



SCHOOLS OF ISOLATED AND DISTANCE EDUCATION

2012 Annual Report



**Schools of Isolated and Distance Education
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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 2012 school year saw enrolments decrease to approximately 2500 students in the Secondary School and 220 in the Primary School. There were decreased numbers of enrolments from metropolitan schools accessing the Schools of Isolated and Distance Education (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 throughout Australia or the world, on a long term basis, with their parents.
- WA students whose local school does not offer the subjects they wish to study, or where the timetable does not allow them to join the class – this includes rural and remote primary schools with secondary students.
- WA students whose local school has staffing issues that have resulted in classes being left without a suitably qualified teacher.
- Students 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. 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 respond better 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, and
- 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

- All children and young people are capable of learning.
- Students learn in different ways and their learning programs need to recognise this.
- The teacher is a critical factor in a child's learning success.
- Teachers need to encourage students to take responsibility for their own learning and to set challenging yet realistic goals for improvement.

- Effective pedagogy is purposeful, challenging and connected to a student's experience, stage of development and background.
- Learning programs need to acknowledge and build on students' skills. They need to be culturally and developmentally appropriate and have real-life application.
- Students should have the opportunity to observe, practise and teach other students the actual processes, products, skills and values that are expected of them.
- The mental and physical health and well-being of students and teachers is a priority.
- Students need opportunities to engage in higher order thinking and reflection about learning.
- The core shared values in practice are the important foundation for all 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 consists of student coordinators and school psychologists. The team establishes and supports educational programs for SIDE students and monitors their progress for success. They are responsible for,

- coordinating each student's educational program in partnership with teachers, supervisors and parents;
- counselling students regarding Department of Education (DoE) attainment benchmarks, WACE requirements and TISC procedures;
- assisting students to explore tertiary educational options and/or career

directions that match their interests and strengths; and

- considering individual circumstances as well as the local context when monitoring student progress.

Enrolment 2012

- Total enrolments of 2,500. There was a significant decrease in senior high schools accessing SIDE.
- The SIDE Online Enrolments via the Portal (SOEP) application enabled government schools to enrol students with ease and efficiency.
- Enrolment processes and procedures were documented and streamlined to ensure a consistent approach.
- Enrolment and student support information was updated. The Website 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.

Teaching and Learning

Online Teaching and Learning

- The Year 11/12 Information Moodle course continued to provide senior school information including WACE and TISC.
- The Supervisor Moodle course was implemented and developed to support school supervisors with SIDE information and to provide a forum for sharing of ideas and discussion.
- Centra was utilised by coordinators to provide enrolment information and maintain effective learning programs including Endorsed programs.

Curriculum Development

- Comprehensive development of materials to support Endorsed programs offered through Student Services.
- Individualised support and assistance in developing portfolios was provided for students visiting the SIDE site and enrolled in Endorsed programs.
- The Year 11/12 Information, Supervisor and Endorsed program Moodle courses provided quality materials 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 by student coordinators to track student WACE achievement. 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 coordinators on behalf of students to provide additional university entrance opportunities.
- Centra lessons were offered to home based Year 12 students to support WACE exam preparation and TISC guidance.

Student achievement

- Student coordinators tracked 36 full time students aspiring to university entry. 25 students responded to emails requesting destination data; 13 were accepted to university (5 through alternative entry); 8 gained employment or are taking a gap year and 6 are pursuing elite sport or arts opportunities.

Supporting Students and Schools

Student Contact

- 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.
- *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.
- SIDE celebrated a 25 year partnership with the Trinity Learning Centre (TLC)

and developed two new partnerships for pregnant and parenting young people at Gilmore College and Waikiki Family Centre.

- TLC students and crèche came to SIDE for a day of sessions with their teachers, and an opportunity to strengthen further the SIDE/TLC relationship.

Support Materials and Procedures

- Course information flyers were produced 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.
- The SIDE Guide was revised and its use encouraged and promoted by raising awareness in Learning Areas.
- Student course changes and participation processes were further developed to monitor and record accurately student information in *Reporting to Parents and SIS*.
- Regional visit procedures were streamlined and improved to encourage a consistent approach.
- Improved learning outcomes were achieved for *Elite* category students. An induction program and an expectation of weekly onsite attendance improved student participation.
- 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.

Focus areas for 2013

- Investigate WACE 2016 guidelines and student counselling required for students to attain WACE. Raise awareness of changes with parents and SIDE community.
- Encourage senior secondary student attainment of Certificate II or > 55 ATAR.
- Individualise student programs and pathways to meet the needs of students including their cultural context, aspirations and learning style.
- Develop and modify regional and on-site student contact visits taking into

account the 2013 Student Coordinator teaching role.

- Examine ways to maintain a regional presence.
- Support investigation and implementation of online enrolment for home based and private school students.
- Rationalise the regional visit program by responding to school priorities and PCAP guidelines. Ensure visits are effective and streamlined (regional, onsite, phone, Centra).
- Raise awareness of individual circumstances that impact on teaching and learning via visit reports and SCILS.
- Record student and school contact and effectively use the student at risk process within SCILS.
- Further promote, develop and utilise the Supervisor and Year 11/12 Information Moodle courses.
- Establish effective relationships between student coordinators, teachers, students, families and schools to promote individual student achievement.
- Explore developing partnerships with agencies in Bunbury and Albany for pregnant and parenting young people.



ONLINE TEACHING AND LEARNING

Introduction

The Online Teaching and Learning (OTL) team continued to expand its scope, with a focus on supporting systems and pedagogy to meet the needs of students and teachers.

In 2012 the OTL team consisted of six staff:

- 1 x L3 Program Coordinator
- 3 x Special Duties Teachers working 0.4 – 0.6 FTE, with a further Special Duties Teacher being added in Term 4: and
- 1 x support officer, attached to SIDE Information Communication Technology (ICT) but focussing on OTL and web services needs.

In 2012, the OTL team had a wide ranging brief:

- undertake teaching and the provision of training programs for both teachers and students in the appropriate use of technologies;
- exercise responsibility for and manage human, financial and physical resources in order to meet the organisational objectives of the Department of Education (DoE) and SIDE;
- contribute to the development and implementation of whole school curriculum, policies, programs and procedures; and
- maintain and manage the SIDE learning delivery systems such as Moodle LMS, Centra and video conferencing.

In 2012, we specifically focussed on:

- Implementing key actions identified in the online learning plan.
- Consolidating use of the Online Teaching Capabilities Framework, and reinforcing the framework through specific professional learning programs. The framework accounts for the changes in technology that have changed the nature of a distance education teacher's role.
- Continuing the expansion of asynchronous online teaching and learning by beginning a transition to the Moodle2 virtual learning environment, and concurrently transferring the content of WestOne's Equella content management system to SIDE's EROL repository. This allows more tailored and contextually appropriate 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 SIDE's Students Contact and Intervention log (SCILS).
- Collaborating with DoE's Classroom Management Strategies team to tailor and deliver an online-learning specific version of the highly successful CMS program.

- Developing a synthesis with the operations of the SIDE Library Resource Centre, which in 2012 fell under the line management of Ross Manson. There is a clear synergy between the two areas of operation, and the move into digital technologies such as eBooks meant there were many opportunities for the teams to work together.

Teaching and Learning

Synchronous (Centra) teaching and learning continued to expand in 2012. The Department of Education upgraded to a newer version on Saba Centra at the start of 2012, providing greater functionality for all users of Centra. Virtually all students received regular, scheduled instruction, participating in multiple lessons per week across their learning program. By the end of 2012, more than 4000 online lessons per month were being delivered. Practice continued to become more sophisticated, with teachers using the tool in creative ways to engage and stimulate students. The use of Centra to encourage collaboration amongst students, and to target high-level learning behaviours was embedded in teaching practice.

Ongoing training and support has resulted in Centra being an everyday tool of trade in the SIDE teacher's armoury. For the OTL team, this has meant regularly revisiting our 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, is the core of our asynchronous presence. Just like Centra, a Moodle "classroom" for every course is now a matter of routine. Whereas teachers in the early years of Moodle were sometimes reluctant to dabble for fear of "breaking it", there is now widespread expertise and a universal understanding of how this tool has helped revolutionise practice at SIDE. Whereas some teachers may have felt disconnected from the student cohort in the past, teachers and students now identify their Moodle courses as their own classroom. Our strategy has been to promote individual customisation to match teaching style and

context. At the end of the school year there were approximately 2700 users of Moodle and about 500 courses being used or in production.

Our adoption of Moodle in 2009 was based on sound reasons, not least the knowledge that with such a massive worldwide user-base, it was certain to keep pace with technological developments. This has certainly been the case, and we watched the advent of Moodle2 in 2011 with some anticipation. Moodle was redesigned from the ground up, so as to ensure even better stability, modularity and extensibility. SIDE carefully kept close tabs on developments, and once the “bugs” were ironed out, we set about establishing a migration plan. To that end, SIDE’s Moodle2 went live in Term 4 of 2012.

Professional development and an awareness program were undertaken, and much work was put into ensuring a seamless integration of the old and the new. Such aspects as shared login details, surfacing of Moodle2 courses in the Moodle 1 homepage, and guides, help sheets and screencasts were attended to. Many teachers started development of courses in Moodle2, and the first students were due to log in on Day 1 of 2013.

SIDE’s expertise with Centra and Moodle were the foundation of professional collaboration with Tuart College, who were just beginning the journey into becoming an eSchool. OTL staff spent considerable time sharing ideas and experiences to assist Tuart College in making the jump.

Professional development continued to be coordinated by Angela Signorile. In concert with all members of the OTL team, a program of redeveloping professional learning was undertaken by the whole team, and the first two modules were successfully piloted in Term 4.

