

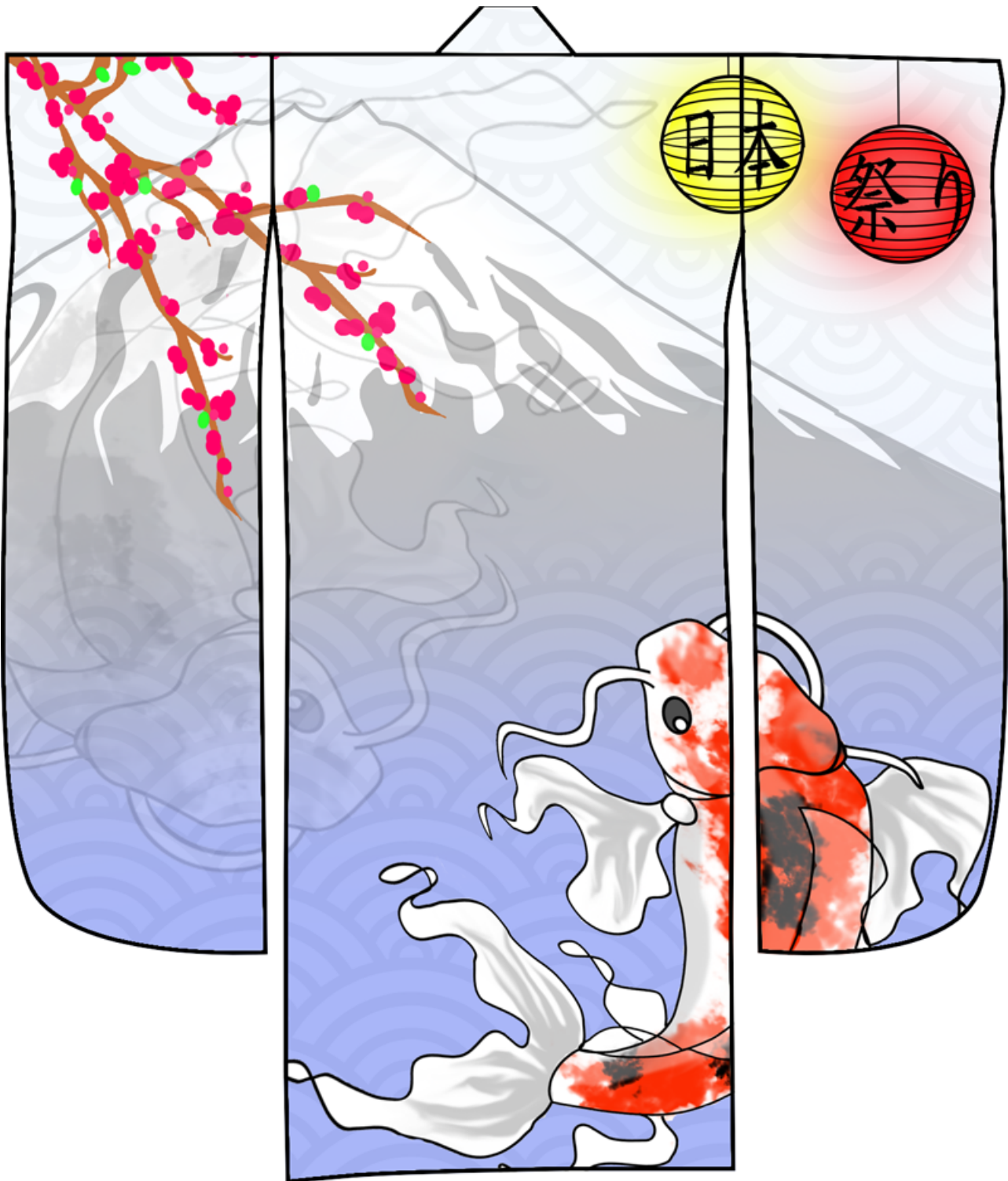


## **SCHOOLS OF ISOLATED AND DISTANCE EDUCATION**

### **2011 Annual Report**



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



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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 2011 school year saw enrolments decrease to approximately 2500 students in the Secondary School and 260 in the Primary School. There were decreased numbers of enrolments from metropolitan schools accessing SIDE.

### School Profile

SIDE is the government provider of 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 that 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 offers a comprehensive curriculum for students in Years 1 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 Education 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 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 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.
- Teachers need to encourage students to take responsibility for their own learning and to set challenging yet realistic goals for improvement.
- Effective pedagogy is purposeful, challenging and connected to a student's experience, stage of development and background.
- Learning programs need to acknowledge and build on students' skills. They need to be culturally and developmentally appropriate and have real-life application.
- Students should have the opportunity to observe, practise and teach other students the actual processes, products, skills and values that are expected of them.
- The mental and physical health and well-being of students and teachers is a priority.
- Students need opportunities to engage in higher order thinking and reflection about learning.
- The core-shared values in practice are the important foundation for all 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

#### Introduction

The Student Services Team, at the secondary level, consists of student coordinators and school psychologists. Coordinators establish and support educational programs for SIDE students and monitor their progress for success. They are responsible for:

- Coordinating each student's educational program in partnership with teachers, supervisors and parents.

- 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.
- Considering individual circumstances as well as the 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 2011**

- Total enrolments of 2,500. There was a significant decrease in metropolitan schools accessing SIDE.
- The new SIDE Online Enrolments via the Portal (SOEP) was made available to all government schools to enrol students with SIDE. This application enabled schools to enrol students with ease and efficiency.
- Enrolment and student support information was updated and re structured in line with new website guidelines. The Admissions tab information is clear and informative.
- The *info@side* general email elicited a range of enquiries that were responded to in a timely fashion

### **Online Teaching and Learning**

- Student Services staff developed and interrogated Moodle courses in Term 4 to prepare for their 2012 teaching role.
- The Year 11 & 12 Information Moodle course was created in response to demand for school information including WACE and TISC. The *Adult* Moodle course continued to be a useful support for timely school and destination information.
- Centra continued to be an important tool, utilised by student coordinators, to maintain effective learning programs including Endorsed Programs.
- Comprehensive enrolment information and student/supervisor support material

was made available on the SIDE website.

- Resource Centre staff provided access to a range of online learning materials including encyclopaedias, databases and reviewing services.

### **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.
- The Adult and Endorsed program Moodle courses provided quality curriculum and student support.

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

- Comprehensive TISC and university entry support was presented via Year 11 /12 Information Moodle.
- WACE Planners were used extensively by student coordinators to track students' WACE achievement. Careful monitoring was essential given the nature of the SIDE cohort and the complexity of the WACE requirements.
- Scholarship and alternative entry applications were prepared by student coordinators on behalf of students to provide additional university entrance opportunities.
- Centra lessons were offered to home-based Year 12 students to support WACE examination preparation and TISC guidance.

### **Supporting Students and Schools**

#### *Student Contact*

- A two-day School Supervisor seminar provided induction and support for staff supervising SIDE students in partnership schools.
- The Lower Secondary camp provided the opportunity for home based students to be supported in the achievement of quality educational and socialisation outcomes.

- The Senior Secondary camp provided study skills, tertiary pathway information and teacher workshops to Year 11 and 12 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 improving understanding of complex situations.
- Onsite enrolment practices were encouraged and refined for student orientation, connection and counselling.
- A Regional Travel Safety Policy was implemented.
- *Referral* and *Elite* category students visited SIDE on a weekly or fortnightly basis providing an opportunity to work with their teachers and to interact with other students.
- SIDE 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.

#### *Support Materials and Procedures*

- Course Information flyers were developed for senior secondary and lower secondary schools, providing key information in an overview format.
- Student curriculum and supervisor information *Choices* handbooks were updated and made available on the SIDE website.
- Student course change processes were developed to accurately monitor and record student programs within the *Reporting to Parents* application.
- Parent information letters were sent to parents of students in partnership schools to encourage the SIDE partnership.
- Improved learning outcomes for *Elite* category 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.
- School psychologists held information sessions across Learning Area teams to discuss the function of the Referral Program, operational procedures, issues of concern and to gain feedback from staff.

#### *Resource Centre*

- Resource Centre collaborated with the Online Teaching and Learning Team in the development of professional learning courses.
- A new Moodle course – Resource Centre Online was developed to provide students with one-stop access to information resources.
- The Resource Centre coordinated the Author Online program. Students have 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 2012**

- Develop priorities within change parameters outlined in *Student Services – 2012 and Beyond* and *SIDE Key Messages and Directions 2012*.
- Record student and school contact and streamline the student at risk process within the Student Contact Intervention Log System.
- Develop and modify regional and on site student contact visits taking into account the 2012 Student Coordinator teaching role.
- Examine ways to maintain a regional presence.
- Review enrolment processes within the Student Online Enrolment Portal (SOEP) parameters.
- Provide WACE/TISC/exam and other information via a Year 11/12 Information Moodle course.
- Further develop team communication by relocation to one physical space.

## ONLINE TEACHING AND LEARNING

### Introduction

- The Online Teaching and Learning team supported a wide range of online technology used by SIDE teachers to connect with students.
  - In 2011 the OTL team consisted of five staff:
    - 1 x L3 Program Coordinator .
    - 3 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 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 2011, we specifically focussed on:
- Implementing key actions identified in the Online Learning Plan launching 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.
  - Completing the implementation of the virtual learning environment, Moodle. WestOne's Equella content management system, fully integrated in 2010, streamlined and increased

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 the Department of Education's state-wide 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 2011. The Department of Education upgraded to a newer version on Saba Centra at the start of 2011 providing greater functionality for all users of Centra. Most students received regular, scheduled instruction, receiving multiple lessons per week across their learning program. More than 3000 online lessons per month were delivered by the end of 2011. Levels of practice increased in sophistication, with teachers using the tool in creative ways to engage and stimulate students. Advanced aspects of the Centra 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 improved.
- This evolution in teaching reflected SIDE's move to an "e-school", 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.
- Our learning management system, Moodle, moved from a period of transition to one of full use in 2011. At the end of the school year there were approximately 2500 users of Moodle and about 500 courses being used or in production.
  - Students continued to enjoy the freedom of working in Moodle. In the information age, a learning environment that reflected students' "digital lifestyles" was bound to improve learning outcomes. Teachers who may have felt disconnected from the student cohort in the past 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. Moodle advanced training has been attended by many teachers, ready to expand their knowledge of Moodle and its tools to further engage students in their learning.
  - 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.
  - SIDE Connect was released. This the public face of Moodle, allowing access to courses by users external to SIDE.
  - The SIDE formed, Western Australian Moodle Users Group, continued to host regular meetings. Connecting with other Moodle users and sharing knowledge made these sessions very useful for all who attended.
  - Professional development continued to be coordinated by Angela Signorile, and her capacity to deal with the complexities of organisation is to be commended.

- The new Online Teaching Capabilities Framework was presented to staff early in 2011. 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. This framework is core to teaching at SIDE and is an integral part of all SIDE teachers' performance management.
- The relationship between the SIDE ICT team, led by Gavin Rogers, and the OTL team, continued to be very 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 2011

- Ross Manson and Angela Signorile were invited by Saba to present at their Regional Users Group meeting in Sydney in March. Their presentation to over 150 delegates, including high level Saba executives from the USA and many corporate clients, was very well received. Many were astounded at the scope of SIDE's use of Centra and the obvious passion for quality online teaching and learning by our school.
- Ross Manson presented at the AADES conference in July. His paper was on the SIDE Teacher Capabilities Framework that he developed in 2010.
- The new SIDE website was launched in semester 2. Ross Manson and Jonathan Bromage worked hard to create a site that is both user friendly and a good first port of call for people interested in coming to SIDE.
- Neil Berry continued to mentor teachers and provide support in the use of the Wimba course creation system. 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.

- Halina Sobkowiak received Level Three Classroom teacher status, a testament to her excellent skills as an online teacher and mentor.
- Halina Sobkowiak consolidated her work in OTL developing a series of professional learning opportunities for staff in the integration of SMARTBoards into online lessons. She also worked closely with the Resource Centre to manage and support the "Online Authors" initiative.
- Angela Signorile coordinated and managed the Curriculum Council practical exams in EADL and German using Centra. This saw over 1000 students in 7 countries in Asia use Centra to complete the practical interview component for their TEE.
- The OTL Team facilitated a live Centra session with Jessica Watson, the youngest person to sail solo around the world, in Term 4. This session saw Jessica connect with over 40 SIDE students from all parts of WA and the world.
- The OTL Team attended Classroom Management in Schools training revisiting many key teaching strategies for increased collaboration amongst students and teachers.
- The OTL Team continued its important role in facilitating SIDE's move to being the "state-of-the-art", e-learning school.

- Start to integrate cloud-based web applications with SIDE's online systems, reducing the need for SIDE students to have specific software installed locally. OTL will begin to use and investigate Wistia, a video house site, for potential use across SIDE.
- 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.

### **Focus areas for 2012**

- Implement key actions identified in the 2012 Online Learning Plan.
- Survey of SIDE staff as to their professional development needs.
- Implement the results of this survey in a revised OTL PD programme for teachers.
- OTL will work closely with Kim Tan, from the Classroom Management in Schools Team, to develop a classroom management strategies course for the SIDE online teaching context.

## SECTION 2 CURRICULUM LEARNING AREA REPORTS

### PRIMARY SCHOOL

#### Student Profile

The primary school has Western Australian students enrolled and living all over the world. Enrolments from Kindergarten to Year 7 fluctuate throughout the school year and can reach a maximum of 260 at any one time.

The student population in 2011 was grouped in the following cohorts:

WA Regional	Over-seas	Australian Traveller	Referrals
2%	46%	49%	3%

Travelling students traditionally remain on the program for between six to eighteen months. Overseas students are usually enrolled for one to nine years. Regional students enrol with us from Kindergarten to Year Seven and the length of enrolment for referral students varies according to their situation.

#### School Beliefs, Values and Expectations

##### Teaching and Learning is based on:

- A mutual, collaborative relationship between staff, students and home tutors.
- The belief that all students can learn and achieve their potential.
- Home tutors, students and teachers sharing responsibility for a child's learning.
- The individual needs of students being recognised and addressed.
- Curriculum that is culturally and developmentally appropriate and has real life application.

##### Students – we value and aim to ensure that our students:

- Are responsible and self-motivated learners.
- Enjoy school.

- Give their best at all times and be willing to help others.
- Are fit and healthy.

##### Teachers at SIDE Primary School are professional and committed to:

- Providing a safe and caring environment that ensures they make a difference to each and every student.
- Quality teaching and learning and to developing each child to their full potential.
- The concept of team and contribute towards it.
- The notion of life long learning.
- Establishing and maintaining a close, collaborative partnership with home tutors to ensure the very best learning can occur.

##### Parents:

- Value quality education and recognise their unique role in distance education.
- Are supportive of the school and value the concept of parents as partners.
- Ensure their child in our school is provided with the given opportunity to achieve their true potential.

#### Staff Profile

The SIDE Primary School staff is highly experienced. In addition to the Principal and Deputy Principal, there are five full-time and eight part-time teachers. Two part time education assistants are employed to support enrolled students with special needs. One full-time administrative assistant provides administrative support and performs student enrolment duties.

