proficiency in the distance context does not factor in the extra time and effort often put in by distance educators to meet high standards, especially in WACE courses. In lower secondary, the challenge is to retain students with diverse prior knowledge and encourage them to continue their study to a higher level with competitive curriculum offerings. In primary school, the changes to the CAR policy mean that schools must be committed and value a Languages program delivered by SIDE. Some mention needs to be made of the specific issues studying scripted languages such as Japanese (in its first year of study at SIDE) which are magnified in the distance mode.

Given these challenges, SIDE Languages teachers continue to motivate and engage students in Years 2-12 using a range of technologies including Centra, Moodle, videoconferencing and teleconferencing. Smartboards are sometimes used in conjunction with Centra in primary. SIDE teachers are a dynamic team who are collaborative, professional and use a high level of innovation and expertise.

Further professional learning in Centra and Moodle enabled teachers to make improvements to learning programs through the use of these technologies. Secondary teachers continue to develop online courses individually and also through feedback in the WestOne writing projects.

### *Senior Secondary Student Achievement*

2010 saw the implementation of the online Moodle courses of French Stage 1 and 2, Japanese Stage 2 (for Year 11) and Indonesian Background Speakers Stage 2 and 3. French Stage 3 was not available online till the end of the year and so will be used in 2011. The Japanese Stage 3 course was being written and should be available early 2011. Anne Becker will be delivering this course in 2011 and has developed support material to enhance the learning experience.

Analysis of the Stage 2 and 3 WACE results indicate that SIDE students in French and Italian performed above average compared to their counterparts in the state system gaining some outstanding results. Particularly, the strong performance of the SIDE cohort in French Stage 3 greatly benefitted the final marks of the lower-performing students. The Indonesian WACE results were slightly lower in Stage 2 but on par in Stage 3. The small numbers of students sitting the Stage 2 Year 12 Indonesian exam statewide added to the variability in the final severely scaled mark.

Overall, the allocation of grades is appropriate and the school assessments were valid with SIDE teachers showing they prepared students extremely well for final exams. Compared to their state counterparts SIDE students also tended to peak later in terms of their accumulated learning which is in part due to the nature of distance and online learning.

In 2010, Cert II and III in French were still offered in Applied Languages Studies and these certificates were supplemented with WACE materials in order to cover the VET course requirements. In 2011, the VET Units of Competence SIDE online French courses will be offered as stand alone courses. It is hoped that the continuing excellent work by Trish Chopping and Veronika Popp will provide a model for similar courses in Indonesian and Italian VET in 2012. Numbers in 2011 are expected to rise in French VET as the benefits of this pathway become more clearly understood.

#### *Lower Secondary Student Achievement*

A focus in 2010 has been to identify possible pathways for students who have been studying through SIDE in their primary years.

The Indonesian Languages Hub started this process by identifying:

- a) possible extension groups in Year 7 schools where Indonesian is already being taught (either through SIDE or a face-to-face teacher) as well as,
- b) secondary schools who may want to provide an Indonesian program in 2011 through SIDE.

Negotiation with schools in the south east of WA for a Japanese Year 8 pathway was successful and this program will commence 2011. Japanese was also delivered to a cohort of 88 Year 9 students at John Willcock College.

In French, 50% of the Year 8 cohort achieved a C grade. 69 % of Year 9 cohort and 87% of Year 10 achieved a C grade or higher.

In Italian, 67% of the Year 8 cohort achieved a C grade or higher. 100% of the Year 9 cohort and 72.4% of the Year 10 cohort achieved the standard of a C grade or higher.

In Indonesian and Japanese, 100% of the Year 8 cohort achieved a C grade or higher. In Indonesian 100% of the Year 9 cohort achieved the standard of a C grade or higher in a cohort of less than 10 students. In Japanese, 70% of the Year 9 students achieved a C grade or higher with 2.4% of students not being assessed. In Indonesian

91% of students achieved a C grade or higher. There was no Japanese Year 10 cohort.

#### *Primary Student Achievement*

The SIDE Primary Languages program serviced 48 schools and enrolled approximately 1400 students in 2010 including travellers. Changes to the Curriculum, Assessment and Reporting (CAR) policy i.e. no mandatory reporting for Languages, has more than likely contributed to a drop from 57 schools studying a language through SIDE in 2009. However, feedback from many Primary schools with established SIDE partnerships indicated a strong ongoing commitment and understanding of a Languages program in a contemporary Australian educational context.

Teachers continue to value add to programs through meaningful curriculum with strong literacy and online pedagogy as well as varied assessment practices delivered via 2 x 45mins lessons a week. Newsletters, contact with parents and annual school visits continue to support strengthening relationships with school communities.

Greater collaboration between lower secondary and primary teachers in 2010 has improved understanding of the standards required by primary students to achieve better second language proficiency in secondary school. Primary teachers also began to trial Moodle courses. Videoconferencing continues to be an important mode of delivery for big classes in Primary and provides a structure to team teach a class in tandem with Centra lessons. In general, team teaching reduces the pressure on supervisory needs and provides greater flexibility in schools.

#### **Highlights of 2010**

##### *Student awards/achievements*

- Annis McTigue Year 12 winner special exhibition in Italian; Sasha Montocchio top French student Year 12 with a scaled score of 100; Samanta Sneha, Alliance Francais

##### *Staff/Teacher Achievements*

- Simone Wood, French Teacher, Masters in Linguistic Studies;

- Languages Fellowship Award recipient Kim Daymond carried out a three week workplace learning program in Indonesia in January 2010/2011.

#### *Languages Department achievements*

- Languages Assistant Program (LAP) through DoE (French and Indonesian).
- Languages week and the production of languages basic phrases guide for students and public use.
- Regional visits continue for primary and secondary (80% teachers to around 35 schools).
- End of year online exams were trialled for French and Italian Yr 11 students with comprehensive teacher feedback to Fred Adler and the Curriculum Council.
- The implementation of a secondary pathway for Japanese at SIDE.
- The completion of the Stage 3 Moodle course in French and implementation of the Background Indonesian Speakers Stages 2 and 3 courses (presently the sole pathway in WA for DoE).
- Implementation of the Indonesian Languages Hub through NALSSP (National Asian Languages in Studies School Program) involving Karen Bailey and Kim Daymond (Hub leader).
- Signing of the agreement between the sister-city school in Indonesia and implementation of an Asia Literacy focus at SIDE through the Asia Literacy Grant.

#### **Focus area/s for 2011**

##### *Primary*

- In a non-mandatory reporting climate for Languages in WA, continue to strengthen ties with primary and district high schools through regular communication via email, phone, newsletters, Languages week, SIDE Languages website, online PD, surveys and school visits.
- Explain and promote the key messages of Australian Curriculum and of Asia Literacy.
- Review assessment practices especially moderation in Primary Languages and the possible trialling

of the Reporting to Parents tool (RTP) through the DoE portal to support assessment schemes and accountability.

- Analysis of the Draft Shape Paper for the Languages will be ongoing in relation to current curriculum practice.
- Collaboration and review of curriculum materials in line with copyright requirements and cost effectiveness.
- Continue to build ties with lower secondary teachers in terms of programming / moderation / sharing of ideas.

##### *Secondary*

- Implement Japanese and French Stage 3 online courses. The Japanese Stage 1 online course will be developed through WestOne in consultation with SIDE teachers.
- Implement lower secondary Japanese as required to district high schools already accessing primary Japanese through SIDE.
- Continuing Years 8, 9 & 10 curriculum development will be scoped against the emerging Australian Curriculum with teacher focus on rich teaching and learning strategies
- Students have access to a range of high quality VET programs. VET programs for Italian and Indonesian to be written for commencement in 2012 as stand-alone courses.
- Clarify understanding of possible Year 12 pathways in terms of Languages studies.

<b>LEARNING SUPPORT</b>
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#### **Introduction**

At the start of 2010 the Learning Support Team consisted of 7.0 FTE Teachers and 0.9 FTE Education Assistant providing service to approximately 180 students, ranging from diagnosed Education Support through to students at risk of underachieving due to social, emotional or physical factors. By the end of 2010 the team had expanded to 8.0 FTE Teachers and 0.9 Education Assistant providing service to approximately 220 students.

### **Targets for 2010**

- Curriculum is differentiated based on the educational needs of students and available learning support.
- Students have access to a range of high quality VET programs.
- Curriculum is designed and modified to enhance outcomes for Indigenous students enrolled at SIDE.
- Teacher/student relationships are positive and effective.
- Quality teaching and learning resources are produced by teachers.
- Online teaching and learning is embedded in teachers' practice.
- Effective assessment and reporting processes are evident.