The relationship between the SIDE ICT team and the OTL team, continued to be very productive and collaborative. Matt Reverzani joined the OTL team as part of his ICT duties, and he took over day-to-day administration of EROL and Moodle. His extensive ICT skills proved a boon to the team, allowing greater concentration on teaching and learning.

The use of the EQUELLA content repository was essential to the success of SIDE’s asynchronous learning strategies. SIDE content has been housed in WestOne’s system and after an extensive tender process, SIDE licensed the Pearson Equella software and migrated the K-12 content to in-house. The SIDE system was differentiated by its new name: Electronic Resources Online (EROL). Extensive work by SIDE Admin, OTL, ICT and Pearson personnel prior to and through the mid-year holidays resulted in a virtually seamless transition. In Term 4, Matt Reverzani, Gavin Rogers and Ross Manson undertook Equella administration training, with a view to further tailoring it to SIDE’s needs.

The Department’s Classroom Management Strategies program is a well-established success. In 2012, a partnership was formed with the SIDE OTL team to tailor the program to an online learning context. This was intended to both inform SIDE’s pedagogical approach and enhance the CMS’s team capacities with the new technologies. CMS consultant Kim Tan initially trained the OTL team and selected individuals from across learning areas in the CMS approach. Kim continued to work with the OTL team to develop a program that could be delivered across the school. Angela Signorile took a leading role in working on the CMS program, and a new OTL team member, Kim Daymond, a skilled language teacher, was appointed specifically to further the work.

OTL Highlights of 2012

OTL and SIDE Library Resource Centre staff collaborated to present the Authors Online program, where working writers worked with SIDE’s students using Centra. OTL’s Halina Sobkowiak was instrumental in supporting this project.

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 ongoing development of SIDE-specific templates made things much easier for people working in the platform. SIDE developed materials were placed in the EROL repository.

Angela Signorile coordinated, managed the School Curriculum and Standards Authority practical exams in EAL/D and German using Centra. This saw over 1000 students in 7 countries in Asia use Centra to complete the practical interview component for their WACE.

Through a collaboration of E-Schooling at the Department of Education, Scitech and SIDE primary and secondary staff, upper primary and secondary students participated in interactive webcasts using the Department's Centra live conferencing system. The webcasts were produced as part of National Science Week. The first involved more than 35 students from SIDE and the Meekatharra School of the Air viewing and interacting with a presentation about Professor Wood's life and work. Questions from students were raised through the presenter, Angela Signorile from SIDE's Online Teaching and Learning team, and some students had an opportunity to put their questions live to Professor Wood.

The Online Teaching and Learning team continued its important role in facilitating SIDE's move to being a "state-of-the-art", e-learning school.

Focus areas for 2013

- Implement key actions identified in the 2012 Online Learning Plan.
- Professional learning redevelopment to continue.
- Rollout the classroom management strategies course for the SIDE online teaching context to the wider school.
- Support SIDE's Primary Languages in adapting to changed working environments.
- Seek synergies between OTL and Library Resource Centre (LRC) teams through collaboration and shared activities.
- Continue migration to Moodle2.
- Support SIDE's Change2 process.
- Investigate and work with SIDE's Curriculum Resources Development Team (CRDT) to develop workflow and

collaboration for course development in SIDE's systems.

SIDE Library Resource Centre

The SIDE LRC has a wide range of resources to support the curriculum and recreational needs of Kindergarten to Year 12 students.

The Library Resource Centre offers extensive services:

- assistance with seeking information and internet searches;
- an online catalogue;
- an extensive Moodle course has links to online resources;
- subscriptions to online references, such as Encyclopaedia Britannica;
- teacher librarians to support wide-reading and curriculum requirements; and,
- a study area where students can meet and work with teachers and use computers to conduct research and prepare assignments.

In 2012 the LRC team consisted of six staff;

- 3 x Teacher Librarians (0.2 – 0.8 FTE)
- 2 x Library Officers (Level 1) (0.2 – 0.3 FTE)
- 1 x Library Technician (appointed Term 4, 1.0 FTE) replacing 1 x Library Officer (L2 1.0 FTE)

Move to new building

In 2012 the SIDE Library Resource Centre (LRC) moved into a new Building Education Revolution (BER) Library building. While basic furniture was provided to start the year, the remainder of the furniture was provided during the year. In addition reverse cycle air conditioning was installed in Term 1. The building is an airy, light-filled flexible space with seating for 16 students in formal settings, and casual seating for up to 10 students. There are a number of regular visitors to the LRC:

- primary families visiting SIDE for enrolment or follow-up visits;

- secondary students attending regular sessions with SIDE teachers; and
- teachers accessing materials and services to support student learning.

Teaching and learning programs

Teacher librarians worked with all primary teachers and primary Centra classes providing literature-based programs, across Terms 2, 3 and 4.

Wide reading sessions were delivered collaboratively with Year 10 secondary English teachers. This program provided a basis for planning for expanding the program in 2013. Teachers reported increases in student voluntary reading. Research overseas indicates that this has a direct impact on student literacy levels.

Information literacy programs were integrated into Society and Environment programs. In particular, an online information literacy program was delivered in Moodle and Centra to Year 8 students in Term 4.

Authors Online has continued to develop with sessions being delivered via Centra to primary students, secondary English students and History students. Highlights of 2012 included Gail Jones, author of the Year 12 text 'Sorry' speaking to students from her home in Sydney, and the Children's Laureate Boori Pryor speaking to SIDE primary, secondary and SOTA students in three sessions across a day.

Developing online access to information

During early 2012 LRC and IT staff explored future options for online delivery. A decision was made to purchase a new library administration system, Oliver (supplied by Softlink Australia), to improve online services. Extensive work was done by teacher librarian Cathy Scott and SIDE ICT Manager Gavin Rogers to ensure smooth migration of existing records and integration with other SIDE systems.

The advent of the e-Book offers many opportunities in an online environment like SIDE. The potential to revolutionise how we deliver resources to students, reduce printing and dispatch costs, and further "shrink" the

distances from student to school means it is essential the SIDE LRC be at the cutting edge of this "new paradigm".

After extensive research and planning by teacher librarians Cathy Scott, Liz Allen and Helen Willison, a decision was made to purchase the market-dominating Overdrive as SIDE's e-book delivery system. There were several significant factors in selecting this system:

- compatibility with existing SIDE systems;
- the widest possible range of texts; and,
- a practicable way of working within a strict Digital Rights Management structure.

The acquisition of Overdrive to create the SIDE Digital Library involved SIDE IT staff undertaking pioneering work with the DoE's Information Systems branch to ensure such a cutting-edge system could be implemented within the necessary limitations of the DoE network.

After extensive trialling and troubleshooting by LRC staff, the Oliver and Overdrive systems were piloted in late 2012, and will be implemented fully in 2013.

SECTION 2 - CURRICULUM LEARNING AREA REPORTS

PRIMARY SCHOOL

Introduction

Staffing

The Primary staff is highly experienced. In addition to the Deputy Principal, there are five Level Three Classroom Teachers and of the remaining 11 teachers six hold Senior Teacher status. Two part time education assistants are employed to support students with special needs and the ECE team. One full-time administrative assistant provides administrative support and performs student enrolment duties.

All teaching staff meet the professional requirements to teach in Western Australian schools and are registered with the Teachers Registration Board WA. Most teaching staff on fixed term contracts and all permanent staff were retained from 2011.

Teaching and Learning

Online Teaching and Learning

The online delivery of learning materials continues and has shown considerable growth as the preferred medium for home based students. In 2012, classroom 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.

More than 100 learning programs, classroom pages and specialist study areas were created and promoted by classroom teachers in Moodle. A large proportion of Years Three to Seven students made use of this facility. Primary has continued to encourage students to download, and return electronically, their learning programs rather than receive a print

version. This has been a popular option for overseas students.

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

Delivery to a larger audience continues to be hindered by internet connectivity and time-zone issues. These issues will continue to be addressed in 2013.

Curriculum Provision

The teaching and learning programs in Primary 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, help inform teachers to determine the needs of their students.

There were many major achievements in curriculum in 2012:

- We continued to update learning materials to Australian Curriculum standard in English, Science and History;
- The implementation of Australian Curriculum Mathematics in Years Three, Four and Five materials was progressed;
- The Year Two Australian Curriculum Mathematics was completed by the end of 2012; and,
- The Year Three Integrated Curriculum incorporating Australian Curriculum English, Geography, Science and History was scoped and three sets were completed by the end of 2012.

NAPLAN Results

2012 saw the sixth year of national testing in Literacy and Numeracy (NAPLAN). The tables in *Section 3 – Student Achievement* provide data for students in Years Three, Five and Seven who performed at least above or close to the national average in all of the Literacy and Numeracy components.

Highlights for 2012

- The capacity of teachers to develop and implement high quality curriculum materials to match the Phase One Australian Curriculum.
- The professionalism of the teachers in responding to Department of Education initiatives and priorities.
- The completion of Years Two, Three and Five Mathematics and the scoping and completion of three sets of Year Three integrated with staff input and validation.

Focus for 2013

Primary will continue with its strong focus on catering for the individual needs of students, and the implementation of the Phase Two Australian Curriculum, especially in the Early Childhood program.



THE ARTS and INFORMATION TECHNOLOGY

Introduction

At SIDE The Arts and Information Technologies draw together the distinct but related subjects of Visual and Media Arts, Design and Digital Technologies. Key concepts and skills are strengthened, complemented and extended.

In 2012 these complementary curriculum areas applied the elements and principles of design in Visual Arts and the use of digital technologies in Media Arts. To further develop links with Information Technology and Design, students learnt about the technical aspects of multimedia, information communication technology and design to develop ideas and explore concepts. By spending time listening to the teachers deliver engaging online lessons the vocabulary common to both curriculum areas is evident: investigating, designing, planning, producing, making, capturing and recording, choosing, combining

and editing, evaluating, representing and distributing. These are the curriculum links recognised by Australian curriculum, Assessment and Reporting Authority (ACARA) in the Australian Curriculum.