##### *Teacher Qualifications*

Four staff members now hold Level 3 Classroom Teacher status and undertake significant leadership roles across the school. Nine staff hold Senior Teacher status. All teaching staff meet the professional requirements to teach in

Western Australian schools and are registered with the Western Australian College of Teaching.

#### *Staff Retention*

Most teaching staff on fixed term contracts and all permanent staff have been retained from 2010.

#### *Staff Attendance*

The average attendance rate of days attended per staff member is as follows.

	2008	2009	2010	2011
<b>Teaching Staff</b>	98%	96%	98%	98%
<b>School Support Staff</b>	98%	98%	98%	95%
<b>All School Staff</b>	99%	97%	98%	97%

#### *Expenditure and Teacher Participation In Professional Learning*

All staff engaged in a range of professional learning during 2011. Teachers have undertaken professional learning in curriculum, Copyright, Accountable and Ethical Decision Making, Moodle, Centra, Wimba, Aboriginal Education, Kindergarten to Year Three Literacy with Diana Rigg, On-line Entry Assessment (Pre-primary), and other programs to support online learning. A total of 330 hours of PD has taken place during 2011. The Professional Development budget of \$5000 was fully expended.

#### *Student Visits*

During 2011, 150 student/family visits took place. These visits ranged from inductions at SIDE, home visits, revision sessions and follow up visits. Our staff endeavoured to visit all our regional students in their homes at least once through the year. All home visits were funded through PCAP.

### **Student Achievement and School Performance Information**

The teaching and learning programs at SIDE Primary school are developed specifically to meet individual student

needs. Information gathered in the classrooms, from parents, student services, and external tests such as the National Assessment Program Literacy and Numeracy (NAPLAN) testing, assists teachers to determine the needs of their students.

2011 saw the fifth year of national testing in Literacy and Numeracy (NAPLAN). The tables on the following pages provide a comparison of NAPLAN results for statistically similar schools across Australia.

Students in Years 3, 5 and 7 at SIDE Primary School performed above or close to the national average in all of the Literacy and Numeracy components.

## 2011 NAPLAN Results Across Australian Capital City Distance Education Schools

Reading	SIDE Primary	Open Access College, South Australia	Distance Education Centre Victoria	Tasmania e School	Sydney Distance Education Primary School	Brisbane School of Distance Education
Year 3	471 442 - 500	467 452 - 482	504 467 - 541	544 492 - 596	525 492 - 558	415 382 - 448
Australian Schools' Average				416		
Year 5	536 510 - 562	520 503 - 537	526 496 - 556	501 457 - 545	583 552 - 614	480 454 - 506
Australian Schools' Average				488		
Year 7	593 566 - 620	571 557 - 585	531 510 - 552	535 502 - 568	567 541 - 593	565 549 - 581
Australian Schools' Average				540		

Writing	SIDE Primary	Open Access College, South Australia	Distance Education Centre Victoria	Distance Education, Tasmania	Sydney Distance Education Primary School	Brisbane School of Distance Education
Year 3	414 391 - 437	414 401 - 427	435 407 - 463	430 389 - 471	477 450 - 504	432 405 - 459
Australian Schools' Average				416		
Year 5	476 451 - 501	508 492 - 524	462 432 - 492	427 387 - 467	528 499 - 557	428 403 - 453
Australian Schools' Average				483		
Year 7	531 500 - 562	539 523 - 555	487 460 - 514	467 428 - 506	589 550 - 628	521 503 - 539
Australian Schools' Average				529		

Spelling	SIDE Primary	Open Access College, South Australia	Distance Education Centre Victoria	Distance Education, Tasmania	Sydney Distance Education Primary School	Brisbane School of Distance Education
Year 3	444 418 - 470	427 413 - 441	446 414 - 478	490 444 - 536	477 447 - 507	423 393 - 453
Australian Schools' Average				406		
Year 5	502 478 - 526	520 505 - 535	521 493 - 549	468 427 - 509	533 504 - 562	466 442 - 490
Australian Schools' Average				484		
Year 7	570 542 - 598	573 558 - 588	542 517 - 567	530 497 - 563	593 556 - 630	543 527 - 559
Australian Schools' Average				538		

<b>Grammar &amp; Punctuation</b>	<b>SIDE Primary</b>	<b>Open Access College, South Australia</b>	<b>Distance Education Centre Victoria</b>	<b>Distance Education, Tasmania</b>	<b>Sydney Distance Education Primary School</b>	<b>Brisbane School of Distance Education</b>
<b>Year 3</b>	467 437 - 497	435 422 - 448	493 456 - 530	504 450 - 558	541 506 - 576	440 405 - 475
Australian Schools' Average				421		
<b>Year 5</b>	563 535 - 591	524 509 - 539	501 469 - 533	498 451 - 545	584 550 - 618	499 471 - 527
Australian Schools' Average				499		
<b>Year 7</b>	576 545 - 607	614 600 - 628	525 498 - 552	449 413 - 485	603 563 - 643	553 535 - 571
Australian Schools' Average				532		

<b>Numeracy</b>	<b>SIDE Primary</b>	<b>Open Access College, South Australia</b>	<b>Distance Education Centre Victoria</b>	<b>Distance Education, Tasmania</b>	<b>Sydney Distance Education Primary School</b>	<b>Brisbane School of Distance Education</b>
<b>Year 3</b>	460 436 - 484	390 382 - 398	465 437 - 493	503 463 - 543	533 506 - 560	424 397 - 451
Australian Schools' Average				398		
<b>Year 5</b>	529 507 - 551	484 476 - 492	515 490 - 540	508 473 - 543	567 541 - 593	484 462 - 506
Australian Schools' Average				488		
<b>Year 7</b>	597 571 - 623	543 535 - 551	536 516 - 556	514 485 - 543	606 574 - 638	563 548 - 578
Australian Schools' Average				545		

#### How to read the scores

603	←	Selected average
581 - 625	←	Margin of error at 90% level of confidence



## 2011 Strategic Plan Reviews

### *Curriculum Provision*

Major achievements in curriculum in 2011 include:

- Writing of new Science modules on Investigating Energy and Change, and Life and Living for in e-book form for Moodle.
- Implementation of new Year 4,6 and 7 integrated materials.
- Updating of Year 3, 5 and 7 persuasive writing modules to support NAPLAN.
- Planning and writing persuasive text packages for all year levels.
- Ongoing development of common assessment tasks for students.
- Year 3 Mathematics rewrite was completed and new materials have been well received.
- Offering Mathletics and Reading Eggs to all students at no cost to their family.
- Festivals module developed for both online and print based students.

### *Students at Educational Risk*

Major achievements for SAER in 2011 include:

- A continued strong focus on ensuring the school is responsive to the individual needs of students.
- Active promotion and participation in PEAC and Academically talented entry programs.
- Ongoing SAER collaborative group meetings to support individual case conferences where necessary.
- Increased number of referral students enrolling in the school requiring extra ongoing support.
- School SAER data-base is ongoing.

### *Learning Technologies/Online Learning*

Major achievements in ICT in 2011 include:

- Most students with access requirements and in a practical time-zones participated in regular online lessons.
- Surveying of school community regarding the blog.
- Established a Parents' Blog

- All teachers further trained/up-skilled in online lesson delivery and lesson creation.
- All teachers trained in Moodle and class/year level pages created.
- Bank of learning resources created for use across all levels.
- Specialist programs in Art and Science offered synchronously.

### *Other Highlights of 2011*

- The uptake of Moodle training and the transference of this into innovative classroom practice.
- Attendance at the International AADES Conference Hobart, Tasmania.
- The professionalism of our teachers in adapting to the reporting requirements of Department of Education and Training.
- The professionalism of our teachers in updating to the Australian Curriculum.

### **Online Lesson Delivery**

Online delivery of learning materials continues and has shown considerable growth as the preferred medium for home based students. In 2011, teachers significantly increased the use of Online Learning in all modalities available by creating and developing learning materials and lessons, and promoting and delivering these to a wide range of students (Australian Travellers, Overseas Home-based, Overseas Travellers, Regional and Referral) over the whole school year. Many Australian Traveller students took advantage of greater wireless connectivity within Australia to enrol and attend the school's online lessons.

In 2011, teachers with 421 student attendances successfully delivered 94 lessons in Centra. Most lessons were aligned to key area of Mathematics, Information Technology, Society and Environment, Individual Education Plans support and Speaking and Listening with specialist lessons offered in Science, Art and Music. Resource Centre and Science Week activities delivered for the whole school. The key change from 2010 to 2011 was the dropping of out of school hours lessons to cater for overseas time-zones.

In Moodle, more than 100 learning programs, classroom pages and specialist study areas were created and promoted by classroom teachers. A large proportion of Years 4 to 7 students made use of this facility.

In addition, a number of students accessed asynchronous learning opportunities such as Literacy/Numeracy Intervention programs, *MacquarieNet*, *Reading Eggs* and other programs such as Festivals, Physical Education, *Mathletics* and *Atomic Learning* tutorials.

Delivery to a larger audience continues to be hindered by internet connectivity issues, lack of home tutor take up and time-zone issues. These issues will continue to be addressed in 2012.

### Student Survey

The following survey was sent out to students from Years Five to Seven in 2011.

	Strongly Disagree	Disagree	Agree	Strongly Agree	unable to comment
1. I enjoy being a SIDE student.			63%	37%	
2. My teachers make school work interesting and enjoyable.		7%	63%	30%	
3. Teachers at this school motivate me to want to learn.		14%	56%	30%	
4. My teachers care about how I am going.			50%	50%	
5. I am encouraged to achieve to the best of my ability.		9%	49%	42%	
6. I receive help from teachers when I experience difficulty learning.		7%	44%	49%	
7. My teacher is approachable and willing to talk about my progress.			56%	37%	7%
8. Teachers at this school treat me fairly.			44%	56%	
9. My teachers have a good understanding of what they teach.			29%	43%	28%
10. My teacher listens and acts on my concerns.		7%	43%	43%	7%
11. My parents and I receive helpful information about my progress and achievement levels.			43%	43%	14%
12. My parents are informed if I have a problem.			44%	49%	7%
13. The school reports my parents and I receive are informative and easy to understand.		7%	44%	28%	21%
14. At this school, my interests and talents are being developed.		28%	56%	16%	
15. This school is meeting my educational needs.			50%	50%	
16. I am satisfied with my progress at this school.		7%	56%	37%	

## E-LEARNING

17. I know enough about technology to use Centra successfully
18. I know enough about technology to use Moodle successfully.
19. My teacher makes Centra lessons interesting.
20. I learn a lot in Centra lessons.
21. Using Moodle makes learning easier.
22. I learn best using online sets.
23. I learn best when I use my set booklets.

Strongly Disagree	Disagree	Agree	Strongly Agree	unable to comment
	7%	28%	42%	23%
	7%	28%	35%	30%
		40%	40%	20%
	7%	50%	23%	20%
	14%	20%	20%	46%
	14%	7%	29%	50%
14%	7%	37%	7%	35%

## COMMENTS

The *one* aspect I most like about this school is –

Everything in this school is discussed openly and we are allowed to express ourselves in our work.

The teaching method is unique and interesting as well as the teachers are.

Our son's teacher has been a lifeline for our son and our entire family. Her professionalism, extensive knowledge, experience, understanding, care and support goes far, far, far beyond the call of duty. She immediately relieved our son of his initial anxiety about the change of schooling to SIDE. This is amazing as he has chronic anxiety and anybody who is able to reassure and understand his needs is indeed rare.

How pleasant it is to learn from the learning sheet books. They are both entertaining and easy to understand.

The fact that there's a classroom of children all over the world in Centra.

All the projects are very fun and sometimes puzzling.

I really like art because I love creating things and being artistic!

That all of my workbooks are enjoyable and engaging. I learn new things from them.

My classroom and English lessons.

SIDE helps me be in different places and still let me do the same things as I would do in Australia.

Definitely the Resource Centre.

The one aspect I like most about this school is that we have Centra classes online and I get to meet people all around the world whilst doing Italian, French and upper primary Centra classes.

The one aspect I most like about this school is the flexibility.

The *one* aspect I would like to see improve in this school is –

I think there needs to be more online lessons and more technology involved.

---

I would also like to have more online art sessions.

---

In our experience, SIDE is perfect.

---

That there could be a picture of the children in classroom.

---

More Science and more craft.

---

Spelling because I'm not the best.

---

The online classes. I would like them if they had more project homework for the different subjects/topics that we talk about during the online lesson.

---

I don't like it that we have to do things over and over again.

---

Being able to have public holidays off.

---

The one aspect I would like to see improve in this school is that I think that the actual teacher could do a Centra class online at least once a week, or once in a while such as an English class or a normal Centra class online.

---

In the future I would like my school to –

There could be Tele-conferences eg teacher on TV monitor.

---

Students could have a trip to a country and meet up for holidays with their teacher.

---

This may be far out of reach but anything is possible like holographic teaching!

---

We could ask for nothing more from SIDE – Thank you so much!

---

Be a normal school with desks and other physical people in the classroom.

---

There's nothing missing

---

Have video on Centra and have easy and accessible school games.

- 
- Have a big library
  - Have lots of art
  - Lots of students to make friends with
- 

---

Have more books based on geography and history or have a special program for it maybe in Moodle.

---

Have more students so you can enjoy a more social life.

---

Arrange that all the kids at SIDE get to meet once a year or so.

---

Have a huge canteen, I've never been able to actually walk to a canteen and order something.

---

In the future I would like my school to be more interactive and to see the people we are talking to on the internet as well as a lot more face time.

---

## THE ARTS

### Introduction

The Arts Learning Area delivers programs in Applied Information Technology (AIT), Design-Graphics, Media Production and Analysis and Visual Arts. In 2011 the teaching team supported the SIDE school priorities across curriculum areas, delivering sound teaching and preparing students for future directions using different technologies to achieve student outcomes.

The team consisted of six staff members:

- 1 Level 3 Administrator and Level 3 Classroom teacher, working with Years 11 and 12, Applied Information Technology (AIT) and Design Graphics students.
- 1 Senior Teacher, working fulltime with Years 8 and 9, 11 and 12 Visual Art students.
- 1 teacher, working fulltime with Years 8 to 12 Information Technology students.
- 1 part-time teacher (0.6 FTE), working with Years 10 and 11 Design Graphics and Visual Art students.
- 1 part-time teacher (0.4 FTE), working with Year 11 and 12 Visual Art students.
- 1 Level 3 Program Coordinator – Online Teaching and Learning (Ross Manson) filling a vacancy in Semester Two, working with Years 8 to 10 Information Technology students.

### The Key Priorities Achieved in 2011

#### *Lower Secondary School*

- Refined and standardised pathway of Moodle online visual arts modules and assessments for each year group.
- Digital assessment feedback sheets, where numeric marking keys replaced levelling in Visual Arts.
- Scheduled Centra lessons where group times were offered in response to the student generated wiki timetables in Moodle.
- Full implementation of the Reporting to Parents Module, assessment outlines and all assessment data entry online in the Department of Education Portal.