### **Teaching and Learning**

The Learning Support Team teachers focused on developing learning programs that were in response to the individual needs of students.

#### *Improvements and new practices*

- Team members designed and implemented a significant number of modules that were delivered via Centra to enhance the literacy and numeracy skills of students. The modules were implemented with a high degree of success. Some of the modules were developed further so as to be available in Moodle in 2011.
- Team members developed new Moodle course materials for Year 8 Science students on Investigating to be implemented in 2011.
- Team members developed and implemented assessment outlines for senior school courses.
- Team members implemented SIDE reporting and assessment procedures effectively.
- Team members collaborated with the Royal Flying Doctors Service (RFDS) to develop lower secondary course materials that were successfully implemented in 2010.

### **Highlights Of 2010**

All members of the Learning Support Team worked extremely hard throughout 2010. Each team member demonstrated a commitment to their students that was highly commendable. The team was very supportive

of one another and student outcomes were very positive.

#### *Specific highlights*

- Learning programs have been developed and students have been effectively engaged.
- All team members utilised phone/fax/email to make regular contact with students.
- All team members delivered teaching programs via Centra to groups and individuals on a regular basis.
- All team members participated in appropriate PD and developed initial online Moodle courses.
- The School Volunteer Program continued to be a great success for engaging students and enhancing their learning programs.
- Budget reflected in and matched our targets.
- A significant number of senior school students successfully completed the English 1A/1B, Maths 1A/1B, PA/PB Career and Enterprise and Certificate I Work Education courses our team developed and implemented in 2010.

### **Focus Areas For 2011**

- Investigation of, and familiarisation with, the Australian Curriculum Phase One learning area curriculum materials – English, Mathematics, Science and History.
- Continue to enhance and maintain an effective resource collection that encompasses easily retrievable digital resources and supports online delivery and current curriculum pedagogy.
- Ongoing involvement in regional visits to establish and maintain positive rapport with our students.
- Support materials will be developed and implemented to help prepare our Learning Support students for the 2011 NAPLAN testing process.

## MATHEMATICS

The 2010 school year concluded with 13 Mathematics teachers engaged in a teaching load of 9.8 full time teachers. In addition to this, two of the teachers were involved in writing projects totalling 0.8FTE. All Maths teachers were expected to teach maths subjects across years 8 to 12.

This was the first year of the new courses continuing into year 12 and the public examinations. The key priorities were to:

- complete the writing projects for the new courses (in partnership with WestOne)
- provide an on-line learning environment for all Stage 2 and Stage 3 mathematics courses in the form of Moodle courses and Centra classes
- complete the conversion of all electronic content cells into a user friendly print format.

### Teaching and Learning

#### Teaching programs in 2010

- *Print Materials:* All secondary courses are provided in printed lesson booklets.
- *Moodle Courses:* All senior school Stage 2 and Stage 3 courses for Mathematics and Mathematics Specialist were also offered inside Moodle. Teachers and students quickly availed themselves of the comprehensive facilities in Moodle, such as uploading of materials within minutes of identifying a need, discussion forums, posting announcements, provision of a grading page, links to internet sites, and electronic submission and return of work. Some teachers experimented with the use of FastStone Capture for creation of video clips for housing in Moodle.
- *PDF markup of student assessments:* All teachers embraced the use of pdf markup tools (where work was submitted electronically) to mark student tasks. Where this occurred the work was returned electronically which meant the turnaround time for student feedback was significantly reduced.
- *Centra Lessons:* All teachers presented lessons, either ongoing or scheduled, to a broad range of students where

practicable. Some teachers managed the challenges of timetabling difficulties by delivering out of hours lessons where this was the only option.

- *Mathletics:* This commercial product continues to provide a comprehensive range of activities to support and complement our teaching programs. Courses are selected according to the needs of the student and the work can be monitored by teachers, students and parents. This program is coordinated for K to 12 students at SIDE by Kerry McCaffrey as her Level 3 Classroom Teacher responsibility.

#### Lower School

A total of 220 students were enrolled in SIDE maths lower secondary subjects at the conclusion of the year. This represented a decrease of 26% on the same time in 2009. The reason for the decrease could be explained by some district high schools securing a maths teacher whereas in previous years the teacher shortage meant a reliance on SIDE to provide the teaching/learning programs.

#### NAPLAN

2010 was the first year since the inception of MSE/NAPLAN that saw our school mean fall below the population mean. Factors that can influence change are:

- 1) teaching/learning programs
- 2) teaching staff
- 3) nature of the student cohort.

Given the first two points are largely unchanged over the time period represented then the last point would seem to be the main reason for variation.

Year	Mean (all)	Mean (school)	Differential	N° SIDE students	% SIDE stud above min stand	% SIDE stud at Min stand	% SIDE stud below min stand
2005	535	571	+6.7%	29	96.6%		3.4%
2006	535	541	+1.12 %	40	87.5%		12.5 %
2007	536	553	+3.17 %	34	92.4%	3.8% 1 stud	3.8% 1 stud
2008	582	598	+2.7%	19	90%	10%	0%
2009	588	605	+2.9%	26	88.5%	7.7%	3.8% 1 stud
2010	585	574	-1.9%	39	87.2%	2.5% 1 stud	10.3 %

### Senior School

A total of 361 students were enrolled in a SIDE maths subject at the conclusion of the year which represented a 20% increase on the numbers at the same time in 2009.

The following table shows the moderation figures for our examinable subjects/courses over a ten year period. The number is: The Mean of our Moderated School Assessment – Mean of our School Assessments. It is desirable to have this figure close to zero or positive.

	Calculus		Ap Maths		Dis Maths	
2000	-5.95		-14.41		-11.62	
2001	-8.97		-13.89		-14.78	
2002	-11.27		-12.06		-13.83	
2003	-8.76		-4.05		-5.45	
2004	-6.08		0.5		-1.54	
2005	-5.23		-0.96		-2.46	
2006	-2.13		0.95		0.44	
2007	-2.24		0.59		-0.03	
2008	-2.02		2.73		14.08	
2009	-8.39		-4.27		2.7	
	3CDMAS	3ABMAS	3CDMAT	3ABMAT	2CDMAT	2ABMAT
2010	-6.9	5.31	-5.88	1.39	4.76	12.23

Analysis of a broader range of available data and feedback from the Secondary Schooling Achievement Standards and Support (SSASS) branch of the Department of Education indicated that all our mathematics courses show that the SIDE school results compare favourably with like schools and the rest of the state. All our courses delivered a “value adding” component to students final scaled scores used for ATAR.

This confirms that we are applying appropriate strategies using data analysis to examine areas of weakness, and more appropriately scaling (by standardizing) tests, exams and final scores to conform to state mean and standard deviation targets set by the Curriculum Council.

### Highlights Of 2010

#### Staff:

- *TEE Revision Seminars:* Ron Dymock presented for Mathematics 3CD at the DoE seminars in July.
- *AADES Conference Wellington New Zealand:* Carolyn Bone presented at this conference in October on the topic of “Do the number really add up”, an expose of

on-line practices in the teaching of Mathematics at SIDE.

#### Writing Projects:

- *Completion of in-house writing projects:* Bob Oates, in conjunction with our regular relief teacher Margaret Clark, completed the writing of the stage one mathematics courses. Ron Evans completed the writing of Mathematics 2CD.

We have had very positive feedback from students, parents and school supervisors regarding the quality and user-friendliness of these units.

#### Focus Areas For 2011

- *Moodle Courses for stage one mathematics courses:* This commenced in 2010 but in 2011 will be expanded to include more information and support.
- *Moodle courses for lower secondary modules:* This will be a work in progress to investigate and decide the best model for lower secondary units. This will largely be determined by the direction of ACARA (National Curriculum) and how best to utilize our existing resources to comply with national requirements.
- *ACARA:* Map our existing resources to National Curriculum and explore commercial products on offer, particularly with an application to an on-line environment.
- *On-line submission and marking of student work:* This will enable faster feedback to students



## SCIENCE

In 2010 the Science Learning Area was made up of 11 full-time teachers, one part-time teacher (0.8) and one Laboratory Technician (0.2). At the commencement of the year all teachers were expected to teach science across Years 8-12, however, senior school enrolments resulted in the teachers in-charge of courses only teaching senior school students.