Teaching and Learning

Media Production and Analysis Stage 1 was introduced to year 11 and 12 students who were encouraged and supported by a new member to the team in Neil Berry, a Level 3 Classroom Teacher, who continued to be a member of the SIDE's Online Teaching and Learning team. Working in both teams Neil was able to inspire his students with rigorous and relevant online learning experiences that allowed each student an opportunity to attain their educational goals.

Mark Rotondella joined SIDE from Canning College as a replacement for Serena Chew, on parental leave, and provided expertise in many Information Communication and Technology (ICT) areas: Year 8 – 10 Information Technology and Stage 1 and 2 Applied Information Technology (AIT) for Years 11 and 12. Mark was able to add many new strings to his bow quickly including developing content for existing and new Moodle courses and then engaging students in Moodle; designing resources for online delivery in Centra, conducting timetabled lessons to groups and individual students and trouble shooting many problems as they arose. Mark's professionalism made him a valued member of the team and an example of the broader palette of skills traditional teachers need to develop to teach at SIDE.

Our teachers' online teaching methods continued to evolve. Technologies keep changing, and we are still learning how students learn online and what methods work best. We expand our use of technology not only for teaching and learning, but also in the daily management of student administration. All teachers in this learning area use online Reporting to Parents for data entry of assessment results, creating reports to inform students and report comments. The Moodle LMS for course content and management of student participation, assessment submission, work completion calendars and feedback. The

newly introduced Student Contact and Intervention Log in Semester Two allowed teachers to log daily contact to and from students and respond to students seen to be at risk by highlighting low attendance and poor participation.

To have two team members in Richard Wu and Dusty Ward who continually develop their online teaching skills in the areas of Visual Arts and Design during 2012 was a key factor in the use of technology to enhance student learning. Richard consolidated his online teaching in Visual Arts to students in Stages 2 and 3 – Year 11 and 12, and Lower Secondary Art to Years 8, 9 and 10. Richard achieved personal goals by completing the Leadership Professional Development Units and his Certificate IV in Workplace Training and Delivery. Richard's own professional learning was enhanced by being selected as a Stage 2 WACE Practical Exam marker.

Dusty represented the team as a member of SIDE's Curriculum and Assessment Reporting Committee. Her focus area was indigenous students and continuous improvement of the methods of delivery, engagement and assessment for this group of students. Dusty was selected by the Executive team to participate in the Change 2 processes which lead to the key priorities being established for SIDE's school plan 2012-2016.

The Key Priorities Achieved in 2012

Lower Secondary School

1. Clear expectations about teaching, assessment and reporting online.
2. A standardised pathway of Visual Arts modules and assessments for each year group.
3. Assessment feedback sheets, returned to all students through Moodle.
4. Development of Moodle 2 online course for the ACARA Visual Arts Year 7-8 strand written in 2011.

Senior Secondary School

1. Creation and implementation of WACE Course Teacher Checklist to assist teachers in planning and developing their teaching, learning and assessment programs.

2. Implementation of Stage 1 Media Production and Analysis.
3. Collaboration with Balcatta SHS students and teachers in Moodle Stage 3 Visual Arts. Sharing of ideas and knowledge, assessment validity and small group moderation.
4. Support for Stage 2 WACE Design Graphics student portfolios for the second year of WACE practical examination with high quality in-house printing for submission to the Schools Curriculum and Standards Authority.
5. Ongoing use and refinement of E-portfolios for Stage 3 AIT students. Providing all students with a rigorous study/revision program for WACE exams and a digital portfolio for their work-life beyond school.
6. Online assessments in Moodle standardised with questionnaires for multiple choice and short answer sections used under timed exam conditions to develop student's exam skills and strategies.
7. Opportunities for the professional development of teachers in a range of new technologies.

Whole School

1. Participation and active engagement of teachers and students in Moodle and Centra from Day 1 of Term 1.
2. Digital assessment feedback sheets and PDF mark up of student work for all courses in Adobe Acrobat, supported through online Moodle advanced assignment upload by students.
3. Continued use and refinement of The Arts Moodle Style-Guide for all online courses creating Moodle courses with a common student user interface.
4. Scheduled centra lessons where group times were offered in response to the students who generated their own wiki timetables in Moodle.
5. Full implementation of the Reporting to Parents Module, assessment outlines and data entry.
6. Use of a common team database for all teacher and student contact.
7. Moderation processes implemented across and within subjects.

8. Regional and metropolitan visits to students and schools to address and resolve point of needs issues and additional support.
9. Transition to a school based system student contact log.
10. Year 11 and 12 students Visual Arts and Design practical work was used for the 2012 Awards Ceremony Invitation, Program and framed pieces for display around the school.
11. Opportunities for students to exhibit art and design with submissions for Young Originals and Perspectives Exhibitions. Students Aline Gibson Vega (Yr 12) and Bret-Abbey O'Brien (Yr 11) and their teachers are congratulated for achieving selection for 2012 Young Originals.

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).
- Support for practical exam submission at the end of Term 3 for Stage 2 and 3 students in Visual Arts and Design Graphics.

2013 Focus Areas

- Clear expectations about teaching, assessment and reporting online.
- Centra used as the daily teaching/delivery method for students with additional technologies supporting online teaching and learning.
- Continue to use Moodle to deliver all content and assessment in all Arts and IT courses, using and exploring all features to develop rich and engaging online classrooms and embracing new technologies.
- 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.

- Plan, implement and communicate with students where Individual Education Plans are written.
- Using Level 3 classroom teacher 0.1 FTE to develop an Introduction to SIDE Starter Pack Online module, based on content available from the Australian Curriculum Draft Technologies Curriculum and the ICT General Capabilities. Teachers will work collaboratively to develop engaging and rigorous online courses.
- Ensure all students on the current roll are enrolled in the Introduction to SIDE online IT unit.
- Further expand modules in IT for a more comprehensive lower secondary pathway that prepares students for learning in an online environment and preparation for Senior Secondary WACE courses.
- Using strategies within Moodle and Centra to improve attendance and apply the assessment policy to regular work submission.
- Maintain and foster external partnerships with schools.
- Supporting teachers with professional development, including the Australian Curriculum – The Arts & Technologies.
- Provide feedback to ACARA, for the Draft Curriculum, Technologies.
- Understand and implement Australian Curriculum ICT General Capabilities by modifying courses and developing new courses.
- Analyse resources that support implementation in 2014/2015 of Certificate level I and II courses in Visual Arts and Information Technology.
- Implement the 2014 Applied Information Syllabus major changes for Stages 1, 2 and 3 with the creation of new Moodle courses, resources and assessment types.
- Implementation of Stage 2 Media Production and Analysis for Year 11 and 12 students with Year 12 students supported in preparation for the practical and written exam components.
- Continue to achieve student results 'above state average' in Stage 3 WACE courses.
- Support School Leadership in developing a Professional Learning Community.

CAREERS AND VET

The Career Development Team's (CDT) learning area course structure in 2012 was comprised of the following:

- WACE Courses
 - Career and Enterprise (Stage 1),
 - Workplace Learning
- VET Credit Transfer
 - Certificate of General Education for Adults (CGEA) in Certificates I (Intro), I and II.
 - Certificate I in Work Education
- Endorsed Programs
 - Workplace Learning Modes 1 and 2
 - Keys for Life
 - Working on Wheels

The School Based Apprenticeships and Traineeship qualifications that we supported through Workplace Learning Mode 1 in 2012 were as follows:

- 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

Other VET stand-alone programs that were delivered at SIDE in 2012 through other learning areas were as follows:

- Certificate II in Applied Languages
- Certificate I in Business
- Certificate II in Business

Key Priorities achieved in 2012

Four strategic priorities were a focus and were achieved in 2012:

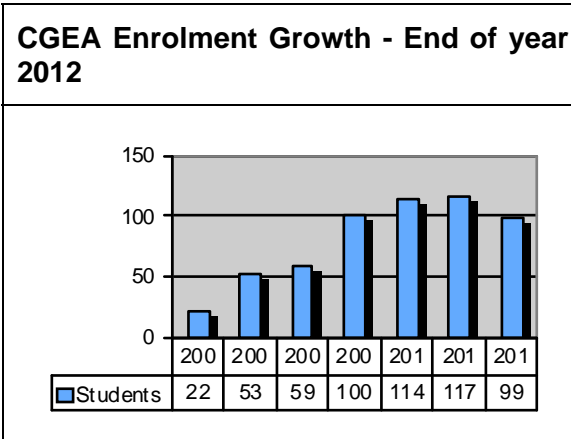
- Identification and investigation of new VET engagement programs for 2013 and beyond;
- Attaining AQTF continual improvement standards by updating of numeracy and literacy units;
- Creating an improved Moodle presence for the CGEA Cert I Introductory course; and

- Consolidation of diversifying capabilities of the Careers and VET staff by taking on new teaching responsibilities.

Teaching and Learning

CGEA – Engagement & Participation

The enrolment pattern of the CGEA course had a small decrease in 2012 as the graph below shows.



The CGEA program runs across three qualification levels - Introductory, Certificate I and Certificate II. We are honoured and proud to be teaching students from both Aboriginal and non-Aboriginal backgrounds. In 2012 we had 31 Aboriginal students (32%).