- Further development of teacher on-line teaching competencies, professional development and the implementation of The Arts Moodle Style Guide.
- Moderation processes implemented across and within subjects.
- Worked in unison with WestOne team to produce Year 8 resources for the Australian Curriculum subject: Visual Arts.
- Streamlined dispatch of Visual Arts kits into semester packages and distributed at the start of the school year and again at the start of Semester Two.

#### *Senior Secondary School*

- Digital assessment feedback sheets and mark up of student work for all courses in Adobe Acrobat, supported through online Moodle advanced assignment upload by students.
- Scheduled Centra lessons where group times were offered in response to the student generated wiki timetables.
- Full implementation of the Reporting to Parents Module, assessment outlines and all assessment data entry online in the Department of Education Portal.
- Opportunities for the professional development of teachers in a range of on-line teaching competencies.
- Streamlined Moodle user interface with the implementation of The Arts Moodle Style-Guide.
- Creation and implementation of WACE Course Teacher Checklist to assist teachers in developing their teaching, learning and assessment programs.
- Collaboration with the OTL and school executive team to implement Stage 1 Media Production and Analysis for implementation.
- Shared and collaborated across schools, Rossmoyne SHS and Balcatta SHS with students and teachers given access to Stage 3 Moodle courses to generate a greater pool of ideas and knowledge and assessment validity for small group moderation.
- Supported Stage 2 WACE student design graphics portfolios for the first year of WACE examination with the highest

quality printing available and submission to the Curriculum Council.

- Provided the opportunity for students to exhibit art and design with submissions for Young Originals and Perspectives Exhibitions. Anthony Lim and Mikaela Smeathers were selected for Young Originals.
- Continued use and refinement of e-portfolios for Stage 3 AIT students, a digital repository allowed students to demonstrate a range of IT skills and knowledge. It provided all students with a rigorous study/revision program for WACE exams and a digital portfolio they could use for their time beyond SIDE.
- Online assessments in Moodle were trialled ie, questionnaires for multiple choice and short answer types were conducted in Stage 2 & 3 AIT to provide evidence for SIDE and the Curriculum Council as a fair and valid method of assessment.

#### *Whole School*

- Regional and metropolitan visits to students and schools, to address and resolve point of needs issues and to provide additional support.
  - Continued use and refinement of The Arts Student/Teacher Contact Log.
  - Worked in unison with WestOne team to develop Stage 3 Design Graphics and Stage 2 Media Production and Analysis courses.
  - Combined teaching expertise and the use of available resources to deliver three lower secondary camp workshops creating Popart Portraits in Adobe Photoshop.
  - Dusty Ward developed student Popart products into framed designs for display throughout the school.
  - Year 11 and 12 Visual Arts and Design student's practical work used for the 2011 Awards Ceremony invitation, program and framed pieces for display around the school.
  - Richard Wu contributed expertise across sectors as a WACE Visual Arts practical and written examination marker.
- Richard Wu was a member of the Asia-Literacy Committee and supported the ongoing development of the Moodle course.
  - Robyn Verboon contributed to the working party for a complete review of the senior secondary assessment policy as a member of the Curriculum and Reporting On-Line Committee.
  - Robyn Verboon was asked to provide an Information Communication and Technology specialist review of schools in the Department of Education's Specialist Programs.
  - Group and individual feedback to the Department of Education on the draft shape paper, the Australian Curriculum: The Arts.

#### **Teaching and Learning**

In 2011 a wide range of courses were offered to SIDE school students. Improved teaching and learning occurred through:

- Weekly scheduled and recorded Centra lessons being provided to all students in multiple groups, and ongoing lessons in groups and for individuals to address specific needs.
- Teachers provided a minimum of two sessions per week in lower secondary courses and up to seven lesson times were made available in Stage 3 Year 12 courses.
- All courses consolidated in Moodle for the second or subsequent years.
- Advanced assignment submission and upload to Moodle by students, deadlines and time lock-outs supported the school assessment policy.
- Follow up email and letters of concern were sent to parents, schools and supervisors.
- 27 students on individual education plans referred through the school psychologists were supported to re-engage with education.

Enrolments continued to fluctuate in all year groups, with analysis of data from the Department of Education was used to plan future course changes and improvements.



Course	No. of students	SIDE	DET	State
AIT - Stage 3	16	+7.02	-1.90	-3.47
DESG - Stage 2	9	-9.57	-5.61	-3.39
VAR - Stage 3	8	-6.60	-5.23	-4.57

Table 1: Lower Secondary

Senior Secondary enrolments over a three-year period can only be verified for courses offered at each stage over the past three years. New courses in Design and Visual Arts are recent additions to the SIDE program. AIT was a Phase 1 course implementation and is now showing stable enrolment numbers, filling a void for schools that do not have the expertise to offer Stage 3 courses.

Approximately 85% of student enrolments in Stage 3 courses are new to SIDE, not having studied Stage 2 the previous year with us.

Table 2: Total enrolment for Senior Secondary: WACE Courses

Course	Stage 1	Stage 2	Stage 3	Year
Applied Information Technology	26	26	21	2011
	27	31	26	2010
	35	28	11	2009
Design Graphics	28	14	n/a	2011
	19	n/a	n/a	2010
	n/a	n/a	n/a	2009
Visual Arts	36	27	9	2011
	19	47	23	2010
	n/a	23	14	2009

#### WACE Written and Practical Examinations

- Three courses in the learning area were examined at WACE level; Stage 3 Applied Information Technology (written), Stage 2 Design-Graphics (written and practical) and Stage 3 Visual Arts (written and practical).
- 100% of students in Stage 3AIT used their score as either their best or second best score; this was the highest ranked course at SIDE in 2011.
- Rossmoyne SHS was the Stage 3AIT Small Group Moderation partner school and achieved a top 10 school ranking across all sectors.
- Three year ATAR score averages for Stage 3 AIT from 2009 are 53.56, 47.81 and 65.09.
- Three year ATAR score averages for Stage 3 VAR from 2009 are 58.80, 52.75 and 61.41.
- Design-Graphics was examined at Stage 2 level for the first year and this has

provided evidence to assess the need for a future Stage 3 level course.

Subject	Year 8	Year 9	Year 10	Year
Information Technology	1	26	4	2011
	11	6	9	2010
	7	4	11	2009
Visual Arts	54	29	27	2011
	29	43	43	2010
	47	56	47	2009

Table 3: Moderation difference for each course

#### 2012 Priorities

- Raising standards in literacy and numeracy, using data to plan individual learning. The focus will be on improving literacy skills to enable students in practical courses the skills to improve theory, knowledge and understanding responses.
- Using strategies within Moodle and Centra to improve attendance and apply the assessment policy to regular work submission.
- Supporting teachers with professional development, including the Australian Curriculum – The Arts and Technologies.
- Centra is used as the daily teaching/delivery method with additional methods supporting this system.
- Moodle will continue to deliver all content and assessment in all The Arts and IT courses. Using and exploring all features to develop rich and engaging online classrooms.
- Maintain and foster external partnerships with schools, providing collegiate support, assessment moderation and professional development of teachers delivering new courses.
- Evaluate the need for future courses in Media Production and Analysis, Design and Digital Technologies in Years 8-10.
- Provide feedback to ACARA for the Draft Shape Paper: Technologies.

## CAREERS AND VOCATIONAL EDUCATION AND TRAINING

### Introduction

#### The Career Development Team

The Career Development Team's (CDT) learning area structure in 2011 was comprised of the Careers and Enterprise (Stage 1 and 2) Course, Workplace Learning (Mode 1 and 2) and the Certificate of General Education for Adults (CGEA), Certificate I in Work Education, School Based Apprenticeships (SBA) and School Based Traineeships (SBT). The strategic priorities for this department in 2011 focused on diversifying capabilities of the CDT staff, Moodle refinement of CGEA Moodle courses and Careers and Enterprise WACE course pathways.

The VET stand-alone programs that were delivered at SIDE in 2011 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 I in Information Technology (Units of Competency)

Through School Based Apprenticeships and Traineeships we supported:

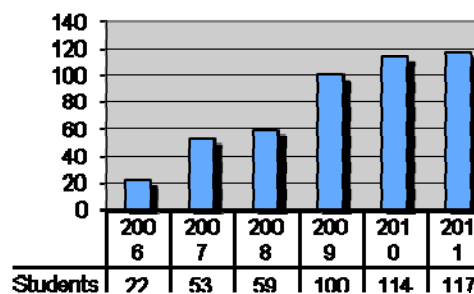
- Certificate II in Community Services Work
- Certificate III Automotive Mechanical Technology Certificate III in Design Fundamentals
- Certificate III in Printing and Graphic Arts
- Certificate II in Agriculture
- Certificate II in Hospitality

#### Teaching and Learning

##### • CGEA

The growth rate of the CGEA course had again increased in 2011 as the graph below shows.

CGEA Enrolment Growth - End of 2011



The CGEA program runs across three qualification levels - these being Introductory, Certificate I and Certificate II. We are honoured and proud to be teaching students from both Aboriginal and non-Aboriginal backgrounds. In 2011 we had 40 Aboriginal students (35%). We are also delighted to see an increase of students from SIDE's Referral Program, 27 in total (23%).

#### CGEA Achievement Data for Students Enrolled From Jan 2011 To Dec 2011

Achievement	Year			
UoC Nominal hour/Unit credits	10	11	12	Total
Qualification Achieved	3	8	15	26
330- 384 / 6 unit credits	1	3	1	5
275-329 /5 unit credit	1	4	0	5
220-274 /4 unit credits	0	4	1	5
165-219 /3 unit credits	0	1	1	2
110-164 /2 unit credits	3	6	5	14
55-109 /1 unit credit	3	8	2	13
0-54 /0 unit credit	5	10	5	20
<b>Total</b>	<b>16</b>	<b>44</b>	<b>30</b>	<b>90</b>

\*Data reflects students enrolled at the start of the 2011 academic year and does not reflect late enrolments.

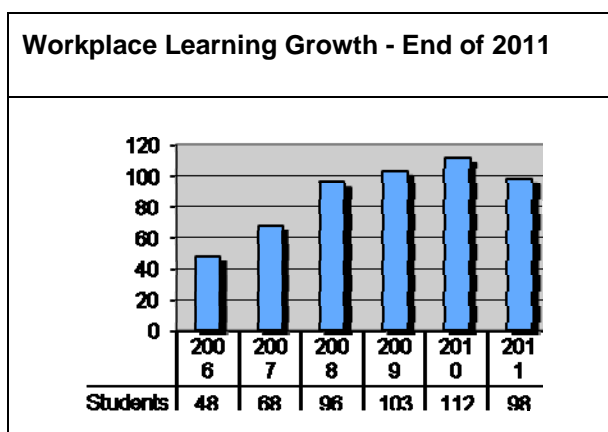
In 2011, 63% of all CGEA students achieved at least 2 unit equivalents of VET Unit's of

Competency. Of those students, 50% of Year 12 students achieved a full qualification with another 27% achieving skill sets worth 110 nominal hours or more. The other 23% had limited Units of Competency 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 2011 has a 70% 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 2011 five students also attained their Certificate I in Work Education as part of their overall VET education program.



There was some growth in enrolments in 2011 for School Based Apprenticeships and Traineeships with a total of six students enrolled in some form of School Based Traineeships or Apprenticeships. Despite this growth it has been noticed that the 'two speed economy' has impacted on the eagerness of regional small businesses to take on trainees and apprentices. There has also been some downturn in the activity by Group Trainers to enact SBAs and SBTs and as a result our CDT Workplace Co-ordinators have had to do more "leg-work" to get students into these specialised programs.

### Careers and Enterprise - Stage 1

Careers and Enterprise was delivered throughout 2011 in Stage 1 for Units 1A 1B, 1C and 1D with a combined pass rate of 54%. 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 2012.

### Careers and Enterprise - Stage 2

The Stage 2 Careers and Enterprise course was offered for the first time at SIDE. The student cohort consisted of five Year 12 students from quite diverse backgrounds and without much experience in learning within the context of external examination requirements. Four of the five students attempted the exam and as a cohort performed above with the state mean. Three of these students were accepted into a course at university. Two of these students used their CAE score as their best score to get into a university course. This was quite a highlight in that these students became the first cohort to be accepted into university from the Careers and VET Department.

### Highlights

For the first time, this department was able to meet quality targets in all three curriculum contexts – WACE, VET and Endorsed Programs. This makes this department quite unique from others.

For the sixth year in a row in 2011, CDT students had, once again, 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. In 2011 we had three winners – one being a Prime Minister's Award and the other two VET National Awards.

### Other Learning Areas

In Technology and Enterprise during 2011, there were six students who achieved a qualification within the Certificates of Business Services Training Package.

In the Languages, four students attained their Certificate in Applied Language (French). In 2012, a newly endorsed VET Languages curriculum will be delivered at SIDE

according to the new standards and some adaptation in curriculum resources has occurred as a result.

## ENGLISH

### Introduction

This year Gerry Lane, past Head of English, has retired after a long and dedicated career teaching English. The English Learning Area would like to acknowledge Gerry's strong contribution to teaching and learning especially here at SIDE. Bernadette Dyer, Acting Head of English 2011, has accepted a secondment to the Department's Central Office. The new substantive Head of Learning area is Linley Taylor.

### Teaching and Learning

Statistics indicate quite clearly that the teachers of Year 12 students have an excellent knowledge and understanding of their subject but also have the ability to ask questions that extend students and encourage them to make the links between their separate bits of knowledge so that they have the flexibility to deal with a range of unfamiliar questions successfully. To ensure this outcome there was a focus on:

- Collegiality – sharing of scripts, establishing a dialogue that promotes sharing of ideas and teaching methodologies.
- Use of technologies such as Moodle and Centra.
- Use of internal exams and tests.

### Student Outcomes

#### *Year 12 Literature Stage Three*

In 2011 SIDE students performed well in Literature with 88% of Stage 3 Literature students achieving a scaled score above 50 indicating they had successfully met the English requirement for university entrance. The overall average scaled score was below the state mean (Department of Education). There was a positive moderation: +0.34. The correlation of -0.14 is inconsistent with expectations. This could be attributed to the behaviour of several strong Literature

students who sat the earlier English exam, then did not try in the Literature exam. Counselling of students against this behaviour will be a focus in 2012. The course differential was -1.5. The proficiency bands suggest course standards particularly, B and C grades; should be a focus area in 2012. It should be noted that the relatively small group of 8 makes statistical analysis problematic.

#### *Year 12 English Stage Three*

In 2011 SIDE students performed well in English with 86% of Stage 3 English students achieving a scaled score above 50 indicating they had successfully met the English requirement for university entrance. The overall average scaled score was below the state mean (Department of Education). This could be cohort based. There was a positive moderation: +1.66. The correlation of 6.8 was consistent with the expected correlation of 0.7 for Arts/Humanities subjects. The course differential was -1.0. The proficiency bands suggest course standards particularly, A and B grades; need to be a focus area in 2012.

#### *Year 12 English Stage Two*

In 2011 the overall average scaled score of English Stage 2 SIDE students was above the state mean (Department of Education). There was a positive moderation: +11.5 which buffered the students against the expected negative scaling of a Stage 2 course: -21.6. The correlation of 7.3 was consistent with the expected correlation of 0.7 for Arts/Humanities subjects. The course differential was -1.4. The proficiency bands suggest course standards particularly, B, C and D grades; need to be a focus area in 2012. It should be noted that the relatively small group of 8 makes statistical analysis problematic.