The key priorities for 2010:

### *Lower School*

1. Where possible students will be required to email reflections to their teacher on a weekly basis, enabling them to get immediate feedback.
2. Develop marking keys for all lower school modules replacing levelling with marks.
3. Determine grade cut-offs for each module.

### *Senior School*

4. Prepare teaching and assessment materials for new courses (all Stage 3 courses and 1A/D Integrated Science)
5. Provide support for revision, study skills and exam techniques

## Teaching and Learning

### *Senior School*

In 2010 a wide range of courses were offered to senior school students (Table 1). Earth & Environmental Science was offered in 2009 and 2010 with very low enrolments (4 and 3 respectively). It was decided not to offer Stage 2 from 2011 as it is not an efficient use of SIDE resources to offer courses with low numbers.

Table 1: The number of students studying science courses Semester Two 2010.

Course	Stage 1	Stage 2	Stage 3
Biological Sciences	12	45	41
Chemistry	N/A	30	28
Earth & Environmental Science	6	4	N/A
Human Biological Science	N/A	39	32
Integrated Science	10	N/A	N/A
Physics	N/A	31	26

All senior school science courses were available online. Stage 2 courses except

Biological Sciences and Earth & Environmental Science were available in Janison, all other courses were available in Moodle. All courses were also available in print form and students were provided with the print materials for use during study.

A variety of strategies were used to support student learning. These included:

- The use of Centra with as many students as possible. The inability of students to access live Centra lessons was mainly due to timetabling difficulties.
- Providing support materials in Moodle/Janison (e.g. tutorials, revision programs, help sheets, links to audiovisuals).

2010 was the first year for the external examinations in all Stage 2 and 3 science courses with the exception of Earth & Environmental Science.

Most SIDE Stage 2 students performed much better than the rest of the state. However, the feasibility of offering these courses with low enrolments needs to be assessed.

Table 2: Moderation difference for each course.

Course	No. students	SIDE	DET	State
BIO - Stage 2	4	11.77	6.45	4.49
BIO - Stage 3	40	-6.73	-3.97	-3.42
CHE - Stage 2	3	-10.60	-18.33	-19.88
CHE - Stage 3	26	-12.63	-8.07	-6.96
EES - Stage 2	2	-8.07	-0.73	3.85
HBS - Stage 2	9	-3.19	-0.13	2.05
HBS - Stage 3	30	-2.72	-1.95	-1.55
PHY - Stage 2	2	8.86	4.22	3.85
PHY - Stage 3	23	-5.64	-5.26	-4.19

The school assessment of Stage 3 SIDE students was moderated down more than other students in the state (Table 2). The experienced teachers at SIDE believe this is due to the performance of students in assessment tasks other than tests/exams being higher in comparison to their test/exam marks. In the past SIDE students' exam performance was a good predictor of their TEE mark and their school assessment was comparable with their final scaled score. The increased weighting for assessment tasks other than tests/exams in the WACE Courses has resulted in the school assessment being less reliable. Discussions with teachers from other schools found that most of their

assessment tasks were invigilated or had verification tests. SIDE has difficulty getting tests strictly supervised and asking for all tasks to be done under supervision would be almost impossible. Because of this the Science Learning Area successfully applied to the Curriculum Council to increase the weightings for tests/exams to those similar to past D and E code subjects. It is hoped that this adjustment will result in the moderation difference for each course being closer to zero in 2011.

### Lower School

In Semester Two 2010 there were 165 students enrolled with SIDE in Years 8-10. The half cohort in Year 8 would explain the lower figures in 2010.

Table 3: Lower School enrolments.

	Year 8	Year 9	Year 10
2008	100	118	151
2009	65	80	80
2010	28	66	71

In 2010 lower school students were encourage to submit lesson reflections and assignments electronically using PDF forms. The majority of students took up the opportunity to submit tasks in this way. Those that didn't had a variety of reasons including:

- No or unreliable computer access
- Difficulty using PDF forms
- Supervisors preferring them to work in books and/or hand work to them for posting/faxing as part of their monitoring submission

There were very few Centra lessons offered to groups of students. Reasons for this include:

- No or unreliable computer access
- Students all at different places in modules
- No time for lower school lessons
- Student circumstances e.g. overseas, travellers, Referral Program students.

The WAMSE 9 Science data showed students at SIDE performed better than the state. Both males and females performed better than the state mean in both Science (males and females 517) and Science Investigating (males 509, females 510).

Table 4: 2010 WAMSE results for Science and Science Investigating

Year	N° students	Mean (SIDE)	Mean (All)	% above WAMSE standard	% at WAMSE standard	% below WAMSE standard
2010	23	517	483	61	17	22
	23	510	484	61	13	26

This follows previous trends where SIDE students have performed better than the State. This data is only for SIDE's home-based students who sat the test. The results of school based students are not included in SIDE's results.

### Highlights for 2010

SIDE Science teachers participated in

- regional visits to the Goldfields, Pilbara and Kimberley
- school visits in the city, central west and southern regions
- student visits to SIDE
- SIDE camps
- facilitation of Curriculum Council Consensus Moderation meetings (Andreas Niaouris, Dianne Saunders, Leonie Wilson and Julie Weber) and moderation of schools who couldn't attend meetings
- marking WACE exams (Paul Tournay, Julie Weber and relief teachers Natalie Cooper and Sarah Mirco)
- WAMSE 9 Science marking (Julie Weber)
- SIDE WACE Revision Seminars (Andreas Niaouris and Natalie Cooper)
- reference groups:
  - Leonie Wilson - Curriculum Council Biological Sciences CAC
  - Julie Weber - DoE Science Focus Group and WAMSE Item Review Group
- Science Teachers' Summer School Canberra (Julie Weber).

## Focus areas for 2011

- Encourage all students to submit work electronically.

### Lower School

- All teachers teach lower school.
- Improve teaching and learning in lower school by:
  - having a Moodle presence for each lower school module/class
  - conducting regular Centra lessons
  - introducing science skills through the Thinking Science project in conjunction with UWA.
- Using, reflecting and reviewing the new assessment and grading schemes.
- Preparation for the Australian Curriculum by:
  - mapping the current SIDE modules against the Australian Curriculum
  - planning a model for the delivery of new materials
  - prepare a timeline for implementation.

### Senior School

- Review courses being offered to ensure the best use of resources available and ensure there is sufficient choice available for SIDE student pathways.
- Complete the conversion of existing Janison courses into Moodle.

## SOCIETY & ENVIRONMENT

### Introduction

2010 was a year of solid performances by staff and students with very good results being achieved by individual students and across subject areas. Staff continued to work in a cooperative and cohesive manner, with the sharing of ideas and resources being a highlight of this cooperation.

Stable staffing was a feature of 2010 with an established team focussed on making improvements both in the resources and in their lesson delivery. Centra and Moodle proved to be effective tools for providing students with a range of flexible resources to enhance their study.

## Teaching and Learning.

A detailed analysis of the achievements within each of the four senior school courses and lower school has been included in this section of the report.

### Economics

The Stage 3 Economics had a cohort of 30 students of which 27 students sat the WACE Stage 3 Exam. Our top performers received scaled marks of 79% and 76% with the highest standardised exam score being 80% (79.7%).

In the multiple choice section of the exam, 22% of students were awarded over 82%. In addition, it was very rewarding that a student in the "Follow the Dream Program" at Cecil Andrews SHS was awarded over 50% in his scaled score.

Stage 3 Economics SIDE materials were written by the SIDE teachers to ensure the complete coverage of the syllabus. These materials formed the basis of the Moodle course. Centra lessons were made available to every student and students were often given revision lessons out of school hours culminating in a flexible course delivery.

Stage 2 Economics had a cohort of 40 students, including 6 students in Year 12. The completion rate was high in Year 11 with many students enrolling for Stage 3 in 2011. Results for the 6 Year 12 students indicated many marks were scaled down significantly in the moderation process which impacted on students' final results.

### Geography

Stage 3 Geography had a cohort of 32 students who were well supported by material produced by our Geography Association (GAWA).

As this is the first year of Stage 3 Geography, Norm Snell presented several revision conferences to students and professional development seminars to geography teachers during the course of the year. This has allowed for greater consistency and preparation for our Stage 3 students.

Our results correlated strongly with the Curriculum Council scaling process with an

exam correlation coefficient result of 0.93. The workbooks prepared by SIDE Geography teachers and on-line lessons ensured the students had sound grounding in both content and skills.

Stage 2 had a total enrolment of 32 students including 6 students in Year 12. Small Group Moderation took place with the Year 12 student assessments and SIDE marks correlated well between the schools involved. Results for Year 12 students studying Stage 2 were scaled down by 20% yet most students achieved a score of more than 50% for both school and the external exam.