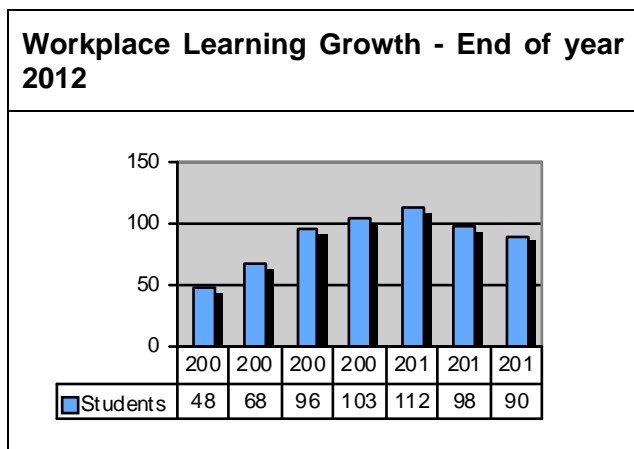
CGEA Achievement data for students enrolled from Jan 2012 to Dec 2012

Achievement	Year			Total
	10	11	12	
UoC Nominal hour/Unit credits				
Qualification Achieved	3	3	21	26
330- 384 / 6 unit credits	0	3	1	4
275-329 /5 unit credit	1	2	5	8
220-274 /4 unit credits	0	7	7	14
165-219 /3 unit credits	0	4	4	8
110-164 /2 unit credits	2	11	8	21
55-109 /1 unit credit	1	4	3	8
0-54 /0 unit credit	3	5	2	10
Total	10	39	50	99

In 2012, 81% of all CGEA students achieved at least 2 unit equivalents of VET Units of Competency.

Workplace Learning

In 2012 the enrolment pattern of the Workplace Learning program has had another decrease as the graph below shows.



Workplace Learning Mode 2 in 2012 has a 75% achievement rate while in Mode 1 there was 100% pass rate. A significant proportion of the withdrawals were because students had found employment or had gone on to further tertiary studies. In 2012 four students also attained their Certificate I in Work Education as part of their overall VET education program.

Careers and Enterprise Stage 1

Careers and Enterprise was delivered throughout 2012 in Stage 1 for units 1A, 1B, 1C and 1D.

Highlights

For the seventh consecutive year in a row in 2012, CDT students were successful in the national Australian Vocational Student Prizes (ASVP). The ASVP 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 2012 we had three winners of the AVSP.

Focus 2013

In light of the new changes for the WACE in 2016 we will focus on the following three areas:

1. Continual improvement (AQTF compliance) – by reviewing and modifying existing VET curriculum resources so they continue to meet stringent audit standards.
2. Attainment targets – by reviewing frequency of unit attainment and identifying areas of opportunity in curriculum and pedagogy to enable improvement.
3. Online delivery – by identifying best practice in existing Moodle online delivery within SIDE and using it as a model for VET delivery in the future.



ENGLISH

Introduction

The English Learning Area has worked collaboratively during 2012 to seek innovative ways to respond to the unique needs of our students.

Teaching and Learning

Best Practice and Innovation

The SIDE English Team is dedicated to providing access to high-quality online curriculum, teaching and learning as well as support at an individual level to all students in our care.

In 2012 the SIDE English Team worked to audit and review current English curriculum against the Australian Curriculum. The goal was to offer our students a rich and inclusive English curriculum that promoted equity and excellence and provides the opportunity to all students to reach their full potential. The 2013 SIDE English Team is proud to announce that we are now delivering the Australian Curriculum online in Year 10 and trialling Australian Curriculum online modules in Year 8.

All English teachers attended Classroom Management Strategies (CMS) professional learning in online classroom strategies during 2012. The goal was to offer our students more future-focused online teaching and learning environments underpinned by best practice and innovation. The 2013 SIDE English Team is proud to announce that we have now upgraded our online classrooms to create more engaging, interactive and differentiated learning environments in both Moodle and Centra.

On-line writers

This program has 2 aims:

- It provides students with new and familiar ideas by exposing them to other professions such as writers and university lecturers.
- It provides those students in more remote areas with opportunities to become a part of a 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 which was led by 4 special guests:

- Gail Jones, Professor of Writing;
- Ray Wilson, Journalist with *The West Australian*, writing for different audiences and different types of writing with a focus on Feature Articles in Stage 3 English;
- Mark Greenwood and Frane Lessac, authors demonstrating visual literacy through pictures; and
- Boori Prior, Children's Literature Centre Laureate.

Highlights for 2012

The Year 10 new course written in collaboration with Digital Curriculum Services was completed and implemented and effectively demonstrates the way in which the English Learning Area is trying to prepare students of Years 11 and 12 while also keeping up with curriculum changes across Australia.

- The Year 10 course was written with the intention of providing a challenging

learning experience for students while also catering for a range of abilities.

- It has an emphasis on knowing and understanding key concepts, developing the ability to respond to complex and challenging questions and being sufficiently prepared to succeed in an internal Year 10 exam.
- It was also written on the assumption that teachers can and will adapt the individual learning experiences to meet the needs of their particular group of students.
- It reflects something that the SIDE English Learning Area has always prided itself on 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.

Student Outcomes

2012 Student Outcomes

Senior Secondary

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:

- Teamwork – formal and informal internal moderation procedures, sharing of scripts, establishing a dialogue that promotes sharing of ideas and teaching methodologies.
- Increased use of interaction via technologies such as Moodle 2 and Centra and CMS online pedagogies.
- use of internal exams and tests, quizzes and galleries.

In 2012 Year 12 SIDE student performance was consistent with expectations.

Year 12 English and Literature Stage Three

All Stage 3 English and Literature students achieved satisfactory, high or excellent grades. In 2012, there was a positive differential, showing that compared to their other courses,

SIDE students in Stage 3 English and Literature, generally performed better. Most Stage 3 English and Literature students achieved a scaled score above 50 indicating they had successfully met the English requirement for university entrance. The proficiency bands showed that teachers of these courses had an accurate understanding of the course standards. Congratulations are extended to our highest achieving students in the English and Literature WACE courses: Georgia Maciupa and Emily Honey respectively.

Year 12 English Stage Two

Many Stage 2 English students achieved success in the course but were scaled down, consistent with all Stage 2 ATAR courses and TISC practices.

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. We acknowledge the success of our students who gained entrance to university, TAFE or their chosen field of employment. 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. More interactive Centra and Moodle 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.

ATAR Course Strategies for 2013

All ATAR students study English. It is important to ensure via counselling that students coming to SIDE have the necessary background to study Stage 3 and understand

the statistical consequences of studying Stage 2. Staff will review all courses and stages by:

- reviewing marking standards;
- spreading marks at the bottom end of cohorts;
- reviewing C/D cut-offs;
- continuing internal moderation; and
- engaging external markers at significant times.

Lower School NAPLAN 2012

Overall, 71% of SIDE students were at or above the National Standard for Reading; 62% for Writing, 87% for Spelling and 70% for Grammar and Punctuation.

TEST	ALL AUSTRALIAN SCHOOLS' MEAN	ALL WA SCHOOLS' MEAN	SIDE MEAN
Reading	575	572	587
Writing	553	557	543
Spelling	577	574	593
Grammar Punctuation	573	570	594

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

TEST TYPE	% SIDE Bands 9 & 10	% All Schools	% SIDE Below Band 5	% All Schools
Reading	24	20	31	9
Writing	12	20	38	18
Spelling	29	20	21	11
Grammar & Punctuation	25	20	29	9

Focus Areas 2013

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 Students at Education Risk (SAER) and diversity and responding

by providing a more differentiated curriculum.

- Staff will continue expanding the utilisation of the potential Moodle and Centra in teaching and learning by providing more opportunity for interaction eg. blogs, forums, and breakout rooms.
- The English team facilitated by N Carlon will extend the use of the team Moodle site to facilitate the sharing of resources, professional communication and efficient dissemination of information and include meeting forums and an extension of our database for student logins.

Australian Curriculum

There will be further implementation in 2013 as the English Learning Area work to develop online modules.

- All English staff will be involved in the action research and implementation of the Australian Curriculum through in-house and other professional learning.
- Years 8 and 9 alignment to Australian Curriculum Standards will be progressed in 2013.
- There will be a review of Jacaranda digital resources.
- There will be a modification of in-house modules to align with the CRDT and response to trial.
- Each year level has at least two teachers to facilitate internal moderation and standards.
- We are in progress to deliver one Common Task per Outcome per year for each year group to facilitate internal moderation and standards.

Responding to Data

- Students in Years 8, 9 and 10 have started 2013 by completing Reading and Writing online tests. The data from these tests will enable English teachers to determine quickly and accurately the literacy needs both across the cohorts and at the individual level so that curriculum, teaching and learning can be adjusted.
- NAPLAN data indicates that Writing should be an area of focus. Staff will be implementing 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.

- We will extend use of Class Blogs to develop extended writing opportunities, sense of an audience, purpose and context, and foster student engagement and interaction.
- In 2013 all English students have started the year with a focus on reading. The SIDE English Learning Area has made available to students a range of new and engaging reading resources including e-books and graphic novels. Our *Getting Started Letters* directed students to a specific book or e-book from our Resource Centre or student Booklist.
- The successful English and Resource Centre Collaboration will extend in 2013 to make available new digital and graphical reading resources to engage and support a wide range of students at each year level. We will extend the Wide Reading program to include 2 teacher librarian presentations per term in all YR 8 and 10 Centra classes and Moodle forums and blogs: responding to reading

Moderation

- English teachers will continue the refinement of assessment and moderation strategies for all Western Australian Certificate of Education (WACE) courses.
- English teachers will continue the refinement of internal moderation processes for Years 8, 9 and 10.
- Australian Curriculum Standards will be used as a point of comparison during Common Task Moderation meetings.

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 Reporting to parents (RTP) for course and student information e.g. content, statistical information and graphs.