#### *Year 11 and 12 English Stage One*

Stage 1 students continued to achieve pleasing results with an improvement in the number of students achieving a C pass. During the past twelve months we have tried to support and encourage those students who were in danger of failing, looking for ways to keep them engaged. Centra lessons have been one way of keeping these students focused and on task.

### Year 11 Literature Stage Two

In year 11, although the Literature numbers remained relatively small we continued to encourage their love of reading while building a solid foundation in preparation for year 12.

### Year 11 English Stage Two

The larger cohort of students doing Stage 2 English continued to be encouraged and challenged through their Centra lessons and the use of Moodle which allowed for a range of learning opportunities.

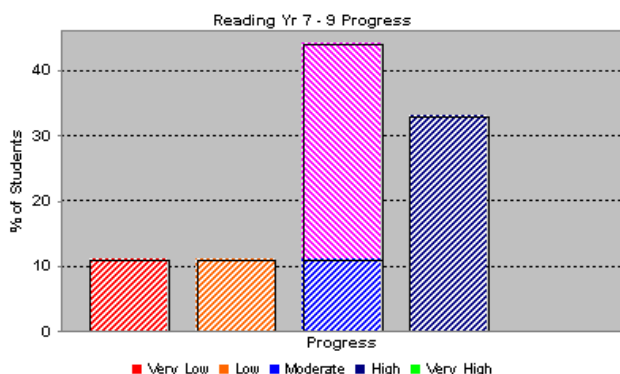
### Lower School

NAPLAN data indicated that the mean for SIDE students was above the state and national means for Reading, Spelling and Grammar and Punctuation. The mean for SIDE students was below the state and national means for Writing indicating that Writing needs to be a focus area for 2012. Overall, 86% of SIDE students were at or above the National Standard for Reading; 61% for Writing, 87% for Spelling and 84% for Grammar and Punctuation.

The Table below shows the percentage of SIDE students in the High and Low bands compared to all Australian schools.

TEST TYPE	% in Bands 9 & 10	% All Australian Schools	% below Band 5	% All Australian Schools
Reading	33	20	13	20
Writing	23	20	38	20
Spelling	47	20	13	20
Grammar & Punctuation	47	20	7	20

The graph below shows that over 75% of SIDE students made from Moderate to High progress in Reading and only a small percentage of students made Low to Very Low progress.



### Highlights for 2011

The Year 10 new course written in collaboration with WestOne [some implementation 2012] was completed and demonstrates the way in which the English Learning Area is trying to prepare students of Years 11 and 12 whilst also keeping up with curriculum changes across Australia as the New Australian Curriculum begins to be implemented. The course:

- Was written with the intention of providing a challenging learning experience for students while also catering for a range of abilities.
- Has an emphasis on knowing and understanding key concepts, developing the ability to respond to complex and challenging questions and being sufficiently prepared to success in an internal Year 10 Examination.
- Was also written on the assumption that teachers can and will adapt to the individual learning experiences to meet the needs of their particular group of students.
- Reflects something that the SIDE English Learning Area has always prided itself on, namely, its ability to prepare students for success across all the courses it offers in years 11 and 12 by making sure that year 8 - 10 courses are rigorous and provide those learning experiences essential for success in those final two years of schooling.

TEST	All Australian Schools' Mean	All WA Schools' Mean	SIDE Mean
Reading	580	578	608
Writing	568	564	536
Spelling	582	575	615
Grammar & Punctuation	573	567	599

### On-line Writers

This program aims to:

- Provide students with new and familiar ideas by exposing them to other professions such as writers and university lecturers.
- Provide those students in more remote areas with opportunities to become a part of broader learning group as they participate with the students who are attending the particular session.

Last year, students across a wide range of abilities and classes were in the lucky position to be a part of this program. The people who led these sessions were:

- Ray Wilson, Journalist with The West Australian: writing for different audiences and different types of writing with a focus on Feature Articles: Stage 2 English.
- Ann McGuire, Academic – Curtin University: dealing with the Close Reading section of the Literature Exam: Stage 3 Literature students.
- Norm, Jorgensen, author,: aimed at our Years 8 and 9.
- John Doust, author, autobiographical writing: aimed at Stage 2 English.
- Susanne Gervy, author: young adult fiction, finding and writing about issues relevant to young adults.
- Mark Greenwood and Frane Lessac, authors: visual literacy through picture.

## Focus Areas 2012

### *English Team*

- Our goal is to ensure we are delivering the entitlement of all students to a rich and inclusive curriculum that promotes equity and excellence and provides the opportunity to all students to reach their full potential.
- English staff will use reflective strategies with the ongoing review of Curriculum, Assessment and Reporting practices.
- A key focus will be on providing a more differentiated curriculum.
- Staff will continue expanding the utilisation of the potential of Moodle and Centra in teaching and learning eg forums, quizzes, breakout rooms.
- English team facilitated by our N Carlon (SRA) will create and develop a team Moodle site for professional communication, reading and efficient dissemination of information and include the introduction of timetable wikis to manage teacher workload, student attendance in Centra and administration of courses.

### *Australian Curriculum*

- All English staff will be familiarising with the updated curriculum through in-house and other professional learning.

- There will be some implementation in Yr 10 for 2012.
- Level Three Classroom Teachers J Crowe and A Quinn, will have a leadership role in the further review and audit of YR 7 - 8 and 10, as well as looking at ways to further implement a revised YR 10 course in 2012.
- NAPLAN data indicates that Writing should be an area of focus. As part of the curriculum audit staff will be; seeking extended writing opportunities for students in all years, reorganising the YR 8 and 9 curriculum to better place persuasive writing and seeking ways to make writing tasks more engaging, rich and open ended at the prompt, process and production stages.
- Resource Centre teacher librarians and English teachers will collaborate and trial YR 8 *Wider Reading* sessions in the teaching and learning program.

### *Moderation*

- English teachers will continue the refinement of assessment and moderation strategies for all WACE courses.
- English teachers will continue the refinement of internal moderation processes for Years 8, 9 and 10.

### *Assessment*

- English staff will become more engaged with the use of the Reporting to Parents tool for marking and grading of assessments.
- English staff will expand the utilisation of the potential of RTP for course and student information eg content, statistical information and graphs.

## HEALTH and PHYSICAL EDUCATION

### **Introduction**

At the commencement of 2011, the Health and Physical Education Team consisted of 2.0 FTE teachers and expanded to 3 teachers in March. This enabled the teaching of the discipline across all year groups. The teachers taught across years 8-12.



## Key priorities for 2011

- Development of Moodle Course updates for Stages 1, 2, 3 Health Studies.
- Production and completion of Unit 3B in Health Studies including CD and sound files.
- Moodle Courses for all lower secondary Health Education.
- Moodle Courses for all lower secondary Physical Education.
- Completion of changes to all lower school assessment outlines in Health Education.
- Exploration of VET options including Certificate 11 in Sport and Recreation.
- Moderation – Unit 3A Health Studies.
- On-line submission and marking of student work through Moodle.
- Exploration of Physical Education programs including Polar Kids Active.
- Professional Development for staff members.
- Attendance at Curriculum Leaders' Forums and Assessment Seminars.

Many of these priorities were realized and development will continue into 2012 as syllabus changes take place across Stage 2 and 3 Health Studies.

## Teaching and Learning

### Lower Secondary

It was decided early in Term One that there was an urgency to allocate a full time teacher for all lower school students for effective management of the program. This proved to be invaluable as Centra lessons were delivered weekly and as a result all modules were completed on schedule. A new module 'Media Smart' was introduced into Year 9 Health Education. Physical Education took on a whole new development with theory and practical modules introduced in full.

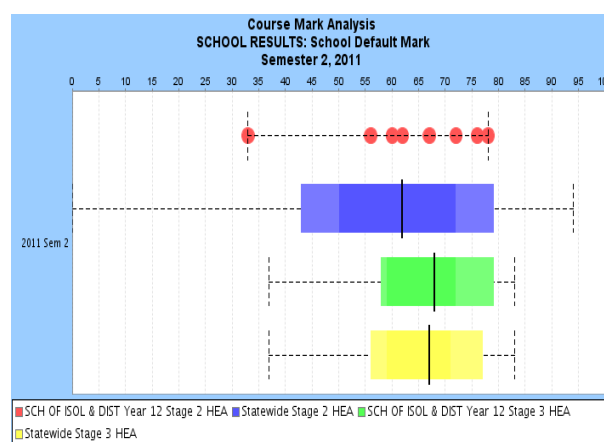
### Senior Secondary

Health Studies was offered across Stages 1, 2, 3 with Year 12 students able to select Stage 2 in Year 12 (after a considered review, this would not be an outcome for 2012). The 2011 results were very encouraging particularly in Stages 2 and 3.

The ATAR summary report showed that:

- The average scaled score from 2010 to 2011 increased from 46.06 to 53.70.
- There was a marked increase in the number of students attaining a scaled 75% or better final score in examinations.
- First or second best score went from 45% in 2010 to 68% in 2011 and the course differential going from -2.44 to 4.62 in 2011.

*The graph below shows the comparison between SIDE and State-wide results.*



## Student Outcomes

It is important to monitor the achievement of the Health and Physical Education Learning Area Outcomes to ensure that the provision of quality experiences enable students to make responsible judgements about health and physical activity.

To enable these results, particularly at the Stage 3 level, students were encouraged to participate in ongoing Centra lessons and listen to recordings that were continued right up until the WACE exam. Counselling of students and ongoing encouragement was the 'catch cry' for success. Many students achieved well beyond their expectations as they took on the task of up-skilling their performance. Values and attitudes including persistence, commitment, hard work and discipline maximised course and exam performance. It should be noted that the relatively small group of Stage 2 students makes statistical analysis problematic.

## Award winners for 2011

### *Lower school*

This was the first year winners were included in Physical Education.

- Year 8 Health Education – Alexandra Ashton
- Year 8 Physical Education – Curtis Cole
- Year 9 Health Education – Wave Camp
- Year 9 Physical Education – Isaac Taylor
- Year 10 Health Education – Amy VanderOord
- Year 10 Physical Education - Amy VanderOord

### *Senior School*

- Stage 3 Health Studies – Sneha Matthias
- Stage 2 Health Studies – Kirsten Hadlow
- Stage 1 Health Studies – Skye Blight

## Highlights for 2011

The major highlights for 2011 included:

- The completion of Stage 3 Health Studies for online use whilst teaching and developing Moodle – a challenging experience.
- 22 students sitting the Stage 3 Health Studies WACE exam for the first time.
- Thorough understanding of the scope and sequence documents in order to challenge Year 12 students across Stages 2 and 3 in Health Studies.
- The selection of Bronwyn Rakimov to present a paper at the 27<sup>th</sup> Australian Council for Health, Physical Education and Recreation (ACHPER) International Conference in Adelaide.
- The provision of pathways in Physical Education (not available previously at SIDE).
- The donation of three crates of sports equipment to state schools across WA.
- Ongoing excellent work practices by students in Years 8-12.
- Continued development of Endorsed Programs in Keys for Life and Life Skills.

## Focus Areas for 2012

The major focus areas for 2012 will include:

- Continued discussions with the VET and Careers Coordinator and the Executive to provide certificate level qualifications in Sports Coaching in an attempt to provide supportive pathways for all students in Health and Physical Education.
- The use of reflective strategies and practices across Years 8-12.
- Moodle and Centra focus and the utilisation of breakout rooms etc.
- Developing a HPE Moodle template.
- Online marking and submission of assessment tasks.
- Monitoring of each assessment task and means in Reporting to Parents.
- Analysis of marking keys.
- Ensuring all Health Studies students purchase the required text or borrow through the Resource Centre.
- Updating staff on the Australian Curriculum developments in Health and Physical Education
- Utilising the Resource Centre.
- Continuing development of assessment and internal moderation strategies.
- Greater use of the Life Skills Endorsed Program.
- Indigenous, incarcerated, special needs student engagement.
- Working with Student Services in counselling students and course selection.
- Development of in-class mini tests related to the key outcomes.
- Addition of movie clips and web sites to modules to increase interactivity.
- Continued development of the technology pathway in Physical Education delivery and involvement of a greater percentage of students across all year groups.
- Monitoring of student performance using a variety of tools including Centra, marks, levels, anecdotal comments, observations and checklists.

## LANGUAGES

### Introduction

2011 was a significant year for the SIDE Languages Department in terms of the challenges associated with teaching and

learning using online technologies whilst catering for diverse learning pathways.

During 2011, Michael Boyle and Mary Obrecht continued in their roles as HoLAs. The Languages Department continues to offer programs at both Secondary and Primary levels, with four languages under its administration (French, Italian, Indonesian and Japanese). The department was staffed with over 30 teachers under the Leadership of two Level 3 Heads of Learning Area with:

- 4 Level Three Classroom Teachers.
- 6 Senior Teachers.

## **Teaching and Learning**

### *Centra*

All language teachers continue to routinely deliver lessons through Centra. Primary teachers deliver twice weekly Centra lessons to students. Secondary teachers offer all Language students at SIDE a minimum of 1 Centra lesson per week. Some teachers managed the challenges of timetabling difficulties by delivering out of hours lessons where this was the only option.

### *Moodle*

Staff continued to access PD to improve their skills in using and developing Moodle courses. This included staff beginning to experiment with conducting student assessment through Moodle. Italian Stage 1-3 courses were repackaged for Moodle. All French and Italian lower and senior secondary courses are now delivered through Moodle.

### *Videoconferencing*

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.

### *Teleconferencing*

Teleconferencing is still a viable back up for secondary classes when technology or logistical issues mean that Centra and/or Moodle are unavailable.

### *Smartboards*

Smartboards are sometimes used in conjunction with Centra in Primary to maximise student engagement and to support IT priorities within schools.

### *Assessment outlines*

Within the Primary Languages area, the Indonesian Language team have been using assessment outlines as part of their reporting processes.

### *Senior Secondary Student Achievement*

Analysis of the Stage 3 WACE results indicates that SIDE students in French and Italian performed above average compared to other students across the state.

- Specifically, the strong performance of the SIDE cohort in French Stage 3 saw some outstanding results achieved. 11 out of 16 students achieved a final scaled score of above 75%. One student achieved a final scaled score of 100%. With a final average scaled score for SIDE students of 78%.
- Stage 3 Italian results saw students achieving results which were above average for the state. 4 out of 12 students achieved a final scaled score of above 75%. With a final average scaled score for SIDE students of 65%.
- The Indonesian Stage 3 WACE results were solid, with students generally performing as expected in their examinations, with a final average scaled score for SIDE students of 59%. In 2011, SIDE was again the only school to deliver the Indonesian Background Speaker Stage 3 course.
- Stage 3 Japanese was delivered for the first time in 2011. The students received creditable results, with a final average scaled score for SIDE students of 55%.

The small numbers of students sitting the Stage 2 examinations across all languages make comparison problematic.

In 2011, 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 2012, the VET Units of Competence SIDE online French courses will be offered as stand alone courses and it is hoped that the continuing excellent work

done by Trish Chopping and Veronika Popp will provide a model for similar courses in Indonesian and Italian VET in 2012.