Our results correlated strongly with the Curriculum Council scaling process with a result of 0.87 correlation coefficient. This was due to students being well supported through teacher contact, Centra lessons and use of the online version of the course in Moodle. Student feedback was also very positive for workbooks produced by teachers of Geography at SIDE.

#### *History*

History numbers continued to increase with a record number of 42 students sitting the WACE external exam. There were approximately 36 Stage 2 students and ten Stage 1 students.

Jan Fleming and Ros Keron took part in small group moderation process once again with the teacher at Christmas Island who had a small cohort of seven students. This partnership is continuing in 2011 with a group of only three students.

In Year 12 the Stage 2 results were not as favourable as Stage 3 but reflect the common trend with Stage 2 courses in Year 12.

Stage 3 students achieved good results with nine students achieving results in the top 20% of the state. The final WACE exam marks for several students were markedly higher than those achieved throughout the year illustrating the effective exam preparation students received from SIDE teachers. One student who achieved a school mark of 60% recorded a standardised exam mark of 85.68%. A flying visit to Newman by Ros Keron to conduct a revision seminar for her three students at this school proved

highly beneficial and therefore it would be a recommendation that similar revision seminars be held at this time.

#### *Politics and Law*

Stage 2 Politics and Law had a cohort of 22 students, including 5 Year 12 students completing the course for a WACE Result. The WACE exams provided the following results:

- SIDE Mean – 59.25%
- SIDE Mean Raw exam score – 49.75%
- SIDE Mean Scaled Score – 43.42%

This compared to all schools:

- State Mean – 61.94% (-2.69%)
- State Mean Raw Exam Score – 44.89% (+4.86%)
- State Mean Scaled Score – 40.51% (+2.91%)

This is a positive result in terms of comparison with the results from the rest of the state. The success of the subject has carried forward in 2011 with over 35 students currently enrolled in the subject. Many of the Stage 2 (Year 11) students have carried through and are enrolled in Stage 3.

The new Stage 3 Politics and Law course was implemented with 28 students completing the course to the WACE examination stage. This in itself was a positive result with many students continuing with SIDE from Stage 2. Staff, after this first year of the course, will now conduct a review to ascertain areas where improvement is needed to provide enhanced learning opportunities for the students.

#### *Lower School*

The lower school cohort remained relatively stable throughout the year.

Centra continued to remain an integral part of delivery of lessons. Regular phone contact and emailing were an important means of contact with students.

The year 10 class at Shark Bay and a home-based student from Esperance completed the 1A Geography course and gained

accreditation with the Curriculum Council as a result. Two students gained a high A grade result. Positive feedback was received from the supervisors about the students enthusiasm for the subject and their focus on their studies overall.

Teachers were encouraged to use the unit tests for lower school Year 10 students in an attempt to familiarise students with testing processes, ready for Senior School.

### Highlights of 2010

- Two students in Year 10 became enthused by the John Forrest Award geography competition. It involved the drawing of a field sketch of a local landscape and a discussion in 500 words about the relationships which exists between the elements of the physical and cultural environment depicted in the sketch. The two year 10 students, Ben Lowe from Esperance and Dana Norman from Shark Bay took out 2<sup>nd</sup> and 3<sup>rd</sup> prizes respectively.
- Late in 2009, SIDE was awarded a federal grant to establish an Asia Literacy program at SIDE. Asia Literacy is the capacity to reflect upon and explore cultural differences in the Asian region. S&E were keen to engage students in teaching and learning programs which had an Asian focus, in line with the Australian Curriculum expectations. Valda Puls became an inaugural member of the committee and was able to access some of the Asia Literacy funding in 2010. This enabled her to begin writing a new online module ASIA LINKS as an introduction to the South East Asian region a topic for Year Eight students.
- Loretta McWhae ran a successful seminar for Economics students in Karratha. Loretta also mentored an indigenous student who was part of the 'Follow the Dream' program at Cecil Andrews SHS. With Loretta's support, particularly her willingness to provide extra Centra lessons at flexible times, he passed the very difficult level three economics course.
- Ros Keron worked with the Curriculum council on two projects:
  - Standards setting in Stage 2 Modern History Course

- Facilitating moderation consensus meetings

Ros also conducted a revision seminar at Newman SHS which proved highly beneficial at exam time.

- Chloe Sherwin, a history student, achieved the second highest raw exam score of 78 percent, won a residential scholarship to Murdoch University for four years which enabled her to commence her tertiary studies this year.
- In Geography Stage 3 outstanding students included Kim Phan (Ballajura Senior College) who achieved an A grade and a Certificate of Excellence.

### Focus areas for 2011.

The main focus for this year will be to review the materials and delivery of lower school courses in line with the expected requirements of the Australian Curriculum.

In addition we will continue to develop the following strategies:

- establishing early face to face contact with students
- producing Learning Objects based on the identified areas of weakness
- providing exemplar answers to questions
- developing a general marking model to provide students with a clear understanding of assessment expectations
- engaging students in exam paper analysis
- conducting additional exams and providing practice tests
- encouraging students to access the many revision seminars being provided for exam candidates
- improving and developing new resources to support the online focus of SIDE
- review Stage 3 Politics and Law course to ascertain areas where improvement is needed to provide enhanced learning opportunities for the students.

## TECHNOLOGY & ENTERPRISE

### Introduction

#### Staffing

An increase in student numbers in T & E led to an increase in staffing, from 5.0 to 8.4 staff, with most of the extra staff part timers. These additional staff members were experienced at teaching at SIDE and were competent with online delivery and contributed greatly in course development, particularly in Moodle.

The introduction of a number of new 1C/D course units contributed to these enrolments although generally, 1A/B units remained the most popular, particularly with Year 11 students. Accounting & Finance Stage 2 and Design Photography Stage 1 were popular choices of students.

#### Focus/priorities/targets for 2010

The main focus was the introduction of many new WACE courses and the development of online support materials in Moodle. This was achieved by a combination of WestOne materials, conversion of Janison courses and the creation of new teacher developed units. Funding was obtained to enable contract writers to be employed on some writing projects while others were achieved in-house.

Several laptops were purchased by the learning area which enabled staff to work with students during visits (to SIDE and student study locations) with specialist software.

### Teaching and Learning

- *Online teaching and learning*  
All T&E staff embraced both the asynchronous Moodle and synchronous Centra online applications and incorporated them in to their teaching. The different subject areas developed skills and resources best suited to both their students, level of expertise and subject. All staff attended a wide variety of professional learning opportunities from in-house IT sessions to external Curriculum Council or professional organisation seminars to enhance their skills. Access to functions such as email and more recently Centra through the DET Portal has allowed staff to maintain

communications with students and other staff both on and off-site.

#### Curriculum development

Courses are continually undergoing modification to content and assessment items in both senior and lower school. This has been made achievable through several factors including:

- the use of Moodle,
- the receipt of archived digital print masters; and
- Wimba documents for newly developed courses from WestOne.

Access to Moodle through the internet has relieved the necessity for staff to be at SIDE to update courses. The ability to edit complex WestOne units to cater for syllabus changes and incorporate new materials through the use of the Microsoft Word tool Wimba was an important factor in allowing what were previously inflexible resources, to remain current.

#### Business Education

- *Accounting and Finance Stage 3.*  
This course was offered for the first time to Year 12 students in 2010, using WestOne developed units that were supplemented by a prescribed text book and regular Centra lessons. Enrolment numbers (30) were similar to previous years. Students found that new content, which was not in the previous Year 12 Accounting syllabus, quite challenging. The final TEE exam was deemed particularly difficult and while raw scores were not flattering, scores were scaled up to an acceptable level compared to the rest of the state cohort. This was supported by comments from DET's SSASS branch during their annual review.
- *Accounting and Finance Stage 2*  
A large number of students (70) undertook this course, including 25 Year 12s. There was, however, a significant drop in enrolments from 2A to 2B. Results overall were pleasing (only two E grades were awarded, 75% of students achieved a C grade or better). Unfortunately Yr 12 students who completed the WACE External Exam were heavily penalised by

scaling. SSASS branch advice was to mark harder in 2011 which will lead to scaling having less impact.