2013 Online Authors Confirmed:

- Term 1 Matt Ottley – Year 10
- Term 1/2 Mark Greenwood – Year 8
- Term 1 Leonie Norrington – Year 8
- Term 3 – Dianne Wolfer – Year 10

Level Three Classroom Teachers

The time allocation to Level 3 Classroom teachers will allow both Angela Quinn and Jenny Crowe to assist with Australian Curriculum implementation ongoing from 2012 in the following ways:

- participate in review and feedback of DCS writing Yrs 7, 8, and 9;
- facilitate team protocols and practices including sharing of information with ELA/D;
- facilitate team protocols and practices including updating pedagogy to deliver new modules; and
- seek PL opportunities on behalf of the team.

Angela Quinn will facilitate Learning Area SAER strategy:

- testing – take over facilitation of test enrolment including management of passwords and user names after first round 2013;
- build on trial of testing instructions ready for Round 2 2013 and Round 1 2014;
- analyse test data;
- organise/ facilitate sharing of test data with Team;
- facilitate team protocols / practices – bridging gaps;
- seek professional learning on behalf of the team – diversity and SAER;
- work with Head of Learning Area (HOLA) in the ongoing development of Individual Education Programs (IEP) proformas and processes; and
- facilitate the implementation of IEP and AEP - best practices and processes with the English Team

Jenny Crowe will focus on WACE 2016:

- liaise with Schools Curriculum and Standards Authority (SCSA);
- liaise with HOLA;

- make explicit links to current curriculum, assessment and reporting;
- map content;
- draft Assessment Schedule including SCSA and task weightings, Course Outline with content;
- locate and share standards;
- liaise with HOLA and share exam models; and
- seek PL opportunities on behalf of the team.

Senior Teachers

Explicit roles have been determined for teachers in these positions:

- liaise with HOLA re curriculum, assessment and reporting on behalf of team;
- update Completion calendar - due start of year;
- in Term 1 setup course outline for Reporting to Parents;
- at the start of Term 1 2013 establish a Course Outline with content and Assessment Schedule including SCSA and task weightings;
- put in place formal internal moderation which should be at a minimum of once a semester plus exam. Informal moderation should be ongoing;
- liaise with HOLA regarding Exam materials, marking and dispatch;
- lead formal review due Term 4 of Curriculum review and update (ongoing); and
- manage dispatch matters.

2013 promises to be another positive year charged with opportunity and challenge. We look forward to a very successful collaboration between professional bodies, staff, families and schools as we work towards achieving the best standards possible for our students.



HEALTH AND PHYSICAL EDUCATION (HPE)

Introduction

In 2012 the HPE team consisted of 2.6 FTE teachers. This enabled the teaching of the discipline across all year groups. The teachers taught across years 8-12 with the Head of the Learning Area teaching Health Studies in Year 12.

There were 11 key priorities for 2012:

- the development of Moodle Course updates for Stages 2, 3 Health Studies according to syllabus changes;
- staff to complete CMS training;
- staff to look at development of IEP and group EPs (sourcing of templates and ideas);
- offering stage 1A and 1B Health studies for some year 10 students;
- the development and completion of Moodle Courses for all lower secondary Health Education modules;
- the development and completion of Moodle Courses for all lower secondary Physical Education modules;
- ongoing review of WACE data to enhance and develop pedagogical strategies;
- the development of starter modules in health across years 8, 9 and 10 to enable targeting of low literacy students;
- the development of roles for senior teachers that support learning area initiatives;
- on-line submission and marking of student work through Moodle; and
- RTP use across all year levels.

Many of these priorities were realised and development will continue into 2013.

Teaching and Learning

Lower secondary

A new module 'Media Smart' was introduced into year 9 Health. A new resource, the DVD initiative 'Beautiful' (which looks at body image, the significance of the media in issues of beauty culture, identity and sexualisation of young women) will be trialled in 2013.

Physical Education continued in the development of theory and practical modules. A Moodle presence was also developed more fully.

Senior Secondary

Health Studies was once again offered across Stages 1, 2 and 3 with Year 12 students only offered course selection at Stage 3.

The 2012 results were very encouraging with 71% of students using Health Studies as their 1st or 2nd ATAR subject.

The WACE Course summary report showed:

- the average scaled score from 2011 to 2012 decreased from 53.07 to 49.93;
- in 2010 scaled 75% was 0% but in 2011 it was 4%;
- first or second best score went from 45% in 2010 to 68% in 2011 to 71% in 2012 and the course differential going from -2.44 to 4.62 in 2011 to 8.94 in 2012; and
- on the proficiency data 13.04% achieved excellent, 8.7% achieved high, 39.13% achieved satisfactory, 30.43% achieved limited and 8.7% achieved inadequate.

Student Outcomes in Senior School

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

To enable these results particularly at the Stage 3 level students were encouraged to participate in ongoing Centra lessons and listen to recordings which 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 upskilling in their performance. Values and attitudes including persistence, commitment, hard work and discipline maximised course and exam performance.

Award winners for 2012

Lower School

Year 8 HPE – Casey Curtis

Year 9 HPE – Curtis Cole, Grace Underwood

Year 10 HPE – Wave Camp

Senior School

Stage 3 Health Studies – Natalia Van der Meulen

Stage 2 Health Studies – Chelsey Connell.

We wish to also acknowledge Xochilt Devereux, Amy VanderOord, Kyle McGann, Ashleigh McWillie, Chelsea Welsh, Stacey Shaw, Megan Swindell-Rabjones, Josephine Lethby and Jade Wylie.

Highlights for 2012

The major highlights for 2012 included:

- staff attending a VET in School Sport and Recreation Workshop – a valuable aspect was the reflection by teachers who are currently delivering qualifications within their schools;
- the invitation extended to one of the HPE staff to teach for a week at the East Kimberley Clontarf Academy in Kununurra. There are 26 boys enrolled in the program ranging from years 8-12 with a broad range of literacy and numeracy needs;
- 23 students sitting the Stage 3 Health Studies WACE exam;
- 71% of students had Health Studies as their 1st or 2nd best ATAR score – this is a steady increase from 54% in 2010 to 68% in 2011;
- the continued development of pathways in physical education in years 8-10; and
- ongoing excellent work practices by students in year 8-12

Focus Areas 2013

There are several major focus areas for 2013:

- continued discussions with VET and Careers Coordinator and the need to provide certificate level qualifications;
- utilisation of 'app' share and breakout rooms in Centra;
- online marking and submission of assessment tasks;
- monitoring of each assessment task and means in RTP;

- dispatch of text and DVD resources through the Resource Centre to assist with tracking and return;
- National Curriculum;
- IEP and Group EP development;
- extensive trialling of ClickView in all health and physical education teaching from years 8-12;
- continuing development of assessment and internal moderation strategies;
- indigenous and special needs student engagement;
- development of in-class mini tests related to the key outcomes;
- CMS training of all staff;
- continued development of the technology pathway in Physical Education (PE0); and
- monitoring of student performance using a variety of tools including Centra, marks, anecdotal comments, observations, checklists.



LANGUAGES

Introduction

The SIDE Languages Department offers programs at both Secondary and Primary levels, with four languages under its administration (French, Italian, Indonesian and Japanese).

Most of our regular schools returned in 2012 to continue accessing the excellent languages programs delivered by our teachers.

There was a significant change for our teachers as the Primary Languages staff timetabling of classes (30 x 40 minute classes per week) was implemented. The associated challenges of this change were a major focus for the department in 2012.

During 2012, Sarah Tielman and Justine Daly took over the HOLA roles. Sarah had the main responsibility for Primary Languages while

Justine held the main responsibility for the Secondary Languages program. The department was staffed with over 30 teachers under the Leadership of the two Level 3 Heads of Learning Area.

Teaching and Learning

Centra

All language teachers continue to deliver lessons through Centra routinely. 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. All Secondary courses are now delivered through a Moodle course.

Moodle use in Primary Languages was also investigated.

Videoconferencing

Videoconferencing continues to be used as a medium of delivery in Primary, although the number of schools participating in this mode is decreasing. Due to costs and outdated technology, new schools coming into the program in 2012 were offered the option of Centra or Centra via smartboard.

Teleconferencing

Teleconferencing is still a viable back up for secondary classes when technology or logistical issues mean that Centra and/or Moodle are unavailable. However, teachers were encouraged to reduce the use of teleconferencing this year as it does not cater for groups of students.

Smartboards

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

Best Practice and Innovation

The SIDE Languages Team are dedicated to providing access to high-quality online

curriculum, teaching and learning to students from year 1-12.

A number of Languages teachers attended CMS professional learning in online classroom strategies during 2012. The goal was to ensure that our online classrooms are engaging, interactive and provide differentiated learning environments for students.

Teacher Development Schools (TDS) Languages

The TDS project was underway during 2012, with Simone Menager appointed 0.2 as the Coordinator. Support was provided to teachers and schools across Western Australia, with the focus being Australian Curriculum Languages, networking events for Languages and ICT in the Languages classroom.

The feedback from participants was overwhelmingly positive and indicated that the TDS Languages had met its brief of providing best practice professional learning opportunities. The TDS will continue in 2013 with Halina Sobkowiak appointed 0.2 as the coordinator.

Level Three Classroom Teachers

Use of 0.1 time allowance by individual level 3 classroom teachers (L3CT) has been negotiated with the following focuses:

Anne Becker

Formulaic Expressions in Japanese

Mary Obrecht

Italian Moodle courses for Travellers

Angela Signorile

Level 3 Aspirant mentor

Halina Sobkowiak

Engaging Primary Languages Supervisors

Sandra Jackson

Audit of Indonesian courses years 1-10

Kim Daymond

CMS Instructional Strategies Program collaboration

Senior Teachers

Each Senior teacher had individually negotiated roles. The Senior teachers in 2012 were:

Brigitte Blunsdon,

Patricia Chopping,

Chavaune Duckett,
Stacey Mylonas,
Andrew Teo, and
Una Leed.