#### *Lower Secondary Student Achievement*

A continued focus in 2011 has been to identify 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).

b) Secondary schools who may want to provide an Indonesian program in 2011 through SIDE. Surplus funding will be available to further the project aims in 2012.

- In French, 100% of the Year 8 cohort achieved an A grade in a cohort of less than 5 students. 100% of the Year 9 cohort achieved a B grade in a cohort of less than 5 students. 100% of Year 10 achieved a C grade or higher with 30% of the cohort achieving an A grade.
- In Indonesian, 69% of the Year 8 cohort achieved a C grade or higher. 50% of the Year 9 cohort achieved an A grade in a cohort of less than 5 students. 100% of the Year 10 cohort achieved a C grade in a cohort of less than 5 students.
- In Italian, 80% of the Year 8 cohort achieved a C grade or higher. 100% of the Year 10 cohort achieved a C grade or higher, with 40% of the cohort achieving an A grade. There were no Year 9 students studying Italian in 2011.
- In Japanese, 100% of the Year 8 cohort achieved a C grade or higher. In the Year 9 cohort of 4 students 1 A grade, 1 B grade, 1 C grade and 1 D grade was achieved. 75% of the Year 10 cohort achieved a C grade with 25% achieving an A grade, in a cohort of less than 5 students.

### **HIGHLIGHTS of 2011**

#### *Student Awards/Achievements*

- Claire Rapson (Yr 11) achieved a final scaled score of 100% in French Stage 3.

- Ken Foo (French) was able to gain entry to the university course of his choice (Bachelor of Philosophy at UWA), thanks to the language bonus he earned through studying a language at SIDE. Ken's ATAR was 99.80, but with the LOTE bonus it became 99.85 – the cut-off for Philosophy.
- Camille White (Italian Stage 3 student) gained an ATAR of 99.95 and has been accepted at Oxford University, commencing her studies in October of this year. Camille is a polyglot; her languages include English, French, Italian and Mandarin.

#### *Staff/Teacher Achievements*

- Una Leed was the recipient of an Indonesian Language Teacher Immersion (ILTI) Course Scholarship provided by DoE and ACICIS (Australian Consortium of In Country Indonesian Studies). In January 2011, Una carried out a three week language immersion and teaching methodology program at Sanata Dharma University in Indonesia.
- Halina Sobkowiak gained Level Three Classroom Teacher status.

#### *Languages Department Achievements*

- Languages Assistant Program (LAP) through DoE (French and Japanese)
- Regional visits continue for Primary and Secondary
- End of year online exams were again trialled for French and Italian Yr 11 students with teachers providing comprehensive feedback to the Curriculum Council.
- The implementation of Stage 3 Japanese second Language WACE course
- Continuation of the Indonesian Languages Hub through NALSSP (National Asian Languages in Studies School Program) involving Kim Daymond as Hub leader
- Continuation 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 Areas for 2012

### Primary

- Continue to strengthen ties with Primary and District High schools through regular communication.
- Remain up to date with key messages regarding the Australian Curriculum – Languages.
- Review assessment practices especially moderation in Primary Languages.
- Further focus on the use of RTP (Reporting to Parents) as a marks book tool and the use of Assessment outlines for all Language Areas.
- 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

- Continuing curriculum development will be scoped against the emerging Australian Curriculum.

- Teacher/student relationships that are positive and effective.
- Quality teaching and learning resources that are produced by teachers.
- Online teaching and learning being embedded in teachers' practices.
- Effective assessment and reporting processes.

## Teaching and Learning

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

- Team members continued to design and implement a significant number of modules that were delivered via Centra to enhance the literacy and numeracy skills of students. The modules were implemented successfully. Some of the modules were developed further so as to be available in Moodle in 2012.
- Team members developed individualised Moodle Classrooms and engaged students in regular online activities.
- Team members implemented SIDE Reporting and Assessment procedures effectively.

## LEARNING SUPPORT

### Introduction

At the start of 2011, the Learning Support Team consisted of 5.4 FTE Teachers and a 0.9 FTE Education Assistant providing service to approximately 200 students, ranging from diagnosed Education Support through to students at risk of underachieving due to social, emotional or physical factors. By the end of 2011, the team had expanded to 7.0 FTE Teachers and a 0.9 Education Assistant providing service to approximately 240 students.

Our targets were:

- Curriculum differentiation based on the educational needs of students and available learning support.
- Curriculum that was designed and modified to enhance outcomes for Indigenous students enrolled at SIDE

### Highlights of 2011

All members of the Learning Support Team worked extremely well throughout 2011. All team members demonstrated a commitment to their students that was highly commendable. The team were very supportive of one another and student outcomes were very positive. Specific highlights included:

- 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 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, Mathematics 1A/1B and Preliminary Stage English and Mathematics courses our team developed and implemented in 2011.
- Team members participated in familiarisation activities with regards to the first four Phase One Learning Areas of the Australian Curriculum.

### Focus Areas for 2012

Areas that the Learning Support Team will focus on in 2012 are:

- Continued familiarisation with, and initial implementation of, 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 that supports online delivery and current curriculum pedagogy and is aligned to the Australian Curriculum.
- Ongoing involvement in regional visits to establish and maintain positive rapport with our students.

## MATHEMATICS

### Introduction

The 2011 school year concluded with 10 Mathematics teachers engaged in a teaching load of 8.4 full time teachers. This represented a 14% decline in the FTE from the same period of the previous year due to the decline in student enrolments. All Mathematics teachers taught across years 8 to 12.

Key priorities for 2011 were:

- Moodle Courses for Stage One Mathematics
- Moodle Courses for lower secondary Mathematics subjects
- ACARA mapping against SIDE current materials
- Increased incidence of on-line submission and marking of student work

All of these priorities were achieved. In addition to this, the Mathematics Enrolment units (used extensively for judgements about course selection and appropriate counselling) were established inside SIDE Connect.

### Teaching and Learning

Teaching programs in 2011 included:

#### *Print Materials:*

All secondary courses were provided in printed lesson booklets. This accommodates the student who is unable to access electronic courses. It also acknowledges the results of a survey in 2009 which showed that students prefer to learn Mathematics from printed materials.

#### *Moodle Courses:*

All Upper School Courses for Mathematics and Mathematics Specialist were offered inside Moodle. Teachers and students quickly availed themselves of the comprehensive facilities in Moodle such as: announcements, discussions forums, a grading page, links to Internet sites and electronic submission and return of work. Lower Secondary modules were provided in a Moodle course for years 8 to 10.

An additional Moodle course (meta course), Maths Support Materials, was established to house the many support facilities such as help sheets and video clips, which have been developed over many years. All students who were enrolled in any Mathematics Moodle course were automatically granted access to this course.

#### *FastStone Capture:*

Some teachers developed video clips using FastStone Capture. These were emailed to students or housed inside Moodle Courses.



#### *PDF Markup Of Student Assessments:*

All teachers continued to embrace the use of pdf markup tools to mark electronic copies of student tasks. Work was then returned electronically which meant that the turnaround time for student feedback was significantly reduced.

#### *Centra Lessons:*

All teachers presented either ongoing or scheduled lessons 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 continued to provide a comprehensive range of activities to support and complement our teaching programs. Each year we enrol approximately three hundred students across years K to 12. Last year the main participants were students from the Primary School and students involved in Careers and Vocational Education. Courses are selected according to the needs of the student. Students' work could be monitored by the teachers, students and parents. This program was coordinated for SIDE by Kerry McCaffrey as her Level Three Classroom Teacher responsibility.

#### *Mathematics Enrolment Units:*

SIDE Connect is a Moodle course which can be entered without students being enrolled at SIDE. This allows pre-entry tests to be sat and enables students from partner schools to participate in shared activities. The Maths Enrolment Units, which were developed as a counselling tool, were converted to electronic form and made available through SIDE Connect, which is accessed from the SIDE web page. The tests are multiple choice or short answer questions and student responses are computer marked. Teachers then access the results to counsel on appropriate course selections. The digitisation of these units has facilitated a larger number of students sitting the tests and has reduced the load of hard copy marking at a time of the year when there are many conflicting demands on teacher time.

#### **Data: Student Achievement**

##### **Years 8,9,10 NAPLAN**

Performance of the school mean of 5.5% above the Australian mean suggests that:

- SIDE Mathematics curriculum materials are appropriate.
- Strategies used to prepare for the test are appropriate.

	2011	2010	2009	2008
Mean (Aust)	584	585	588	582
Mean (School)	615	574	605	598
Diff%	+5.5%	-1.9%	+2.9%	+2.7%
No of SIDE Students	14	39	26	19
% SIDE Students Above the minimum standard	78.57%	87.2%	88.5%	90%
% SIDE Students at the minimum standard	21.42% 3 students	2.5% 1 student	7.7%	10%
% SIDE Students below the minimum standard	0%	10.3%	3.8% 1 student	0%

#### **Data: Student Achievement Years 11& 12**

A total of 252 students were enrolled in a SIDE Mathematics course at the conclusion of the year that represented a 30% decrease on the numbers at the same time in 2010.

The table below shows some summary information for the WACE courses Stages 2 and 3.

Course	No of Students	Correlation	Mean mod SM-Mean SM
2ABMAT	3	0.9929	+10.78
2CDMAT	21	0.8379	+5.31
3ABMAT	22	0.9556	+2.64
3CDMAT	29	0.8202	-2.93
3ABMAS	8	0.8399	+11.75
3CDMAS	18	0.8747	-9.50

High correlation (closeness to 1.0) indicates that the ranking of students in the school marks was a good match to the ranking of the students in the WACE exam. A value over 0.7 shows "reasonable consistency between the school marks and the standardised examination marks". The last column shows the difference between the Mean Moderated School Mark and the Mean School Mark. A positive value is desirable. These figures provide the starting point for the analysis of the previous year's performance and to initiate discussion on the strategies to improve results in the current year.

Appropriate strategies involve:

- Data analysis to examine areas of weakness and address them through targeted teaching.
- Scaling (by standardizing) tests, examinations and final scores to conform to state mean and standard deviation targets set by the School Curriculum and Standards Authority (formerly known as the Curriculum Council).

### Highlights of 2011

- Moodle courses were available across Years 8 to 12.
- Australian Curriculum was mapped (by WestOne) against the existing SIDE courses to ascertain which resources could be integrated into future offerings.
- Pdf marking, electronic submission and return of work, all became standard work practice for Mathematics teachers.

## Focus areas for 2012

### Lower Secondary:

- Movement towards standard courses with 3 pathways in each year group. Each pathway is to reflect the ability level of the group.
- Greater student participation in Centra lessons.
- Greater student participation in Moodle classes.

### Upper Secondary

- Greater student participation in Centra lessons.
- Greater student participation in Moodle classes.
- Continued teacher use of data analysis to steer programs.
- Greater use of video clips on-line and produced in-house.
- Maintain student contact via visits.

## SCIENCE

### Introduction

The total enrolments for 2011 were slightly higher when compared to 2010. This was a result of an increase in lower secondary enrolments. The Science Learning Area commenced the year with 11.8 teaching FTE and 0.2 Laboratory Technician FTE. There were two teachers on leave, one in Term One and the other for the whole year. One teacher retired at the end of Term One and wasn't replaced. At the conclusion of the year there was 10.2 teaching FTE of the available 10.8 FTE used.

The majority of students enrolled in Science at SIDE are school based enrolled for a variety of reasons. During the year, we are often asked to enrol classes of students from schools who for a number of reasons lose staff. In Term One, Stage 2 and 3 Human Biological Science students (Kimberly DHS - maternity leave) and Stage 2 Human Biological Science students (Midwest DHS sick leave) were enrolled. In Term Two, 22 students were enrolled in Stage 1 Integrated Science (Midwest SHS - resignation).

The key priorities for 2011:

1. Encourage all students to submit work electronically.
2. Improve teaching and learning in lower secondary Science.
3. Planning for Australian Curriculum implementation.
4. Review senior secondary Stage 2 course offerings in Year 12.
5. Complete the conversion of existing Janison senior secondary courses into Moodle.

## Teaching and Learning

### Lower Secondary

At the commencement of the year all teachers were expected to teach Science across Years 8-12, however, senior school enrolments and the retirement of a Physical Sciences teacher at the end of Term One (who wasn't replaced) resulted in some teachers only teaching senior school.

In Semester Two 2011 there were 193 students enrolled in Years 8-10. This was similar to 2009 if you take into account the half cohort in Year 9.

Year	Year 8	Year 9	Year 10
2009	65	80	80
2010	28	66	71
2011	69	36	88

Table 3: Lower School enrolments.

It was the aim in 2011 to increase the rigor in lower secondary science. Many students in the past only completed one or two modules during the year because they weren't pushed to complete more. A set schedule for the 'mainstream' students was developed and students were expected to remain on schedule and submit work on time as is required in senior secondary courses. As a result the majority of students completed at least three modules.

Having all students working on the same schedule and reducing the number of different teaching sets a teacher taught resulted in an increase in the number of Centra lessons being delivered to groups of students. Up until 2011 very few Centra

lessons were being delivered to groups for a variety of reasons, the main one being that students were all at different places in modules.

To ensure comparability of student grades, especially with the requirement for all teachers to teach lower secondary Science, a new assessment and grading model was introduced. The lack of complaints by teachers about assessing and grading students using this model is an indicator of the success of this strategy.

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 Science (males 497, females 543). Females performed much better than the state in Science Investigating (559), and males performed slightly lower (478).

N° students	Mean SIDE (All)	% above WAMSE standard	% at WAMSE standard	% below WAMSE standard
10	529 (483)	80	0	20
10	535 (485)	70	10	20

Table 3: 2011 WAMSE results for Science and Science Investigating

This follows previous trends where SIDE students as a whole perform better than the State. This data is only for SIDE's home-based students who sat the tests, 50% of the eligible Year 9 students did not sit the tests.

Planning for the implementation of the Australian Curriculum has commenced. The following were completed in 2011:

- The mapping of current SIDE modules against the Australian Curriculum (WestOne Services).
- A model for the delivery of new materials.
- A timeline for implementation.

### Senior Secondary

A wide range of courses was offered to senior school students (Table 1).

Course	Stage 1 (2010)	Stage 2 (2010)	Stage 3 (2010)
Biological Sciences	11(12)	32 (45)	27 (41)
Chemistry	N/A	29 (30)	28 (28)
Earth and Environmental Science	12 (6)	N/A (4)	N/A
Human Biological Science	N/A	53 (39)	43 (32)
Integrated Science	33 (10)	N/A	N/A
Physics	N/A	45 (31)	28 (26)

Table 1: The number of students studying Science courses in Semester Two 2011

A review of courses being offered was conducted to ensure the best use of resources available and ensure there was sufficient choice available for SIDE student pathways. As a result of this review SIDE will only be offering Stage 2 units in Human Biological Science to Year 12 students from 2012.