- *Accounting and Finance 1A/B*  
While enrolments were not high, it proved to be a very useful option for some students who dropped out of the Stage 2 course and also for a few Year 10 students who could count it towards their WACE.
- *Business Management & Enterprise*  
Twenty students in total were enrolled in the 1A/B and 1C/D combinations with most students remaining in the course (few withdrawals). They participated actively (including Centra sessions) and successfully completed the course. Content delivery was through Moodle using SIDE developed units and a text book for 1A/B. Newly created WestOne materials for 1C/D proved to be very engaging and a credit to the writer. Both streams have food as themes in their tasks (1A/B – chocolate marketing, 1C/D – burger business) which students enjoyed. New 1A/B units written by WestOne in 2010 are being delivered in 2011.
- *Design & Technology*  
Photography attracted a high number of enrolments (approximately 70) in both 1A/B and 1C/D which were delivered through Moodle. The standard of student work continues to improve as many students upgrade from basic digital cameras to SLR cameras as they become more affordable. The newly developed WestOne 1A/B course will be introduced in 2011 while 1C/D will be written for 2012.

The Automotive course was placed in Moodle and revamped significantly. More emphasis was placed on students participating with local industry and accessing resources from their own home and community rather than SIDE dispatching equipment. This was achieved by modifying the delivery of course materials and proved successful with a significant improvement in student

results from Semester One to Semester Two.

The Technical Graphics course was added to Moodle and further development occurred to integrate Computer Aided Drafting as the means for production of student drawings rather than traditional instruments. The ProDesktop software used ties in with lower school courses and will enable students to move easily into senior school. Work standards rose as students became familiar with the program.

In lower school there was generally a strong performance across year groups achieving a B grade in all Design & Technology subjects. A high percentage of students with low literacy skills do not achieve a grade as they do not complete enough of the course to cover all outcomes. The development of further remote community woodwork courses has alleviated this to some degree. Technical drawing and CAD will be combined in 2011 into Technical Graphics courses with more emphasis on CAD. Projects will be developed to incorporate the laser engraver and CNC router. Students who attended the lower school camp enjoyed an afternoon of digital photography at the zoo and learned some photo editing skills in the computer labs back at SIDE.

- *Home Economics*  
In senior school Children, Family & the Community continued to be a popular Stage 1 course. Units 1C & 1D were introduced to cater for Year 12s continuing on from 1A/B in 2009. Results were very encouraging with 50% of students who completed the course, receiving an A or B grade. Course materials were refined to cater for online delivery, marking/feedback and Centra delivery. A preliminary unit was developed for 2011. Further links need to be established with day cares/pre-schools so that delays to field work for students are minimised.

It was found that students who attended Centra lessons on a regular basis made a valuable contribution to the discussions and

inspired each other with ideas for submitting a higher standard of tasks.

Distance and a lack of resources proved to be no obstacle to several students from small remote communities in 1A/B. They used their initiative to present assessments using alternative resources, including new technologies, to inspire their communities to try their newly created programs to become fit. Several other students, who were interested in following a medical career, found the course a valuable link to family life. SIDE retained more students throughout the course, more students received a 'C' grade or better and more students achieved an 'A' than the previous year.

In lower school Year 8 enrolments were down due to the half year cohort. This area has a high proportion of students with low literacy skills which was reflected in the grade distribution. Workshops were conducted with Leinster, Denham & Gascoyne students. Moodle courses will be further developed in 2011 along with increased use of Centra features. Some students who attended the lower school camp developed their cooking skills and created a meal for the rest of the group.



## SECTION 3 STUDENT ACHIEVEMENT

### WACE performance analysis including Yr 11 results

#### Semester 2 Results, 2010

WACE COURSE	A	B	C	D	E	U	TOTAL
Accounting and Finance	17	39	42	39	32	3	172
Applied Information Technology	9	17	10	6	3	0	49
Aspects of Tourism	1	1	4	1	4	0	11
Automotive Engineering & Technology	2	9	7	5	9	0	32
Biological Sciences	26	32	42	12	6	1	119
Business Management and Enterprise	6	6	16	2	6	0	36
Career and Enterprise	2	9	14	8	16	4	53
Chemistry	7	3	11	2	11	0	43
Children, Family and Community	9	19	7	6	12	0	53
Design	11	28	48	28	26	3	144
Earth and Environmental Science	4	3	4	2	1	1	15
Economics	14	22	41	12	6	0	99
English	13	49	178	54	80	17	391
French	11	20	16	19	20	4	90
Geography	6	14	40	14	14	0	88
Health Studies	18	44	59	14	39	2	178
History – Modern	7	18	49	21	25	3	123
Human Biological Sciences	9	17	26	19	22	1	94
Indonesian – Second Language	10	8	11	12	0	0	41
Indonesian – Background Speakers	4	2	4	1	0	0	11
Integrated Science	5	4	5	2	3	0	19
Italian	9	18	34	11	2	10	84
Japanese: Second Language	7	2	6	3	2	4	24
Literature	2	9	15	3	4	0	33
Materials Design and Technology	7	3	2	1	0	0	13
Mathematics	74	107	127	70	94	35	507
Mathematics Specialist	6	11	10	13	10	0	50
Physics	6	9	32	12	11	0	70
Politics and Law	4	22	32	16	6	0	80
Visual Arts	5	19	29	9	18	1	81

Semester 2 results for 2010 demonstrate a wide range of achievement across Learning Areas. The results demonstrate the majority of students in are achieving at a C level or better.

In 2010, SIDE had a greater number of full time students enrolled in WACE examination courses (**indicates improved performances in 2010**). Fifty 53 percent (53%) of students enrolled or registered with SIDE, eligible for an ATAR, used a SIDE course score in the calculation. Both the participation and success rates of students in Endorsed programs were also higher than the State average.

It must be noted that SIDE takes students in Year 12 whose education is interrupted due to staffing difficulties at their base school resulting in their joining SIDE at various times over the course of the year. SIDE has no responsibility for the counselling of students into WACE courses at the base school. Some students, due to disrupted schooling, may also have had inadequate preparation in Year 11 for an external examination course in Year 12. For 2011 the recommendation is for Student Services to examine ways to bring the Graduation rate, for students eligible to graduate, more in line with the State average.

### Summary of results from the Curriculum Council

	STATE	SIDE
<b>Secondary Graduation</b>		
Number of full-time, eligible (to graduate) students	21329	29
Graduation Rate	97%	79%

<b>WACE Examination Students (4 or more WACE Course Scores)</b>		
Participation Rate	61%	51%
Percentage of <b>full-time</b> eligible students with 1 or more scaled score of 75+	34%	33%

<b>WACE Course Units (2 or more WACE course units)</b>		
Participation Rate	100%	100%
Number of full-time eligible students with 1 or more A grade	56%	38%

<b>VET Students</b>		
Unit of Competency/National Training Module Participation Rate	37%	17%
Percentage of <b>full-time</b> eligible students who achieved 1 or more qualification	31%	10%
Percentage of <b>full-time</b> eligible students who achieved 1 or more qualification at Cert II or higher	18%	4%

<b>Endorsed Programs: other than VET</b>		
Participation Rate	22%	41%
Percentage of <b>full-time</b> eligible students who achieved a result in 1 or more endorsed programs	82%	83%

<b>2010 Year 12 Curriculum Council Awards</b>			
Course Exhibition	1	Annis Naomi Mctigue	Italian
Certificate of Distinction	1	Annis Naomi Mctigue	Italian
Special Certificate of Distinction	1	Sasha Montocchio	French
Certificate of Excellence	1	Jacob Ramon Lowe	

## Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN) 2010

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
<b>SIDE Average</b>	585	539	582	573	574
<b>Similar School Average</b>	568	561	572	573	577
<b>National Average</b>	574	568	579	579	585

The data from NAPLAN demonstrates that SIDE programs are effective in delivering basic skills and competencies to the extent that, in most cases, SIDE students outperform or equal their counterparts in similar schools.

SIDE has a focus on Lower School in 2011 which will include strategies to improve our results in NAPLAN Writing and Numeracy.