Language Assistant Program

In 2012 we were fortunate to have language assistants with us in Japanese and Indonesian, through the Department of Education Language Assistant Program. Our students loved interacting with Hiroko and Pipit, and both staff and students benefited from the added dimension these young native speakers brought to the department.

Student Outcomes

Lower Secondary

Students in Years 8-10 follow both standard and non-standard pathways. Student outcomes reflect the multiple entry points and language-learning backgrounds of students entering the Language programs at SIDE.

French remained our largest lower secondary program with 54 students across Years 8-10. Indonesian had 24 students, Japanese had 23 students and Italian had 12 students.

Senior Secondary

There were 24 students enrolled in Stage 3 languages in 2012.

- In Stage 3 French, 5 out of 14 students achieved a final scaled score above 75%. The final average scaled score for SIDE students was 71%, which was above the State-wide average.
- We had ten students across Stage 3 Italian, Indonesian and Japanese in 2012. All students achieved creditable results with two students achieving a final scaled score of 75%.

The small numbers of students sitting the Stage 2 examinations State-wide across all languages make comparison problematic. At SIDE in 2012 we had one Stage 2 French student and two Stage 2 Italian students.

Highlights of 2012

Student awards/achievements

- Rachel Chan (Y12 Indonesian) achieved a General Exhibition in the WACE exams.
- Jordan Pannett (Y11 Japanese) was selected to join the Kizuna Project, where students from various countries were taken to Japan to see first-hand the effects of the tsunami in March 2012 and the subsequent reconstruction efforts. Jordan spent part of the time with a host family and was very fortunate to have this opportunity to apply his language skills and increase his intercultural awareness.

Staff/Teacher Achievements

- Justine Daly and Anne Becker were invited to present at the National Symposium Japanese Education. They applied for and were each awarded a grant by the Japan Foundation to attend.

Focus areas for 2013

Staff

Smart work practices remain a focus of the department:

- streamline daily management of tasks and teaching;
- ensure teachers have adequate time to prepare appropriately for their classes; and
- encourage sharing of teacher resources both in-house and via networks.

Teaching and learning

- Provide ongoing support to schools and teachers in the use of Centra via smartboard.
- Remain up to date with key messages regarding the Australian Curriculum - Languages as draft materials are released.
- Review assessment and moderation practices.
- Collaboration and review of curriculum materials in line with copyright requirements and cost effectiveness.
- Development of interactive work spaces in Moodle for students.
- Begin the transfer of courses to Moodle 2.

LEARNING SUPPORT

Introduction

At the start of 2012 the Learning Support Team consisted of 4.7 FTE Teachers and 0.9 FTE Education Assistant providing service to approximately 170 students, ranging from diagnosed Education Support through to students at risk of underachieving due to social, emotional or physical factors. By the end of 2012 the team had expanded to 8.0 FTE Teachers and 0.9 Education Assistant providing service to approximately 270 students.

There were 6 targets for 2012:

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

Teaching and Learning

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

- Team members developed individualised Moodle Classrooms and engaged students in regular online activities;
- Team members implemented SIDE Reporting and Assessment procedures effectively; and
- Team members engaged in Professional Learning in the area of Individual Education Plans and integrated the use of IEP's in their classroom practice.

Highlights Of 2012

All members of the Learning Support Team worked extremely hard throughout 2012. Each

team member demonstrated a commitment to their students that was highly commendable. The team were very supportive of one another and student outcomes were very positive.

There were several specific highlights in 2012:

- Learning programs have been developed and students have been effectively engaged.
- All team members utilised phone/email/Centra to make regular contact with students.
- Team members delivered teaching programs via Centra and Moodle to groups and individuals on a regular basis.
- All team members participated in appropriate PL and developed online Moodle courses.
- The School Volunteer Program continued to be a great success for engaging students and enhancing their learning programs.
- The budget reflected in and matched our targets.
- Team members participated in familiarisation activities with regards to the first four Phase One Learning Areas of the Australian Curriculum.

Focus areas for 2013

- Continued implementation of the Australian Curriculum Phase One learning area curriculum materials – English, Mathematics, Science and History.
- Implementation of ICT General Capabilities and Geography strands of the Australian Curriculum.
- Continue to enhance and maintain an effective resource collection that encompasses easily retrievable digital resources and supports online delivery and current curriculum pedagogy and is aligned to the Australian Curriculum and is delivered via Moodle and Centra.
- Implementation of reflective teaching practices as per the Australian Institute for Teaching and School Leadership.
- Investigation and trialling of Award Scheme Development and Accreditation Network (ASDAN) programs of study for suitable Learning Support students.

MATHEMATICS

Introduction

The 2012 school year concluded with 13 Mathematics teachers engaged in a teaching load of 8.4 full time teachers. The teaching load was consistent with the same amount from the previous year. Student enrolments in Maths subjects or courses showed a 9% increase on the previous year. All Maths teachers taught across years 8 to 12. One teacher was seconded to WestOne/DCS to participate in writing modules for Year 8 Australian Curriculum.

There were 3 key priorities for 2012:

- planning and building for delivery of Australian Curriculum to Year 8 in 2013. Parallel planning of Australian Curriculum for Year 7;
- further develop Moodle Courses for Lower Secondary Mathematics especially in preparation for Australian Curriculum; and
- peer support with smart work practices in curriculum and online teaching and learning.

Teaching and Learning

Print Materials:

Students in all secondary courses were provided with 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 appreciate the comprehensive facilities in Moodle such as; announcements, discussions forums, a grading page, link to internet sites and electronic submission and return of work. Most return of marked work was via Moodle. Lower Secondary modules were provided in a Moodle course for years 8 to 10.

An additional Moodle course (meta course), **Maths Support Materials**, continued to provide the general support that extends across the whole secondary school such as help sheets and video clips. All students who were enrolled in any Maths 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 improve their skills with 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 lessons both scheduled and ongoing, 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. In Semester One this program was coordinated for SIDE by Mrs Kerry McCaffrey as her Level 3 Classroom Teacher responsibility. In Semester Two the coordinator role was taken over by Mr Brad Woodbrook from the SIDE Primary School while Mrs McCaffrey was on leave. This role has continued as Mrs McCaffrey has since retired from teaching.

Maths Enrolment Units:

SIDE Connect is a Moodle2 course where students can begin work while enrolment is in process. This allows pre-entry tests to be completed and enables students from partner schools to participate in shared activities. The Maths Enrolment Units which are housed in SIDE Connect enable students to demonstrate

prior knowledge and understanding and so give teachers and coordinators better information on entry points in a program of study. The tests are multi 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

	2012	2011	2010	2009	2008
Mean (Aust)	584	584	585	588	582
Mean (school)	582	615	574	605	598
Diff%	-0.34%	+5.5%	-1.9%	+2.9%	+2.7%
# SIDE students	29	14	39	26	19
% SIDE Students above min standard	72.4%	78.6%	87.2%	88.5%	90%
% SIDE Students at min standard	20.7%	21.4%	2.5%	7.7%	10%
		3 stud	1 stud		
% SIDE Students below min standard	6.9%	0%	10.3%	3.8%	0%
	2 stud		stud		

Performance of the school mean, very close to the Australian mean and equal to the state mean suggests that,

- SIDE Mathematics curriculum materials are appropriate, and
- strategies used to prepare for the test are appropriate.

Data: student achievement Years 11 & 12

A total of 268 students were enrolled in a SIDE Maths subject at the conclusion of the year which represented a 6.4% increase on the numbers at the same time in 2011.

The table below shows some summary information for the WACE courses Stages 2 and 3. Mathematics Specialist was not offered as too few enrolments would have required small group moderation

Course	# students	Correlation	Mean mod SM Mean SM
2ABMAT	7	0.95	+8.74
2CDMAT	8	0.96	+4.85
3ABMAT	22	0.92	-1.26
3CDMAT	29	0.94	-4.96
3CDMAS	10	0.93	+1.69

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

- data analysis to examine areas of weakness and address them through targeted teaching. (The data is obtained from Maximizing Feedback from SCSA (School Curriculum and Standards Authority) and in-house spreadsheets of tests and exams with conditional formatting) and
- scaling (by standardizing) tests, exams and final scores to conform to state mean and standard deviation targets set by the SCSA.

Highlights of 2012

- Moodle courses were available across Years 8 to 12.
- Maths Enrolment units continue to play a very important role in providing information for counselling students into appropriate courses.
- Significant progress was made into writing for Australian Curriculum Years 7 and 8 (by WestOne/Digital Curriculum Services).

- PDF marking, electronic submission and return of work, all became standard work practice for Maths teachers.

Focus areas for 2013

Smart work practices remain a focal point in Maths:

- encourage sharing of teacher resources both in-house and via networks;
- streamline daily management of tasks and teaching; and
- make greater use of Moodle quizzes to manage assessments.

Lower Secondary:

- Movement towards standard courses with 3 pathways in each year group. Each pathway to reflect the ability level of the group.
- Greater student participation in Centra lessons.
- Greater student participation in Moodle classes.
- Access quality support materials from commercial publishers and free sources.
- Planning for Australian Curriculum implementation in Year 9 2014 and Year 10 in 2015.

Upper Secondary

- Greater student participation in Centra lessons.
- Greater student participation in Moodle classes.
- Continued teacher use of data analysis to steer programs.
- Continued use of video clips on-line and produced in-house.
- Access quality support materials from commercial publishers and free sources.



SCIENCE

In 2012 the Science Learning Area enrolled 743 students. By the end of the year 514 students were still enrolled and 229 had withdrawn. The Science Learning Area commenced the year with 11 teaching FTE and 0.2 Laboratory Technician FTE. During the year one science teacher taught in the Mathematics LA, another taught in Learning Support and another taught in Health. At the conclusion of the year there were 8.90 teaching FTE in the Science Learning Area.