In 2010 the school assessment of Stage 3 SIDE students was moderated down more than other students in the state (Table 2). It was felt that this was due to the increased weighting for assessment tasks other than tests/exams in the WACE Courses resulting in the school assessment being a less reliable predictor of performance than in the past. The Science Learning Area successfully applied to the Curriculum Council to increase the weightings for tests/exams to those similar to previous D and E code subjects from 2011. The 2011 results show that this adjustment did result in the moderation difference for each course being much less than 2010 and that Stage 3 students at SIDE fared better than the rest of the state in the marks adjustment process (Table 2).

All senior school Science courses had a presence in Moodle and students were encouraged to submit work electronically where possible. Students studying Biological Sciences, Human Biological Science and Integrated Science were required to submit their work in directly into Moodle.

Course	N <sup>o</sup> students (2010)	SIDE 2010	DET 2010	State 2010
BIO - Stage 2	1 (4)	-0.62 (11.77)	1.28 (6.45)	1.96 (4.49)

BIO - Stage 3	24 (40)	0.42 (-6.73)	-3.96 (-3.97)	-4.11 (-3.42)
CHE - Stage 2	1 (3)	9.76 (-10.60)	5.75 (-18.33)	4.28 (-19.88)
CHE - Stage 3	28 (26)	-4.91 (-12.63)	-7.01 (-8.07)	-6.61 (-6.96)
HBS - Stage 2	5 (9)	8.77 (-3.19)	1.99 (-0.13)	3.45 (2.05)
HBS - Stage 3	40 (30)	1.60 (-2.72)	-2.41 (-1.95)	-1.26 (-1.55)
PHY - Stage 2	3 (2)	-3.17 (8.86)	0.36 (4.22)	3.76 (3.85)
PHY - Stage 3	23	-1.97 (-5.64)	-3.51 (-5.26)	-3.31 (-4.19)

Table 2: Moderation difference for each course.

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 (e.g. tutorials, revision programs, help sheets, links to audiovisuals).
- Face to face contact during regional/school/on site visits.

### Highlights for 2011

- Julie Clark completed her Master of Science (Secondary Education).
- Leonie Wilson was the Chair of Biological Sciences CAC.
- Natalie Cooper was the Independent Reviewer for the Stage 3 Biological Sciences WACE Examination.
- Julie Weber and Leonie Wilson were facilitators for Curriculum Council Consensus Moderation meetings.
- Julie Weber was a member of the DoE Science Focus Group and WAMSE Item Review Group.
- Alex Berentzen, James Marshall, Andreas Niaouris and John Stritof attended Curriculum Council Consensus Moderation meetings.
- Natalie Cooper, Paul Tournay and Julie Weber marked WACE examinations.
- Julie Weber STAWA Councillor and Science Talent Search Coordinator.
- Alex Berentzen STAWA conference organising committee.
- SIDE Science teachers participated in regional visits (Goldfields, Pilbara and Kimberley), school visits (metropolitan schools, Christmas Island, central west

and southern regions), students' visits to SIDE and SIDE camps.

### **Focus areas for 2012**

- Encourage all students to submit work electronically, preferably in Moodle.
- Improve Teaching and Learning
- Preparation for the implementation of the Australian Curriculum.

## **SOCIETY & ENVIRONMENT**

### **Introduction**

Norm Snell retired from the position as Head of the S&E Learning Area in June 2011, after leading the department for five years. He will be following his passion to write Geography texts as he moves into a new phase of his life. Norm has been replaced by Julia Freeman who has come from Canberra Grammar School with 16 years experience as Head of a vigorous Geography Department. The learning area is fortunate to have an experienced staff with Loretta McWhae teaching Economics; Bev Meneghello and Adele Clarke to support the teaching of Geography; Ros Keron teaching Modern History and Lindy Precious teaching Politics and Law, supported by Valda Puls teaching across a variety of disciplines. Liz Wells ably replaced Jan Fleming while Mike Sumich remains on leave.

We are delighted to celebrate the achievement Valda Puls in gaining her Level 3 Classroom Teacher status. She has been an asset in the design and development of Wimba materials to support the teaching about Asia across the curriculum and supports staff in their use of OTL technologies.

#### *The Curriculum*

The lower school curriculum was reviewed and a new framework developed in preparation for 2012. This involved the creation of a literacy scaffold to guide the writing of new work modules for students in Years 8 to 10. This provided part of the writing brief for Kelly Klymiuk and her writing

team of Meredith Southee and Janet O'Brien from WestOne.

From the beginning of 2011, WestOne had been contracted to write some online resources to support the teaching of the Australian History curriculum. The writing for the Year 9 materials began in Term 1 and then the writing for Year 8 and 10 began in Term 3. The literacy skills were then embedded and the curriculum differentiated for the remainder of the writing process.

New materials were also conceived for writing in the December/January teaching break by staff from within the S&E learning area. I would like to acknowledge the work of Loretta McWhae in assisting with the design of the new materials for 2012. The Starter Packs for the senior school students were also substantially modified at the end of 2011 in preparation for the following year.

### **Teaching and Learning**

The use of Centra for the teaching of all classes was not as far advanced as it should have been in the earlier part of 2011. As the year progressed, the staff gained greater confidence in this new platform for the delivery of lessons. There was a gradual shift towards using a model of upcoming rather than ongoing lessons. This enabled lessons to be saved for longer than the time between consecutive lessons and provided more opportunity for students to view the lessons as playbacks.

In May, there were three subjects/levels that still required the creation of Moodle courses to allow asynchronous access to the lesson materials. These were created in June and now all courses are providing a more robust selection of materials to support the online teaching and learning programs.

Students are now engaged in a wide variety of tasks delivered via Moodle. These include online assessments, discussion forums and announcements. Moodle also allows work to be submitted online and access to records of feedback and grades. This is an empowering tool as the learning area continues to work towards developing more engaged and self-directed learners.

A considerable number of students, in particular the travellers and referrals, prefer to have access to hardcopy resources for learning. This has required the development of a variety of supplementary materials to support the implementation of the Australian History curriculum.

All students have the option to have print materials for their courses at all levels. We also provided greater depth and breadth for our courses via Moodle. A continuing issue faced by the students has been those who do not have Internet access. They are unable to participate in their important weekly Centra lessons and the range of learning options that we provide through Moodle.

Ros Keron participated in some exceptionally productive and engaging professional development. The course was "Classroom Management Strategies" and her feedback to the department indicated the need for greater engagement with this course in 2012. There has been a significant movement towards the use of 'breakout rooms' in the delivery of our Centra lessons. Other benefits are being further explored by the learning area.

### 2011 Results: Year 12

Course	No. of Students	Correlation SM-MeanSM	Mean moderated SM-MeanSM
2XECO	5	0.824	-2.26
3XECO	20	0.864	+2.87
2XGEO	1	0.000	+9.73
3XGEO	30	0.883	+0.93
3XHIM	20	0.709	+1.19
2XPAL	6	0.701	+14.07
3XPAL	14	0.847	+5.73

The most significant indication that can be derived from these results is a recommendation for a review of the nature of the Stage 3 Politics and Law examination and the marking process. There were a number of concerns expressed about its validity.

Teachers within the other three S&E disciplines are mainly happy with the quality of the examination process, although a few minor concerns were expressed in relation to specific questions posed in the WACE examination papers.

There continues to be a concern about the nature of the scaling for Year 12 students completing Stage 2 courses. Our students are strongly counselled to shift to Stage 3 courses as a Year 12 student; other than in exceptional circumstances.

### Lower School Achievement

An analysis of the WAMSE results for S&E indicated an improvement in 2011. This may have been due to better communication about the nature and timing of this assessment tool. We supplied all Year 9 students a copy of last year's WAMSE test in order for the students to understand the nature and intent of the exercise. We will continue to employ this process to assist the students.

### Focus for 2012

The final stages of 2011 involved all of the S & E staff in creating new and engaging Starter Materials for all of our courses. The materials to support to implementation of Phase 1 of the Australian Curriculum (History) were also initiated in preparation for the delivery to Year 9 in Semester 1 of 2012 and Years 8 and 10 in Semester 2 of 2012.

## TECHNOLOGY AND ENTERPRISE

### Introduction

Enrolments in 2011 were significantly down in Technology and Enterprise, especially from students in senior high schools. This could be attributed to the Department of Education's charge for enrolling students at SIDE. Stage 2 Accounting and Finance numbers were down significantly but numbers were down across all Business Studies subjects. This resulted in approximately 1.5 FTE staff in this area compared to 2010. In Home Economics and Design and Technology there was a small reduction in enrolments and therefore staffing, than the previous year. Staff were

generally required to teach a larger range of subjects as a result of the reduced enrolments.

Technology and Enterprise staff continued to develop their online teaching skills in Centra and attended a range of Professional Learning opportunities provided by SIDE's Online Teaching and Learning team. Editing of existing course materials for Moodle and the creation of new courses was a significant and often time consuming undertaking by most staff, especially in the lower school areas. The training and use of Wimba was critical in making such developments possible. Creating lower school materials for Moodle was and still remains a high priority for the learning area. Staff also attended Curriculum Council and subject area professional development offered by the various subject associations.

Visiting students and schools continued to be a valued means of instruction as well as working with those students who travel to work with their teachers at SIDE. Regional trips have become less frequent and shorter due to the live interaction in Centra and the timetabling commitments that teachers have in place for Centra delivery. Students and supervisors still appreciate visits, especially in the learning area's practical subjects.

### ***Business Education***

Year 12 students mostly studied the Stage 1 Accounting and Finance course as it was not seen as a pathway to a higher stage. Most students enjoyed and worked well and produced a sound quality of work and results. Although only a few completed Unit 1B all students achieved good results.

Enrolment numbers were consistent in Stage 2 Accounting and Finance throughout the year as only two students withdrew from unit 2B. A small group moderation partnership was established with Manea Senior College to cater for the six Yr 12 students enrolled. Processes recommended by SASS Branch were implemented, in order to minimise the scaling penalty awarded to Yr 12 students. SIDE will offer a Stage 2 exam in 2012 instead of a 2B exam in an effort to better

prepare Year 12 students for WACE Examinations.

Students in Stage 3 Accounting and Finance received the expected results. They were slightly better than the state average in both school results and also their WACE exams. Most students worked hard and attended Centra lessons on a regular basis and were very good communicating with their teacher.

Twelve students enrolled in the VET Certificate 1 Business Services in 2011. The enrolment was split evenly between Year 11 and 12 students (six students from each) year group. The cohort consisted of a variety of enrolment groups: school based, home based, mature age and teen mums. Two students from each year group completed the qualification.

The Year 12 students were, by far, more successful with 83% of students achieving at least five of the six competencies within the qualification.

Eight students were enrolled VET Certificate 2 Business Services. Only one student was in Year 11, the remainder being Year 12 students. Only two students were school based, with the remainder being teen mums or travellers. Two students completed the qualification and these were both continuing enrolments from 2010 (ie, the qualification was completed over two years).

Enrolment in Stage 1 Business Management and Enterprise were strong, especially the 1A/B combination. Results were mixed with those students who worked hard, achieving commendable results.

### ***Design and Technology***

Enrolments are still very strong in lower school Design and Technology subjects, with more students from remote and country schools accessing SIDE, due to the lack of D&T teachers available. There was generally a steady performance across year groups achieving a B and C grades in all Design and Technology subjects, which is sound progress. Year 8 students in 2011 were particularly strong performers with A-C grades in equal proportions. A high percentage of lower literacy students and

students with higher than normal absentee rates, did not achieve a grade in Semester 1, as they did not complete enough of the course to cover the required outcomes. This was strongly improved in Semester 2, as these students were allowed to complete their courses over a year instead of a single semester. The development of a Remote Community Schools Woodwork course, designed to run over a year, has helped this student group to achieve a subject grade they would otherwise have not achieved.

Stage 1 Photography remains a popular course with over 50 enrolments in 2011. The new WestOne written 1A unit was introduced but students found it difficult. With this experience 1B was modified prior to Semester 2 delivery with a marked improvement in results. 1A has undergone a similar editing process for 2012 delivery. Students are also benefitting from access to cheaper but better quality digital SLR cameras and higher speed Internet where images can be manipulated with online digital editing software, relieving the need for expensive programs such as Photoshop.

The Stage 1 Technical Graphics course continued to integrate Computer Aided Design into its design and presentation stages. Standards in design projects improved considerably as students became competent in the production of work that did not rely on hand drawing skills. The fine-tuning of CENTRA delivery of the CAD program to students allowed students and teachers to share work when problems occurred with CAD work. Whereas students had been frustrated in comprehending skills, CENTRA brought instant results to difficult situations. This was supported by school visits throughout the year.

Upper school Woodwork courses worked in the book format for the last time in 2011. The courses were introduced to Moodle during the year and by the end, 1A, 1B and 1C were on line. Problems still arose with many District High schools who had workshops for students to work in, but limited staff to supervise. Changes were implemented to assist work arriving on due dates with photographic evidence of completed projects

being requested by due dates with the completed projects following by post.

The Stage 1 Automotive course consolidated on the 2010 revamp and Moodle implementation with increased numbers enrolled from St Luke's Karratha and Gingin DHS. This was supported by school visits throughout the year. Feedback from students showed that the units were combining an acceptable mix between practical and theory to satisfy student interests. Pass rates improved from 2010 figures as more students achieved success with improved grades, whilst the failure rate diminished markedly from 2010. This was attributed to greater levels of communication and earlier counselling of disinterested students.

### ***Home Economics***

In lower school, courses include Foods, Textiles and Childcare for Years 8-10 mainstream students plus modified materials for Learning Support students within the group. There was an increased number of Learning Support students in 2011. Several courses were completed for Moodle and ready for use in 2012 with others in progress and aiming to be completed in 2012. There was a focus on increasing the receiving, marking and returning work electronically to facilitate more timely feedback to students including the introduction of interactive PDF documents into Moodle courses.

Results in Children, Family and the Community 1A/B showed a marked improvement from 40% achieving A or B in Semester 1 to 55% in Semester 2 in 2011. The students who attended Centra lessons regularly, frequently communicated with their teachers, visited SIDE on a regular basis or for camp, showed a higher level of understanding which was reflected in their tasks. Centra proved to be a means of developing friendships as students came from Exmouth to Jerramungup, with some living interstate in Victoria and Tasmania and one very high achieving student in America. Enrolments for Children, Family and the Community 1C/D were down on the previous year but there was more stability in the group with most students enrolled completing the units.



Generally students coped well with the online course, however, some students still faced

issues when they were unable to regularly access a computer and the Internet.

## SECTION 3 STUDENT ACHIEVEMENT

### REPORT INFORMATION – SEMESTER TWO 2011

This information shows year group grade achievement in the learning areas studied at the school. It indicates the number of students in each of the achievement levels A-E.

Grades are not allocated for students who have only recently commenced enrolment in the SIDE program and/or have not returned sufficient work to make valid assessments.

A	Excellent	The student demonstrates achievement that has greatly exceeded the expected standard. Their achievement is well beyond what is expected at this year level.
B	Good	The student demonstrates achievement that exceeds the expected standard.
C	Satisfactory	The student demonstrates achievement at the expected standard. The student is able to progress to the next level of learning.
D	Limited	The student demonstrates achievement below the expected standard. The student demonstrates a quality of learning that is adequate for progression but will still need additional support or assistance to progress.
E	Very Low	The student demonstrates achievement below the minimum acceptable for this year level.