## Year 9 Western Australian Monitoring Standards in Education (WA MSE9) 2010

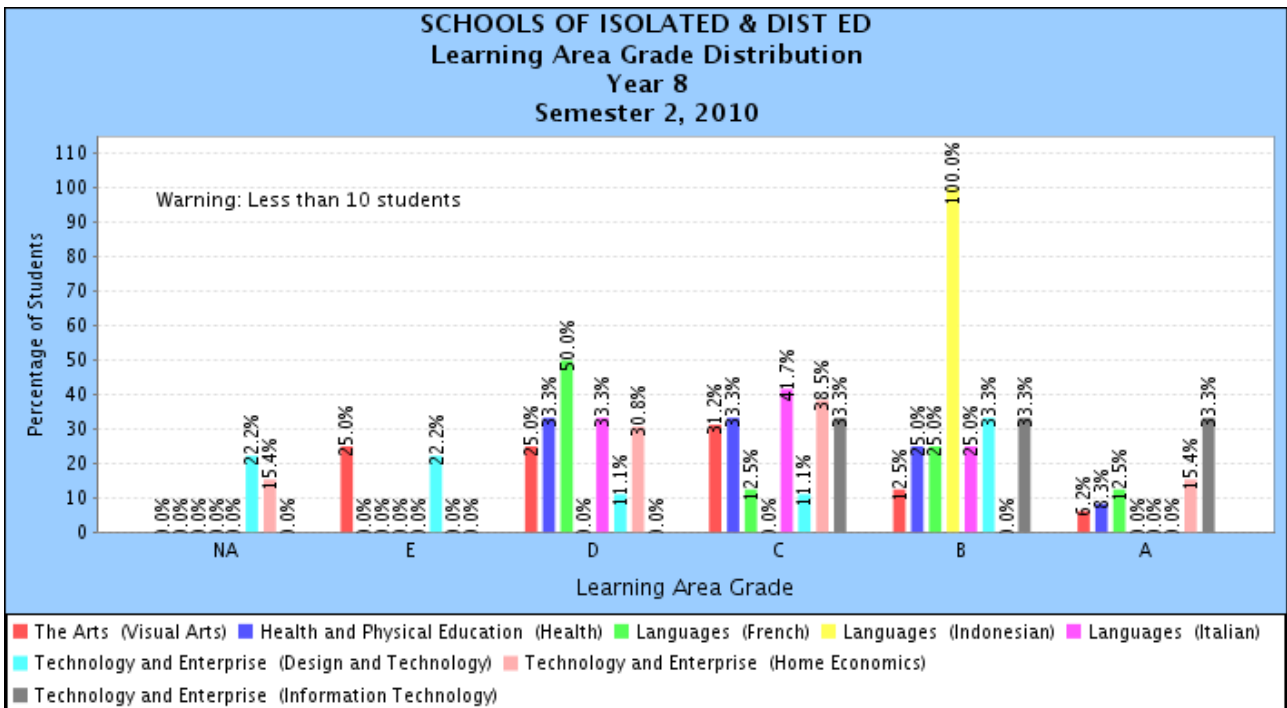
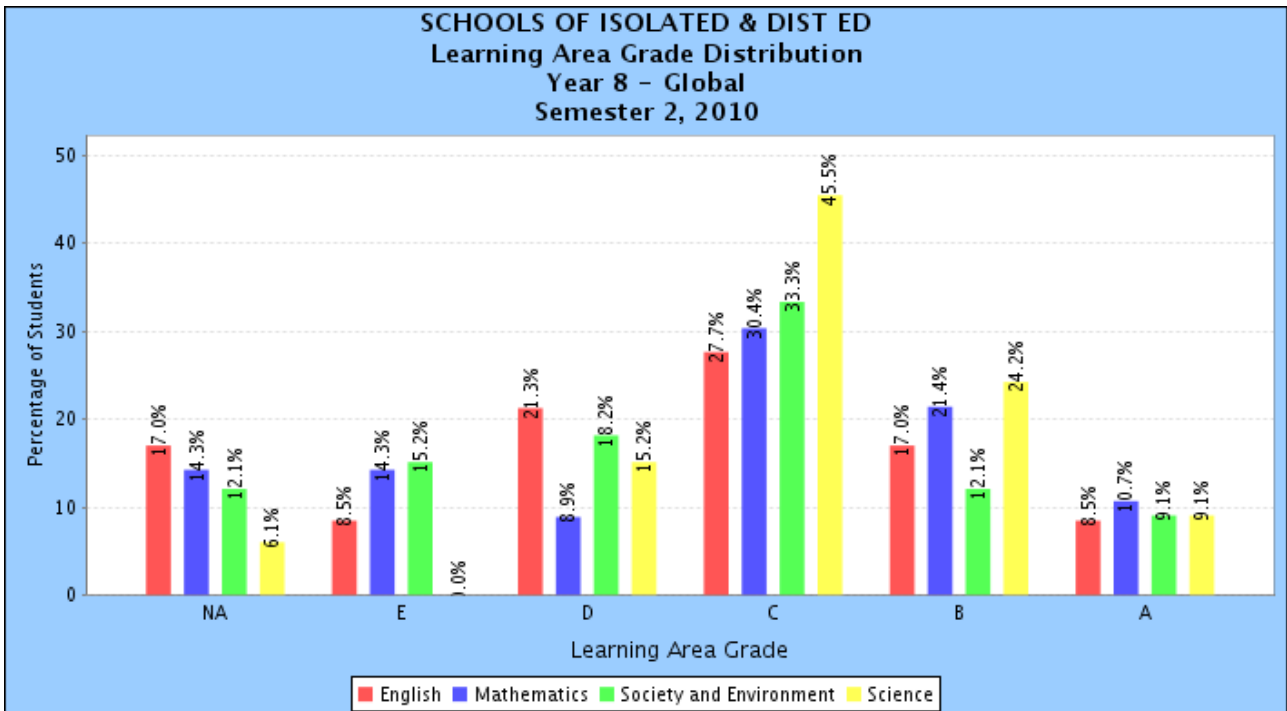
	Science (knowledge)	Science Investigating strand	Society & Environment (knowledge)	Society & Environment ICP strand
SIDE Average	517	510	523	532
State Average	483	484	493	493
<b>State Comparison</b>				
• Top 25%	35%	43%	52%	52%
• Middle 50%	57%	48%	43%	43%
• Bottom 25%	9%	9%	4%	4%

The above WA MSE9 data demonstrates the strong performance in both Science and Society and Environment when compared to WA State average. Results show that:

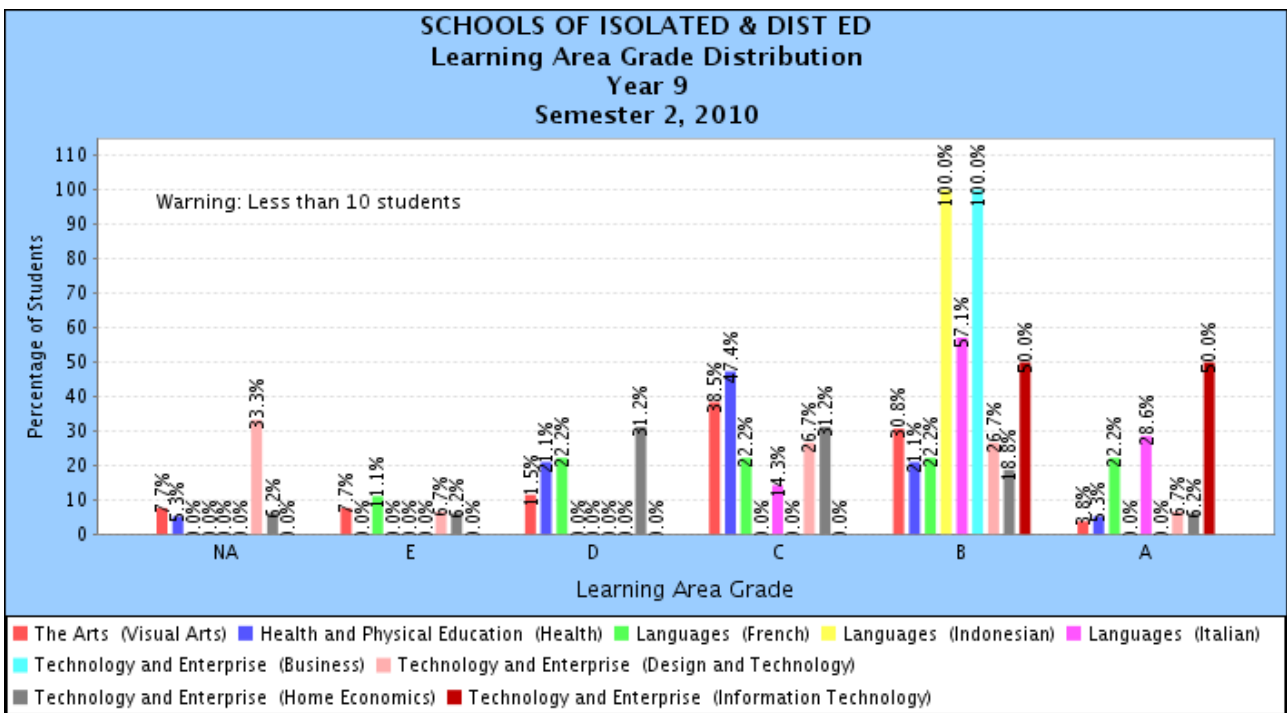
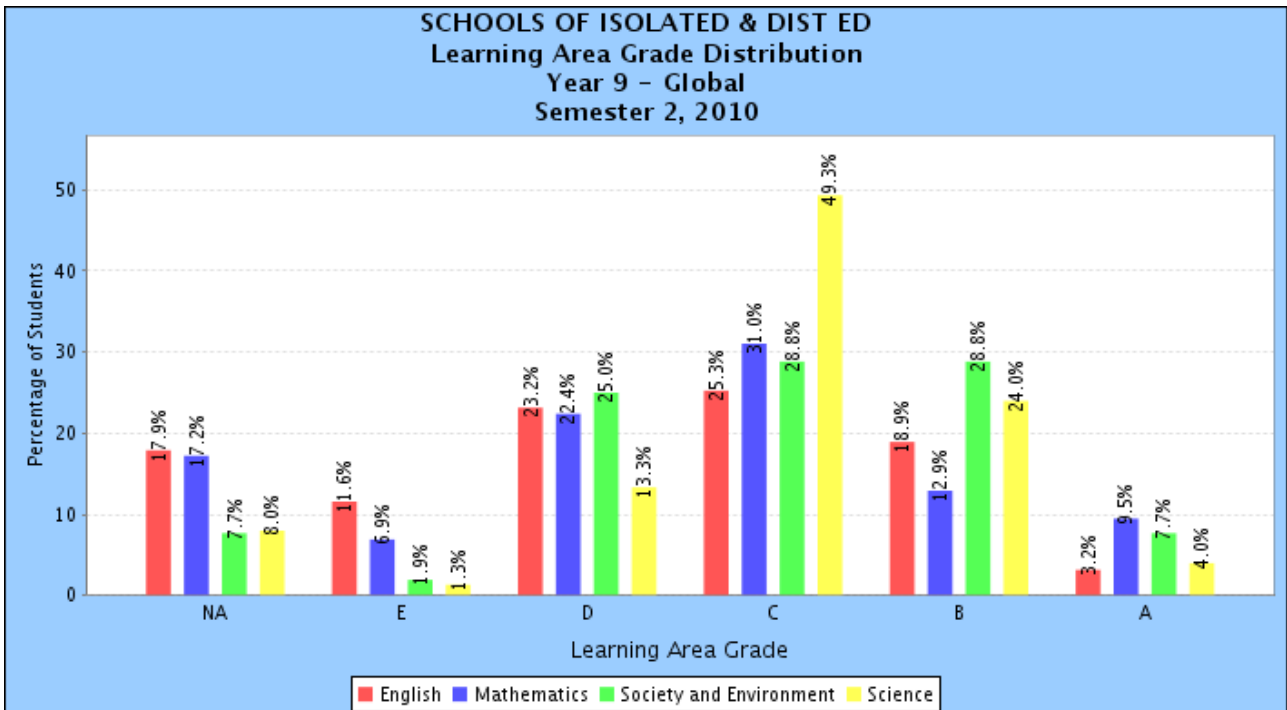
- 91% of SIDE students performed as well as or better than other students in WA schools in Science; and
- 96% of SIDE students performed as well as or better than other students in WA schools in Society & Environment.

# School Assessment Results

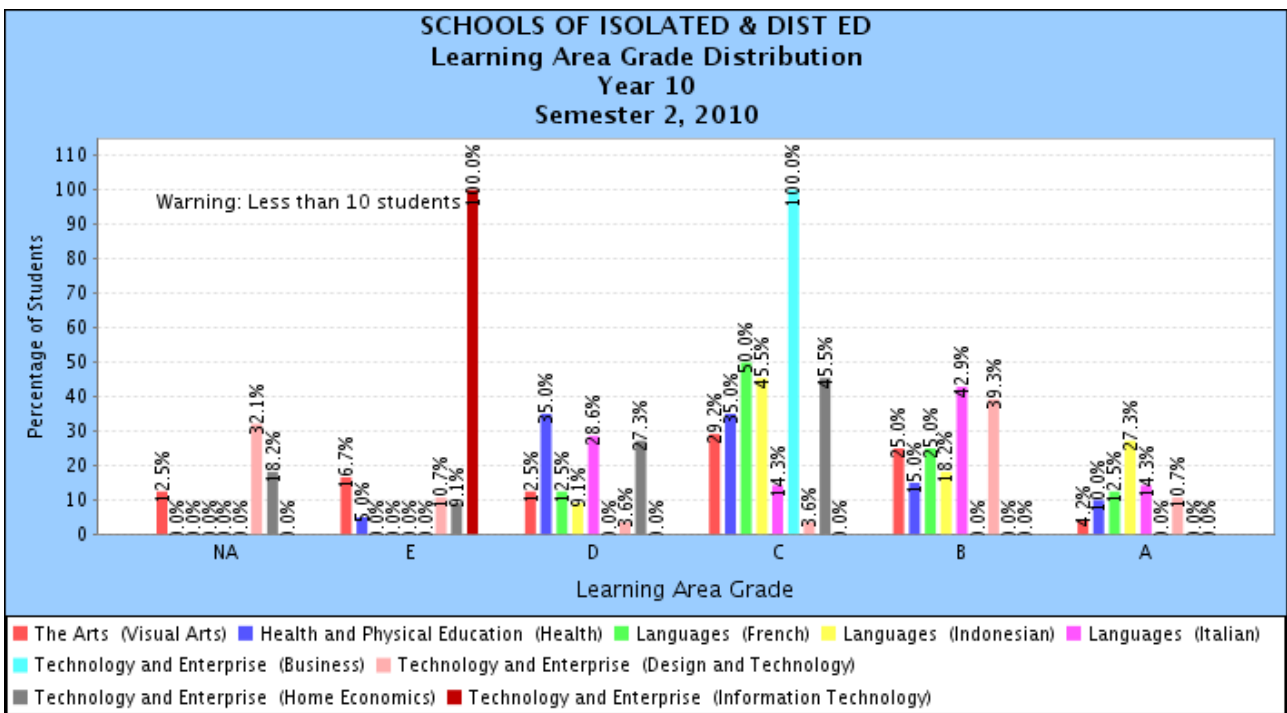
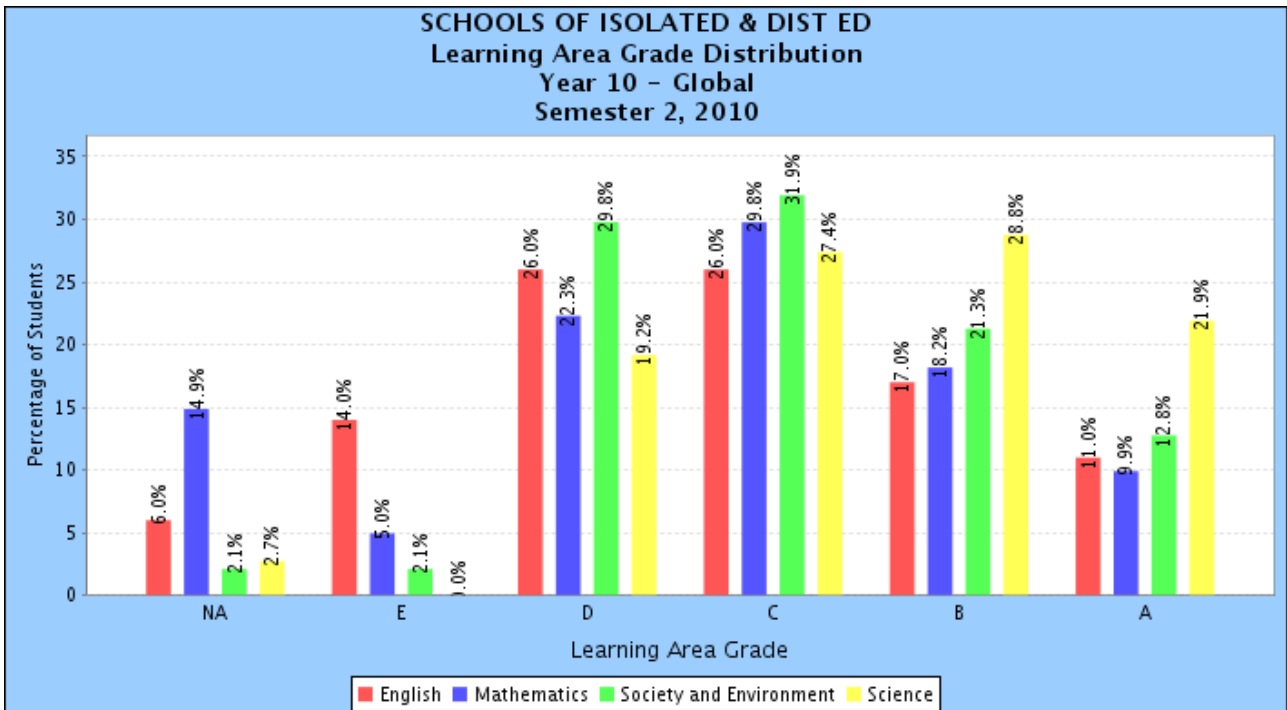
## Year 8