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. At the end of the year 229 students were enrolled in Science in Middle School and 285 students were enrolled in the Senior School.

There were 6 key priorities for 2012:

1. Encourage all students to submit work electronically;
2. Improve teaching and learning in lower secondary science;
3. Planning for Australian Curriculum implementation;
4. Begin the roll out of CMS training in Science;
5. Continue to modify course materials to meet course requirements and enrich Moodle courses; and
6. Write and trial Australian Curriculum topics in Lower School Science.

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 resulted in some teachers only teaching senior school.

In Semester Two 2012 there were 229 students enrolled in Years 8-10. This was similar to 2009 if you take into account the half cohort in Year 9.

Table 3: Lower School enrolments.

Year	Year 8	Year 9	Year 10
2009	65	80	80
2010	28	66	71
2011	69	36	88
2012	76	89	64

In 2012 the aim was to continue to increase the rigor in lower secondary science. 'Mainstream' students continue to work to a set schedule and students were expected to remain on schedule and submit work on time as is required in senior secondary courses. The majority of students completed at least three modules.

With all students working on the same schedule teachers were able to deliver quality Centra lessons to groups of students. Using good file management structures, power points for Centra lessons are stored in a central location for all teachers to access.

The assessment and grading model used in Lower School ensure comparability of student grades. The Assessment Outlines and Work Completion Calendars clearly set out the assessments required, the weightings of each task and the due date. The consequences of **not** submitting tasks are clearly set out in the Assessment Policy.

The Western Australian Monitoring Standards in Education (WAMSE) 9 Science data showed students at SIDE performed better than the state. 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.

Table 3: 2012 WAMSE results for Science and Science Investigating

N ^o students	SIDE Mean	STATE Mean	% above WAMSE standard	% below WAMSE standard
24	510	481	75	25
24	516	479	75	25

Planning and implementation of the Australian Curriculum in Lower School continued in 2012.

A model for the delivery of new materials was developed for the written materials and the Moodle Courses. New courses were written and trialled in Year 8 Science for Biology and Chemistry. A Moodle course was developed and enriched with videos, interactive activities and quizzes to support and enhance the written materials. A suitable electronic text was identified and purchased.

Senior Secondary

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

Table 1: The number of students studying science courses in Semester Two 2012.

Course	Stage 1	Stage 2	Stage 3
Biological Sciences	9	22	22
Chemistry	N/A	26	17
Earth & Environmental Science	21	N/A	N/A
Human Biological Science	24	38	24
Human Biological Science Year 12	NA	8	NA
Integrated Science	10	N/A	N/A
Physics	N/A	30	34

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. SIDE continues to offer only Stage 2 units in Human Biological Science to Year 12 students.

SIDE has been granted permission from SCSA to increase the weightings for tests/exams to those similar to previous D and E code subjects. These revised weightings are clearly stated each year in the Assessment Outlines and the Guidelines received by students.

Table 2 summarises the moderated differences in SIDE Year 12 courses and these are then compared with the DoE and State moderated differences. A negative score indicates that the results are moderated down and a positive result indicates that the results are moderated up. At SIDE in 3AB BIO, 2AB HBS and 3AB HBS the downward moderation was less than the average moderated difference in DoE schools and in 3AB Physics it is very similar.

Table 2: WACE Moderation differences in 2012.

Course	N ^o students	SIDE	DoE	State
BIO - Stage 3	20	-4.31	-5.29	-4.37
CHE - Stage 3	15	-12.52	-7.41	-6.32
HBS - Stage 2	8	-3.42	-4.2	1.75
HBS - Stage 3	24	-2.87	-3.45	-2.19
PHY - Stage 3	30	-4.23	-4.0	-3.96

All senior school science subjects have Moodle courses and students are encouraged to submit work electronically where possible. Teachers mark the work electronically and return the work, with detailed feedback via Moodle.

A variety of strategies were used to support student learning. For example;

- 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); and
- Face to face contact during regional / school / on site visits.

Highlights for 2012

- Julie Weber was the STAWA nominee for the BHP Science and Engineering Teacher Award.
- Leonie Wilson is the Chair of Biological Sciences CAC at SCSA.
- Natalie Cooper was the Independent Reviewer for the Stage 3 Biological Sciences WACE Exam.
- Natalie Cooper was a member of the SCSA Standards Ref Group.
- Julie Weber and Di Saunders attended moderation for Integrated Science 1CD and Earth and Environmental Sciences 1AB.
- Julie Weber was a member of the WAMSE Item Review Group.
- Alex Berentzen attended Curriculum Council Consensus Moderation meetings Chemistry and Physics.

- Natalie Cooper marked WACE exams.
- Julie Weber is a STAWA Councillor and Science Talent Search Coordinator.
- Alex Berentzen is on the STAWA conference organising committee.
- Alex Berentzen was a member of the reference group which provided feedback to ACARA on Earth and Environmental Science.
- SIDE Science teachers participated in regional visits, school visits, student visits to SIDE.

Focus areas for 2013

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



SOCIETY & ENVIRONMENT

These are exciting times for engaging with a curriculum to equip our students for the demands of a technologically interactive global workplace. SIDE students are increasingly being equipped with skills to work digitally and to be independently capable.

Centra lessons are pivotal to the delivery of diverse and challenging courses. Students from across the world are integrated into classes to suit busy schedules, time zones and other work and sporting commitments. Students are often surprised to know that their classmates are talking in real time from Switzerland, Jordan, Indonesian cyber cafes and remote locations across Australia. The department is abuzz with interesting lessons being delivered by our highly experienced teaching team.

Five of the S&E staff have been challenged and invigorated by the professional learning opportunity promoted as Classroom Management In School (CMS) strategies for

SIDE in 2012. Teachers in the department have been actively engaged with developing new teaching strategies to enhance their online teaching capabilities.

Courses for Society and Environment are currently being re-written in Moodle 2 for delivery in 2014. Our plan is to make these courses interestingly interactive. We would like to encourage students to use the online forums in Moodle as a regular practice to enhance their learning.

The Australian Curriculum

2012 was a busy year with the introduction of the Australian History Curriculum in Years 8 to 10 at SIDE. The teaching of the new course was ably led by our experienced Society and Environment team of Janet Fleming, Elizabeth Wells, Valda Puls, and Adele Clarke. These teachers have devoted considerable time towards differentiating the materials to suit the diverse needs of our students here at SIDE.

The new History courses were written by WestOne by an experienced writing team under the careful guidance of Kelly Klymiuk. The Year 8 course was written by Janet O'Brien and the Year 9 and 10 courses were written by Merredith Southee. We have been delighted with the high quality of the online courses that have been created for our students.

Working towards the delivery of the Australian Curriculum for Humanities and Social Sciences has been energising and interesting. Students have been both excited and challenged by the rigours of the new courses and 2014 will extend our Australian Curriculum offerings to include Geography.

A highlight for 2012 was the excitement amongst our students in engaging with the new courses that were delivered for Years 8 to 10. As Year 8 engaged with the exploits of the Vikings whilst learning how societies change there was a palpable excitement amongst teachers and students. Year 9s were engrossed in Australian History while Year 10s took tentative forays into the Sharemarket for the first time.

Senior School WACE options

Senior Geography numbers were substantially higher at SIDE in 2012 as the numbers of students selecting this popular WACE option across the state is increasing. The course is based on city planning and climate change; both dynamic and contemporary geographic issues.

Other subjects that are offered in Years 11 and 12 are Economics, Modern History and Politics & Law. In Year 10 there is currently the opportunity to select any of these Society & Environment subjects to assist with planning and preparing for a senior course of study.

2012 Results: Year 12

Course	No. of Students	Correlation SM-MeanSM	Mean moderated SM-MeanSM
2XECO	1	0	0.68
3XECO	7	0.89	-0.92
3XGEO	43	0.86	-3.69
3XHIM	23	0.95	+1.08
2XPAL	1	0	+0.22
3XPAL	9	0.95	+1.31

Lower School Achievement

An analysis of the WAMSE results for S&E indicated continuous improvement into 2012. Three of our top performing students were Curtis Cole, Kate Manea and Sophie Telfer.

Course	% in Top 20% of WA	All Participating Schools Mean	School (SIDE) Mean
S&E	44	499	529
S&E, ICP*	48	498	534

This, we believe, is the result of better communication about the nature and timing of assessment tools. 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.

The Australian Geography Competition

One of the highlights for the year was the outstanding results from some of our S&E students from Years 8 to 10 who competed in the Australian Geography Competition. Four SIDE students, Haylee Boxall and Tasmin Jenner (Year 8), Tanika Hill (Year 9) and Thomas Aston (Year 10) gained a High Distinction and six students, Jodie Grey, Timu King, Aiden Price and Grace Underwood (Year 9) and Katie Clarke and Jeke Wiltshire (Year 10) gained a Distinction.

Into 2013

Change management was one of the greatest challenges throughout 2012 due to the demands of integrating the Australian Curriculum into our current curriculum structure. The added concern for the Society and Environment department as it morphs into the Humanities and Social Sciences department is creating a healthy and sustainable balance between all of the subjects that fall under this umbrella to best equip our Year 10 students to develop an interest in a broad range of subjects while being equipped to navigate their way through productive senior courses.

The Australian Curriculum has rolled out History in the first phase, Geography is coming in the second phase and Civics and Citizenship and Business Studies is in the third phase. To oversee this continuously evolving script will continue to draw on the skills and capacity of teachers in the department to engage sensibly and sensitively with the changes necessary.