### PRIMARY SCHOOL RESULTS SEMESTER TWO, 2011

<b>Year 1 Learning Area</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>No Grade allocated</b>
English	1	4	7	1	0	9
Health and Physical Education	0	3	7	0	0	12
Mathematics	3	3	6	0	0	10
Science	1	5	4	1	0	11
Society and Environment	1	5	5	1	0	10
Technology and Enterprise	0	4	4	1	0	13
The Arts (Visual Arts)	2	2	6	0	0	12
<b>Year 2 Learning Area</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>No Grade allocated</b>
English	0	1	3	0	0	5
Health and Physical Education	0	1	2	0	0	6
Mathematics	0	2	3	0	0	4
Science	0	1	3	0	0	5
Society and Environment	0	0	4	0	0	5
Technology and Enterprise	0	0	3	0	0	6
The Arts (Visual Arts)	0	1	3	0	0	5

<b>Year 3 Learning Area</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>No Grade allocated</b>
English	0	8	5	1	0	5
Health and Physical Education	0	4	6	0	0	9
Mathematics	0	9	6	0	0	4
Science	1	8	2	2	0	6
Society and Environment	0	9	4	0	0	6
Technology and Enterprise	0	3	6	2	0	8
The Arts (Visual Arts)	0	5	6	0	0	8
<b>Year 4 Learning Area</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>No Grade allocated</b>
English	0	2	3	0	0	2
Health and Physical Education	0	1	3	0	0	3
Languages (French)	0	0	0	0	0	1
Languages (Indonesian)	0	1	0	0	0	0
Mathematics	0	2	3	0	0	2
Science	0	1	4	0	0	2
Society and Environment	0	1	4	0	0	2
Technology and Enterprise	0	1	2	0	0	4
The Arts (Visual Arts)	0	2	3	0	0	2
<b>Year 5 Learning Area</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>No Grade allocated</b>
English	1	3	8	0	1	6
Health and Physical Education	0	3	6	1	0	9
Languages (French)	1	0	0	0	0	1
Languages (Indonesian)	0	2	0	0	0	3
Mathematics	1	4	8	1	0	5
Science	0	5	5	0	0	9
Society and Environment	1	6	3	1	0	8
Technology and Enterprise	0	2	9	0	0	8
The Arts (Visual Arts)	0	5	6	0	0	8
<b>Year 6 Learning Area</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>No Grade allocated</b>
English	1	4	6	1	1	5
Health and Physical Education	0	4	5	0	0	9
Languages (French)	0	2	0	0	0	7
Languages (Indonesian)	0	1	0	0	0	0
Mathematics	1	4	6	1	1	5
Science	1	5	3	2	0	7
Society and Environment	1	3	5	1	0	8
Technology and Enterprise	0	4	2	1	0	11
The Arts (Visual Arts)	0	7	2	0	0	9

<b>Year 7 Learning Area</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>No Grade allocated</b>
English	2	8	3	3	2	2
Health and Physical Education	1	6	5	1	1	6
Languages (French)	0	1	0	0	0	3
Languages (Indonesian)	1	0	0	0	0	1
Mathematics	2	7	4	3	2	2
Science	2	6	3	2	1	6
Society and Environment	1	6	5	1	1	6
Technology and Enterprise	0	9	5	1	1	4
The Arts (Visual Arts)	2	5	6	0	1	6

## SECONDARY SCHOOL

<b>Year 8 Learning Area</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>No Grade</b>
English	3	11	15	35	8	10
Health and Physical Education						
Health Education	3	3	6	7	2	0
Health and Physical Education Physical Activity	1	0	1	0	2	0
Languages						
French	4	0	0	0	0	0
Languages						
Indonesian	3	3	3	3	1	3
Languages						
Italian	0	2	2	1	0	0
Languages						
Japanese	0	8	3	0	0	0
Mathematics	15	8	21	22	9	13
Science	10	13	27	11	9	6
Society and Environment	10	12	9	17	7	3
Technology and Enterprise						
Design and Technology: Electronics	1	1	0	0	0	0
Technology and Enterprise						
Design and Technology: Metal Technology	1	0	0	0	0	0
Technology and Enterprise						
(Design and Technology: Photography	1	0	1	0	1	1
Technology and Enterprise: Design and Technology	2	4	4	3	1	3
Technology and Enterprise						
Home Economics: Home Economics	1	5	4	3	0	0
Technology and Enterprise						
Information Technology	1	4	1	0	1	4
The Arts						
Visual Arts	5	11	10	3	8	0

<b>YEAR 9 Learning Area</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>No Grade</b>
English	2	5	9	9	7	7
Health and Physical Education Health Education	2	2	2	1	0	0
Health and Physical Education Physical Activity	1	0	0	1	1	0
Languages French	0	3	0	0	0	0
Languages Indonesian	2	1	0	1	0	0
Languages Japanese	1	1	1	1	0	0
Mathematics	5	2	6	10	8	13
Science	3	6	13	5	7	11
Society and Environment	0	5	6	7	4	4
Technology and Enterprise Design and Technology: Electronics	0	1	0	0	1	0
Technology and Enterprise Design and Technology: Metal Technology	0	0	0	0	1	0
Technology and Enterprise Design and Technology: Photography	0	0	1	0	1	0
Technology and Enterprise Design and Technology :Woodwork	0	0	1	2	1	0
Technology and Enterprise Home Economics: Home Economics	0	1	3	1	0	0
Technology and Enterprise Home Economics: Textiles	0	0	1	0	0	0
Technology and Enterprise Information Technology	0	1	2	1	0	1
The Arts Visual Arts	3	2	2	1	3	0

<b>YEAR 10 Learning Area</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>No Grade</b>
English	3	10	17	38	14	20
Health and Physical Education Health Education	1	1	5	5	5	0
Health and Physical Education Physical Activity	1	0	0	3	1	0
Languages French	3	5	2	0	0	1
Languages Indonesian	0	0	2	0	0	0
Languages Italian	4	2	4	0	0	0
Languages Japanese	1	0	3	0	0	0
Mathematics	3	15	28	21	10	27
Science	15	11	34	10	10	12
Society and Environment	3	7	12	13	8	3
Technology and Enterprise Design and Technology: Electronics	0	0	1	0	1	2
Technology and Enterprise Design and Technology: Photography	0	3	1	0	0	1
Technology and Enterprise: Design and Technology: Woodwork	0	3	2	1	1	0
Technology and Enterprise Home Economics: Childcare	0	0	1	0	0	1
Technology and Enterprise Home Economics: Home Economics	0	1	1	0	0	1
Technology and Enterprise Information Technology	2	0	0	0	0	0
The Arts Visual Arts	1	1	7	4	7	1

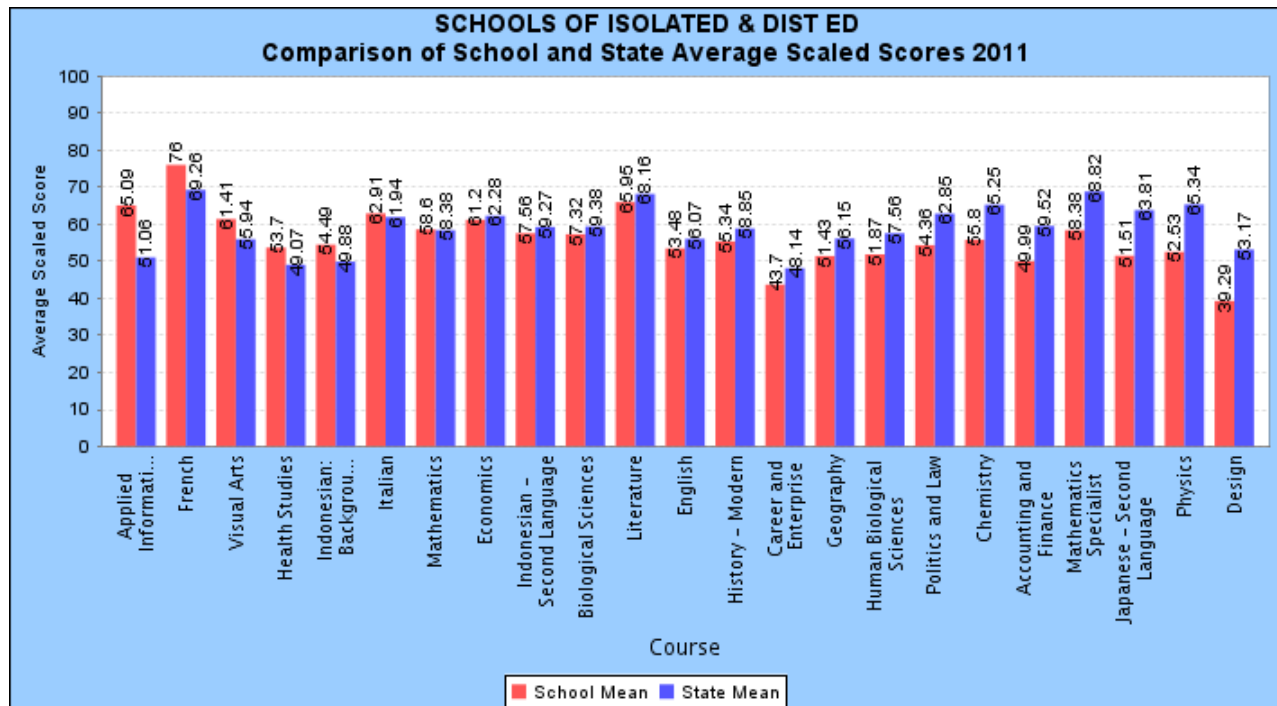
<b>Year 11 Course</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>U</b>	<b>No Grade</b>
Accounting and Finance	0	6	10	7	1	0	0
Applied Information Technology	1	7	40	1	4	0	0
Aspects of Tourism	0	0	0	1	2	0	0
Automotive Engineering and Technology	7	3	9	0	3	0	0
Biological Sciences	12	18	15	12	8	0	0
Business Management and Enterprise	2	5	4	3	10	0	0
Career and Enterprise	0	0	2	0	3	1	0
Chemistry	9	4	8	21	7	0	0
Children, Family and Community	9	7	4	5	4	0	1
Design	4	16	11	16	18	0	0
Earth and Environmental Studies	0	4	2	1	0	0	0
Economics	0	3	9	3	4	0	0
English	3	23	64	23	37	4	2
French	5	7	10	4	4	0	0
Geography	1	8	32	9	7	0	0
Health Studies	15	22	26	12	9	0	0
Human Biological Science	16	8	31	26	2	0	0
Indonesian : Second Language	4	6	4	6	0	0	0
Integrated Science	1	2	3	1	2	0	0
Italian	5	12	3	2	0	0	0
Japanese : Second Language	5	10	2	5	3	0	0
Literature	0	2	3	2	7	0	0
Materials, Design and Technology	0	0	0	2	4	0	0
Mathematics	25	30	51	36	34	6	0
Mathematics Specialist	4	4	4	6	3	0	0
Modern History	11	18	37	15	6	0	0
Physics	9	8	16	18	24	0	0
Politics and Law	2	6	21	9	4	0	0
Visual Arts	5	7	9	6	8	1	0

<b>Year 12 Course</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>U</b>	<b>No Grade</b>
Accounting and Finance	3	10	19	15	6	0	0
Applied Information Technology	6	11	10	7	4	0	0
Aspects of Tourism	2	0	0	0	0	0	0
Automotive Engineering and Technology	1	1	0	0	0	0	0
Biological Sciences	15	4	25	10	0	0	0
Business Management and Enterprise	2	4	0	1	4	0	0
Career and Enterprise	0	7	6	1	1	0	1
Chemistry	7	5	28	12	2	0	2
Children, Family and Community	5	4	2	1	0	0	0
Design	9	13	18	8	3	0	0
Earth and Environmental Studies	3	0	0	1	3	0	0
Economics	3	11	21	5	2	0	0
English	1	31	87	23	15	0	1
French	6	18	11	7	0	0	0
Geography	2	6	32	12	2	0	0
Health Studies	19	22	20	2	5	0	0
Human Biological Science	4	14	28	20	5	0	0
Indonesian : Second Language	0	8	10	0	0	0	1
Indonesian: Background Speakers	0	8	6	4	0	0	0
Integrated Science	3	3	6	2	0	0	0
Italian	8	9	11	7	1	0	2
Japanese : Second Language	2	14	4	4	0	0	0
Literature	0	2	14	0	0	0	0
Materials, Design and Technology	2	0	3	0	0	0	0
Mathematics	24	34	93	33	27	0	2
Mathematics Specialist	2	14	17	8	2	0	3
Modern History	2	2	27	7	2	0	4
Physics	0	14	15	18	8	0	1
Politics and Law	4	4	13	18	3	0	0



## Comparison of School and State (all) Average Scaled Scores

This graph provides a comparison of the school and state (all) average scaled scores in each course offered by the school.



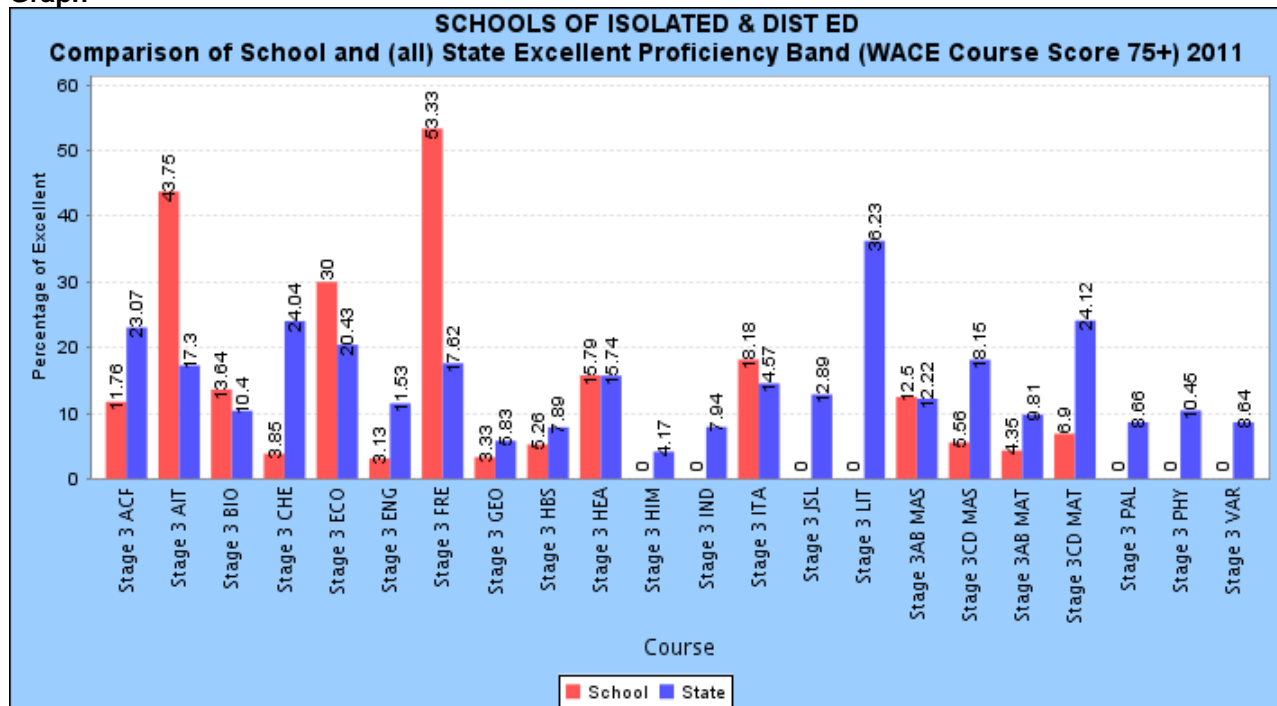
## WACE Achievement

	Eligible Year 12 Students	Percentage Achieving WACE
<b>2010</b>	29	79%
<b>2011</b>	28	93%