**Year 9**



Year 10



# SECTION 4 SCHOOL MANAGEMENT

## Secondary School Budget Report

### INCOME

Secondary Voluntary Contributions Home Based Years 8-10	\$21,271.00
Secondary Assistance Scheme	\$11,155.00
Charges Home Based Years 11 & 12	\$34,407.00
SIDE Full Fee Paying Non Government	\$217,725.00
Charges Govt Schools Intra Dept	\$60,384.00
Voluntary Contributions Govt Schools Intra Dept	\$12,732.00
VET in Schools	\$7,292.00
W.E.R. Seminars	\$23,030.00
Art Camp Home Based	\$600.00
Sale of Materials (Textbooks)	\$1,270.00
Library Miscellaneous Revenue	\$449.00
School Grant - Secondary	\$331,873.00

### TOTAL INCOME

**\$722,188.00**

### EXPENDITURE

Administration	\$10,736.00
Public Relations	
Memberships	
Contract Staff	
Stationery	
Curriculum Printing - Westone	\$131,658.00
Furniture & Fittings	\$4,603.00
Student Services	\$15,156.00
Professional Development	\$45,415.00
Accommodation & Travel	\$47,335.00
Library	\$25,035.00
English	\$10,000.00
Maths	\$14,340.00
Society & Environment	\$10,900.00
Science	\$21,591.00
Technology & Enterprise	\$29,000.00
Health & Physical Education	\$10,650.00
The Arts	\$34,500.00
Career Education	\$27,900.00
VET Auspicing	\$1,802.00
Learning Support	\$15,500.00
Values Project	\$1,981.00
WER Seminars	\$25,000.00
Secondary Projects	\$20,000.00
Curriculum Development Projects	\$28,236.00
Charges Refunds	\$4,000.00
SIDE Full Fee Pay Students fees to Central Office	\$186,850.00

### TOTAL EXPENDITURE

**\$722,188.00**

### RESERVE ACCOUNTS

Secondary Student Computer Reserve	\$50,512.00
Maths Resource Reserve	\$1,000.00
Art Resource Reserve	\$2,775.00
T&E Resource Reserve	\$2,993.00
Student Services Resource Reserve	\$2,282.00
Library Software Replacement	\$10,000.00
Library Resource Reserve	\$1,185.00

### TOTAL RESERVES

**\$70,747.00**

### PCAP

Income	\$152,300.00
Expenditure	\$152,300.00

## Staff Attendance

	2007	2008	2009	2010
Teaching Staff	97%	96%	96%	96%
School Support Staff	98%	97%	96%	95%
All School Staff	97%	97%	96%	96%

## Staff Retention

Because of the nature of staffing at SIDE, which is variable from year to year as student numbers and course selections vary, the retention rate is reported as the proportion of base permanent teaching staff retained into 2009. SIDE then employs a number of teaching staff on a fixed term basis as the need arises as determined by enrolment trends.

	2010
Total base Teaching Staff	155
Permanent staff retained from previous year	100%
New permanent teaching staff	0
Staff retention Rate 09 -10	100%

## Teacher Qualifications

All teachers employed at SIDE Secondary School meet the professional requirements to teach in Western Australian Schools and all are registered with the Western Australian College of Teaching. All have Working With Children credentials.

## Teacher Professional Learning

	2010
Number of Secondary Teachers and Support Staff	175
Minimum days at \$260 per day	1
Total Professional Learning Expenditure	\$45,415.00

## Student Attendance

At SIDE, attendance for home based students is documented by the timely return

of work and regular contact with teachers. SIDE teachers have implemented several structures to ensure attendance and participation:

- Students are provided with a work completion calendar. Those who do not submit work without a reasonable explanation are considered 'absent'.
- Students are encouraged to follow a normal school day pattern to participate in lessons. It is expected that they 'attend' for 8-10 hours in senior schooling courses and 4 hours for lower schooling subjects.
- Online lessons are used to monitor student attendance and participation.
- The use of Moodle and a web-based portal allow students to 'attend' at times when their teacher may not be available.

## Year 12 Student Post School Intentions and Destinations

Destination	Intent 2009	Dest 2010	Variation
Returned to school	0.4%	2.5%	2.1%
Apprenticeship	8.6%	0%	-8.6%
TAFE	11.4%	7.5%	-3.9%
University	56.3%	35.0%	-21.3%
Employment	13.9%	15.0%	1.1%
Traineeship	1.6%	5.0%	3.4%
Other Training	4.1%	10.0%	5.9%
Employment Assistance	0%	12.5%	12.5%
Other	3.7%	12.5%	8.8%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>	

Note: Percentage may not add to 100 due to rounding

## Student Retention

	2007	2008	2009	2010
8 - 10	N/A	207%	163%	208%
8 - 12	78%	133%	136%	156%
10 - 12	49%	56%	71%	75%
10 - 11	87%	91%	102%	157%
11 - 12	70%	64%	78%	74%

Given the nature of student enrolment at SIDE, these figures are indicative, not determinative.



## **Student, Parent & School Supervisor Satisfaction**

The survey, carried out at the end of 2009, measured Parent, Student and Supervisor satisfaction in response to a range of questions. Parents and Supervisors were asked an additional 3 questions relating to their roles in the SIDE partnership. Some adult learners were also included in the student group. The survey groups were drawn from all of the client categories which SIDE services and each indicator was scored on a scale of 4.

Several areas of SIDE's performance were very highly rated by students. These included:

- the approachability of SIDE staff and their ability to resolve problems quickly
- the need to achieve a high performance standard
- the quality of feedback from SIDE teachers
- the availability of resources.

Parents reported greater levels of satisfaction with SIDE rating several areas as 3.6 or higher for the following.

- Approachability of SIDE teachers.
- Professionalism and expertise of SIDE teachers.
- Commitment to the whole child by SIDE teachers.

SIDE Supervisors are usually teachers who have responsibility for students studying at a school level in a variety of subjects. They rated the approachability of the SIDE teachers and Student Coordinators very highly along with the use of Centra lessons, the support from their school's administration and the attention of the SIDE personnel to their needs. They were particularly enthusiastic about visits to SIDE.

While, on the whole, members of the community were very satisfied with what had been achieved in their interactions with SIDE and would recommend the experience to others, several areas were highlighted for improvement.

- Students expressed some dissatisfaction concerning the levels of contact with teachers and student coordinators.

- A high number of students and a large proportion of supervisors were unable to comment on the value of Centra lessons and a small but significant number expressed dissatisfaction with their Centra lessons. 20% of parents expressed some dissatisfaction with 'prompt' contact in the event of a problem with Centra.
- Opinions were divided on the extent to which the SIDE experience catered for personal and social development of students.
- A significant number of Supervisors expressed concern with the lack of opportunity to visit SIDE. A large proportion of Supervisors were also unable to comment on the usefulness of the Supervisor's handbook.
- Supervisors also expressed concern at the time allocation for their responsibilities which, in turn, provoked further concern for their ability to contact parents and co-ordinators at SIDE.

## **Recommendations for 2011**

- Development of an electronic Contact Log to improve responsiveness to students and to address learning progress issues.
- Learning Areas and teachers should aim for access to online contact with all students where possible..
- Continue to refine students at risk processes to enhance student achievement and provide timely feedback to supervisors, parents and students.
- Continue to take advantage of the opportunities presented through monitored Centra lessons to provide social experiences for students to work collaboratively with peers.
- The program of Supervisors' visits to SIDE, including Centra demonstrations, to be continued.
- The new SIDE website being developed will increase accessibility to relevant Supervisor information.