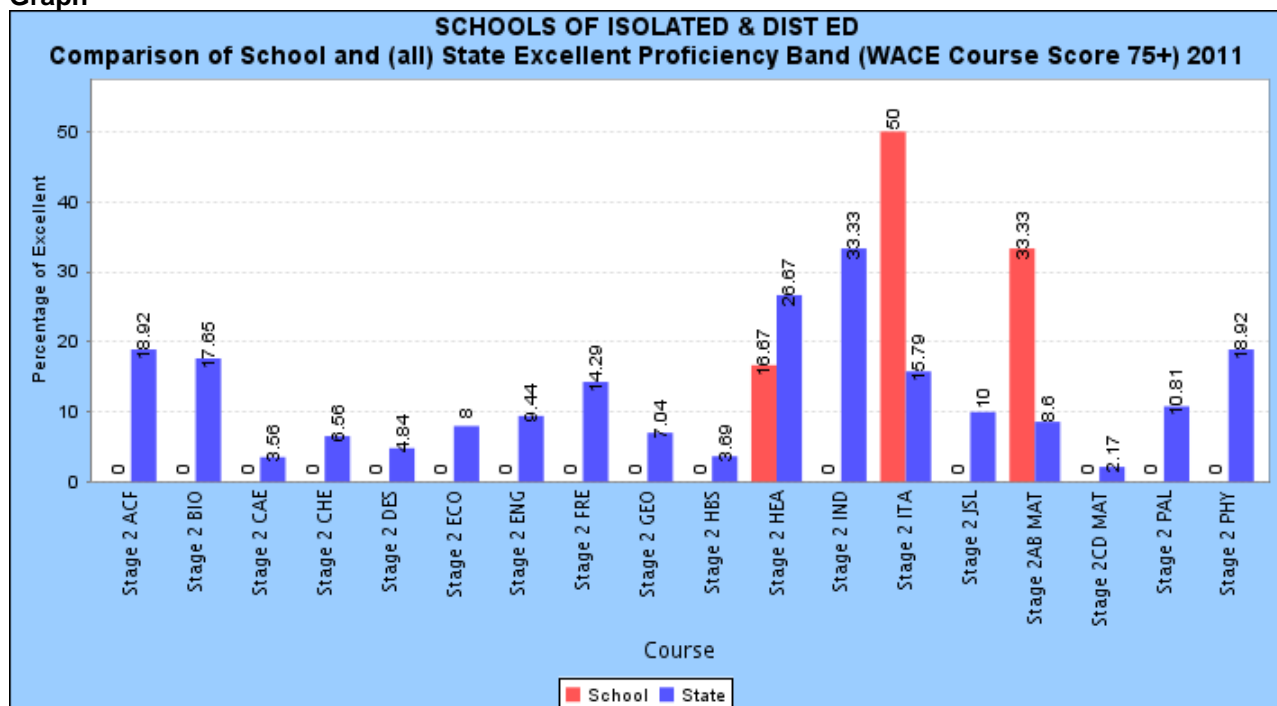
## Graph: Comparison of School and State Excellent Proficiency Data

This graph displays a comparison of the Excellent Proficiency data with State (all) data

**Comparison of School and (all) State Excellent Proficiency Band (WACE Course Score 75+) Stage 3 Graph**



**Comparison of School and (all) State Excellent Proficiency Band (WACE Course Score 75+) Stage 2 Graph**



## Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN) 2011

### 1. LITERACY–

- Reading - 86% at/above National standard; 23% at National minimum standard
- Writing – 61% at/above National standard; 38% below National minimum standard (5 students)
- Spelling - 87% at/above National standard ; 14 students at or below National minimum standard (1 student below)
- Grammar & Punctuation – 84% at/above National standard; 13% at national minimum standard (2 students)

### 2. NUMERACY

- 86 % - at/above National standard; 21% at national minimum standard (3 students)

### 3. COMPARISONS

TEST	ALL AUSTRALIAN SCHOOLS' MEAN	ALL WA SCHOOLS' MEAN	SIDE MEAN
Reading	580	578	608
Writing	568	564	536
Spelling	582	575	615
Grammar & Punctuation	573	567	599
Numeracy	584	583	615

TEST TYPE	% In Bands 9 & 10	% Comparison to all Australian schools	% Below Band 5	% Comparison to all Australian schools
Reading	33	20	13	20
Writing	23	20	38	20
Spelling	47	20	13	20
Grammar & Punctuation	47	20	7	20
Numeracy	29	20	14	20

## Year 9 Western Australian Monitoring Standards in Education (WAMSE9) 2011

- 10 Students sat the tests

					Difference			
					2011	2010	2009	
•	Society and Environment	School Mean	521	WA Schools Mean	497	24	30	7
•	Society and Environment Information, Communication and Participation	School Mean	516	WA Schools Mean	496	20	39	1
•	Science	School Mean	529	WA Schools Mean	483	46	34	-1
•	Science Investigating	School Mean	535	WA Schools Mean	485	50	26	-4

The above WAMSE9 data demonstrates the strong performance in both Science and Society and Environment when compared to WA State average.

### Society & Environment

- 4 students below the WAMSE standard (1 not enrolled for testing in for Society and Environment, 2 withdrawals from SIDE and 1 Learning Support student)
- 5 in top 50% students range for Society and Environment Outcomes
- 4 in top 40% students range for Society and Environment and Information Communication and Participation

### Science

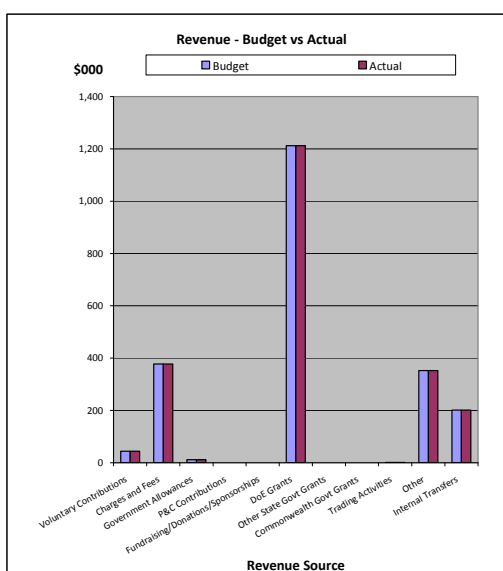
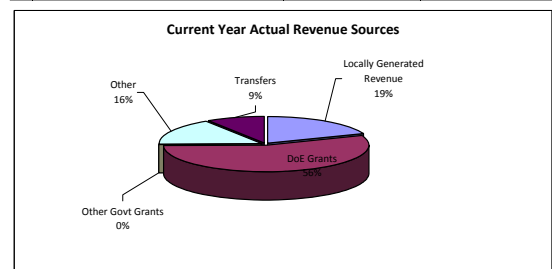
- 2 students below the WAMSE standard in both general and Investigating (1 Learning Support student and 1 Referral student)
- 5 in top 50% students range for Science and Science Investigating
- 1 student scored in above 625 range for Science Investigating

## SECTION 4 SCHOOL MANAGEMENT

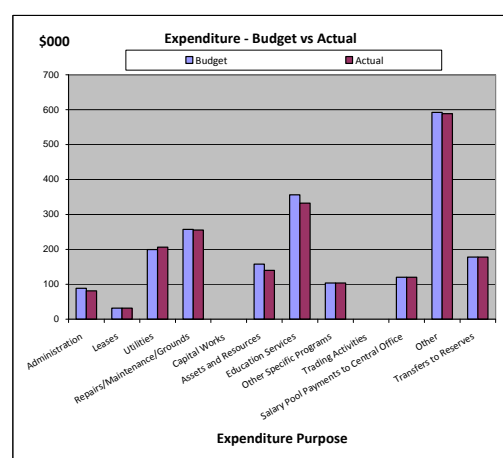
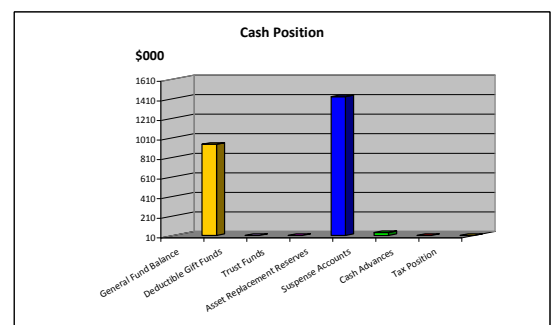


### Schools of Isolated & Distance Education Financial Summary as at 31 December 2011

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 44,417.00	\$ 44,416.50
2	Charges and Fees	\$ 377,813.00	\$ 377,813.15
3	Government Allowances	\$ 12,220.00	\$ 12,220.00
4	P&C Contributions	\$ -	\$ -
5	Fundraising/Donations/Sponsorships	\$ 40.00	\$ 40.00
6	DoE Grants	\$ 1,211,854.00	\$ 1,211,853.95
7	Other State Govt Grants	\$ -	\$ -
8	Commonwealth Govt Grants	\$ -	\$ -
9	Trading Activities	\$ 1,104.00	\$ 1,104.94
10	Other	\$ 352,219.00	\$ 352,220.57
11	Internal Transfers	\$ 201,488.00	\$ 201,487.92
	<b>Total</b>	<b>\$ 2,201,155.00</b>	<b>\$ 2,201,157.03</b>
	<b>Opening Balance</b>	<b>\$ 779,986.00</b>	<b>\$ 779,985.63</b>
	<b>Total Funds Available</b>	<b>\$ 2,981,141.00</b>	<b>\$ 2,981,142.66</b>



	Expenditure	Budget	Actual
1	Administration	\$ 88,547.78	\$ 81,338.48
2	Leases	\$ 31,912.00	\$ 31,912.02
3	Utilities	\$ 199,255.00	\$ 206,161.33
4	Repairs/Maintenance/Grounds	\$ 257,297.82	\$ 255,386.59
5	Capital Works	\$ -	\$ -
6	Assets and Resources	\$ 157,737.50	\$ 140,156.57
7	Education Services	\$ 356,089.00	\$ 332,583.58
8	Other Specific Programs	\$ 103,683.49	\$ 104,014.76
9	Trading Activities	\$ -	\$ -
10	Salary Pool Payments to Central Office	\$ 120,000.00	\$ 120,000.00
11	Other	\$ 592,105.41	\$ 589,047.84
12	Transfers to Reserves	\$ 177,968.00	\$ 177,968.00
	<b>Total</b>	<b>\$ 2,084,596.00</b>	<b>\$ 2,038,569.17</b>



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 2,398,082.84</b>
Made up of:	-
1 General Fund Balance	\$ 942,573.49
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,429,239.28
5 Suspense Accounts	\$ 39,880.07
6 Cash Advances	\$ 780.00
7 Tax Position	\$ 12,830.00
<b>Total Bank Balance</b>	<b>\$ 2,398,082.84</b>

## Staff Attendance

	2009	2010	2011
Teaching Staff	96%	96%	95%
School Support Staff	96%	95%	96%
All School Staff	96%	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 2010. SIDE then employs a number of teaching staff on a fixed term basis as the need arises as determined by enrolment trends.

	2010	2011
Total base Teaching Staff	155	150
Permanent staff retained from previous year	100%	100%
New permanent teaching staff	0	1
Staff retention Rate 2010 - 2011	100%	100%

Five teaching staff retired during the year:

Lynne Alguire  
Ralph Gerard  
Gerry Lane  
Norman Snell  
Les Stanning

### 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	2011
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### Year 12 Intentions and Destinations

Number of Secondary Teachers and Support Staff	175	150
Total Professional Learning Expenditure	\$45,415	\$57,000

### 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:

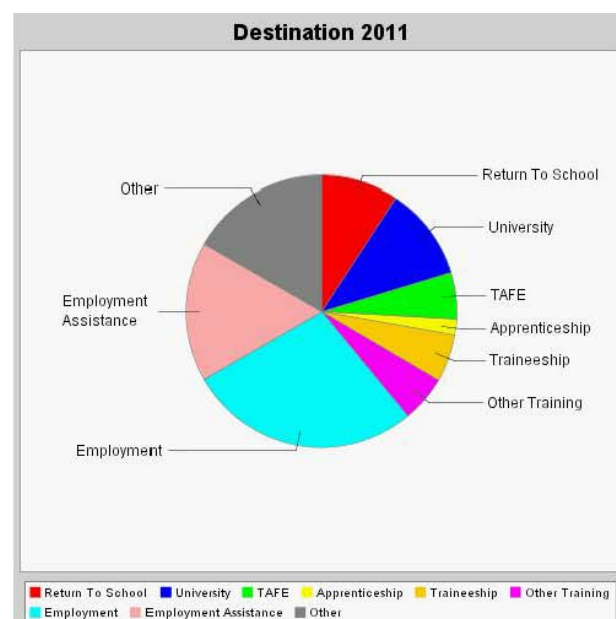
- Students are provided with a work completion calendar. Those who do not submit work without a reasonable explanation are considered 'absent'.
- Students are encouraged to follow a normal school day pattern to participate in lessons. It is expected that they 'attend' for 8-10 hours in senior schooling 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.

### Student Retention

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

	2008	2009	2010	2011
8 - 10	207%	163%	208%	141%
8 - 12	133%	136%	156%	165%
10 - 12	56%	71%	75%	1102%
10 - 11	91%	102%	157%	127%
11 - 12	64%	78%	74%	65%

*Note: All rate calculations are based on second semester census data*



## **Student, Parent and 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 secondary school'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 that, in turn, provoked further concern for their ability to contact parents and co-ordinators at SIDE.

These concerns were used to develop the Student Contact Information Log System during 2011 and 2012. The system should be in operation by Semester 2 in 2012. The Student Services Team conducted Supervisor Seminars in 2011 and will continue to do so in 2012 as these have received valuable positive feedback from attendees.

We continue to work on developing programs that will meet the needs of all students enrolled at SIDE.

### **Recommendations for 2012**

- Teachers will have high expectations of their students and will develop effective student learning capacities.
- Consolidate the focus of teaching and learning programs in Years 8, 9 and 10.
- Years 8, 9, and 10 curriculum development will continue to be scoped against the Australian Curriculum.
- Continued development and implementation of an electronic Student 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.
- Explore operatives, industry relationships and other partnerships with SIDE.
- Develop SIDE Website – Phase 2 – Intranet.
- Quality assurance of SIDE produced materials.
- Explore and employ on-line assessment strategies.
- Continue to focus on staff health and well-being through improved daily practices.