Staffing

On a personal note, Loretta McWhae has moved to explore new teaching opportunities at Murdoch University. She was a vivacious teacher who created some excellent teaching resources and learning opportunities for her students. Mike Sumich also retired from our staff to explore the business world rather than the academic one. We wish them both well in their new exploits.

For the dedicated team that remain with us Adele Clarke, Jan Fleming, Ros Keron, Beverley Meneghello, Lindy Precious, Valda

Puls and Elizabeth Wells, a huge thank you for the generosity of spirit in rising to the challenges of developing new and inspiring materials and lessons to engage our students from across the state and travellers across the nation and the world.



TECHNOLOGY & ENTERPRISE

Student enrolments in 2012 in Design and Technology and Home Economics were consistent with previous years and the same staff remained in these areas. This allowed for the continuation of longer term learning area initiatives, especially in the production and editing of online courses. There was a reduction in students electing Business Education courses which resulted in one staff member teaching in the Career Education department.

Several staff undertook or upgraded their Certificate IV in Training and Assessment to allow them to teach VET courses that continue to attract significant student enrolments and will be of greater significance leading into WACE 2016.

All subjects in lower and upper school courses have a Moodle presence with learning resources consistently being edited and added to. Students were encouraged and often required to submit and retrieve their assessment tasks through Moodle. Staff used, to a greater degree, software that converts assignments to PDF format that enables the use of mark up tools for feedback. Both of these practices have provided a more secure and consistent approach to assessment.

Centra lessons continue to be a valuable teaching tool and as staff become more familiar with the software they are implementing more of its advanced features and developing new teaching techniques. Internet issues and timetabling at host schools continues to be a major stumbling block for

students to get the most benefit from Centra. The watching of Centra recordings has some benefit for those students unable to attend live lessons.

The trend for fewer home and school visits has continued although there is a far greater presence of students attending SIDE for face to face instruction. Staff are, however, still keen to get out to visit students where specific issues are best solved on site.

There are several focus areas for Technology and Enterprise professional learning for 2013:

- the implementation of the Australian Curriculum and WACE 2016;
- Analysis of the draft Technologies Curriculum will be undertaken as a lead up to the publication of the final curriculum which will be published by the end of the 2013. This will impact future directions for T&E, especially with the introduction of Year 7 students into secondary schools; and
- VET offerings in the learning area will be investigated as part of the changes for WACE 2016.

Business Education

Twenty five students undertook Accounting and Finance Stage 2. A small group moderation partnership was established with Manea Senior College to cater for the five Yr 12 students enrolled. Results overall were average: 20% of students attained an 'A' grade, 75% of grades were at a 'B', 'C' or 'D' level and only one 'E' grade was awarded.

Analysis in 2011 indicated a need to focus on 'skill and drill' techniques in relation to the end of year exam in 2012 and to 'mark hard' throughout the year in order to minimise the scaling penalty awarded to Yr 12 students. Despite this, the top student was penalised almost 40% by the scaling process.

In Stage 3 Accounting and Finance, 14 students completed the course and performed as expected in the school assessments and the WACE exams. While they were slightly lower than the state average, analysis confirmed that the SIDE course and

assessments were valid and accurate for the cohort.

Fifteen students were enrolled in the Certificate 1 in Business Services. The cohort consisted of a variety of enrolment groups: school based, home based, mature age, prisoners and teen mums. This was quite a transient group of students, with eleven withdrawals throughout the year. The four students who remained enrolled in the course did achieve the qualification. In coming years this course will be offered to Year 10 students with the hope of them continuing with the Certificate 2 in years 11 and 12.

Eight students enrolled in the Certificate 2 in 2012, consisting of three Year 11 students and five Year 12 students. Three students completed the qualification and two of these were continuing enrolments from 2011, completing the qualification over two years. In light of future WACE changes, the Certificate 2 Business Services will be modified in coming years. This will align more competencies within Cert 2 to the Cert 1 so students can potentially receive exemptions from competencies.

Business Management and Enterprise Stage 1 proved popular in 1A/B but did not attract many enrolments for 1C/D, however there was strong interest from the 1A/B students to continue with the following units in 2013. Most students were able to cope with these courses and there were also some outstanding results from those students who enjoyed the courses.

Design & Technology

Design and Technology subjects remained popular choices for students in all Stage 1 upper school courses. Photography and automotive and will be the focus for possible VET courses for WACE 2016. An increased number of photography students from 2011 continued with the subject in a revised 1C/D course and achieved very good results. More students have access to SLR cameras which helps with their motivation and the quality of the work that they produce.

New technology has been incorporated into many lower school Design and Technology

subjects. This involves the use of CAD software for design work for projects using a CNC router and laser cutter. Pro Engineer software is now used across all Technical Graphics subjects to keep a consistent approach to design software in lower school and upper school. Some installation issues have emerged on school sites due to access rights of the installer but D&T teachers are becoming more confident in trouble shooting these problems. The latest version of the software (Creo) will be investigated for possible integration into courses.

Jayden Atkins
Home economics Year 8
Casey Curtis
Home economics Year 9
Sophie Telfer
Home economics Year 10
Tayla Lowther

A new Wood Design 2 course has been written which requires students to design a CO₂ powered dragster that can be entered in the state competition run annually at the Perth Woodwork Show. A national competition is also available. The CNC router is used in this course with V Carve Pro software.

Home Economics

The Children, Family and the Community (CFC) course remains a popular choice for upper school students with strong enrolments in both the 1A/B and 1C/D units - the 1C/D combination saw a doubling of enrolments from 2011. Results were very strong in both with 42 percent of students receiving an A grade.

In lower school, the food units continued to be the most popular making up 90% of enrolments for Year 9 and 10 and saw a significant increase in students from 2011. The introductory Home Economics course (and modified version) remained a popular choice with students from all lower school years.

Awards

The following students achieved excellence awards in upper school T&E subjects:

Cert II Bus Services	Brittany Barnes
Design Photography	Casey Pattison-Partner
CFC	Chelsea Welsh

The following students achieved excellence awards in lower school T&E subjects:

Design and Technology Year 8
Emma Peaty
Design and Technology Year 9

SECTION 3 STUDENT ACHIEVEMENTS

PRIMARY ACHIEVEMENT DATA - Reporting Period(s): Semester 2 2012

Year 1							
Learning Area	A	B	C	D	E	n/a	Total Grades
English	1	2	4	0	0	10	16
Languages (Italian)	0	1	0	0	0	0	1
Mathematics	1	2	3	0	0	10	16
Health and Physical Education	0	3	2	0	0	11	16
Science	0	3	2	1	0	10	16
Society and Environment	0	3	3	0	0	10	16
Technology & Enterprise	0	2	2	0	0	12	16
The Arts (Visual Arts)	1	3	1	0	0	11	16
Totals	3	19	17	0	0	74	

Year 2							
Learning Area	A	B	C	D	E	n/a	Total Grades
English	1	8	5	1	0	6	21
Languages (French)	0	0	1	1	0	0	2
Mathematics	1	9	4	0	0	7	21
Health and Physical Education	0	6	3	0	0	7	21
Science	1	6	5	0	0	9	21
Society and Environment	1	7	7	0	0	6	21
Technology & Enterprise	0	7	5	1	0	8	21
The Arts (Visual Arts)	2	8	4	0	0	7	21
Totals	6	49	34	3	0	50	

Year 3							
Learning Area	A	B	C	D	E	n/a	Total Grades
English	1	0	5	2	0	9	17
Mathematics	1	0	5	1	0	10	17
Health and Physical Education	1	3	2	0	0	11	17
Science	0	1	4	0	0	12	17
Society and Environment	0	1	4	0	0	11	17
Technology & Enterprise	0	2	3	0	0	12	17
The Arts (Visual Arts)	0	1	4	0	0	12	17
Totals	3	8	27	3	0	77	

Year 4							
Learning Area	A	B	C	D	E	n/a	Total Grades
English	0	4	11	1	0	2	18
Languages (French)	0	2	0	0	0	0	2
Languages (Indonesian)	0	1	2	0	0	0	3
Language (Italian)	0	1	0	0	0	0	1
Mathematics	0	4	8	2	1	3	18
Health and Physical Education	0	4	9	0	0	5	18
Science	0	2	11	0	0	5	18
Society and Environment	0	1	11	0	0	6	18
Technology & Enterprise	0	3	7	0	0	8	18
The Arts (Visual Arts)	0	4	9	0	0	5	18
Totals	0	26	68	3	1	34	

Year 5							
Learning Area	A	B	C	D	E	n/a	Total Grades
English	0	3	8	1	0	2	14
Languages (French)	0	2	0	0	0	0	2
Language (Italian)	1	0	0	0	0	0	1
Mathematics	0	4	6	1	0	3	14
Health and Physical Education	0	2	6	1	0	5	14
Science	0	3	8	0	0	3	14
Society and Environment	0	2	9	0	0	3	14
Technology & Enterprise	0	2	5	0	0	7	14
The Arts (Visual Arts)	0	4	3	0	0	7	14
Totals	1	22	45	3	0	30	

Year 6							
Learning Area	A	B	C	D	E	n/a	Total Grades
English	1	1	13	0	0	5	20
Languages (French)	0	1	1	0	0	0	3
Languages (Japanese)	0	0	1	0	0	0	1
Mathematics	1	0	13	1	0	5	20
Health and Physical Education	0	3	6	0	0	11	20
Science	0	0	10	0	0	10	20
Society and Environment	0	3	11	0	0	6	20
Technology & Enterprise	0	3	10	0	0	7	20
The Arts (Visual Arts)	0	2	4	0	0	14	20
Totals	2	13	69	1	0	58	

Year 7							
Learning Area	A	B	C	D	E	n/a	Total Grades
English	0	3	11	1	0	6	21
Languages (French)	0	0	0	0	0	1	1
Languages (Indonesian)	0	0	0	0	0	1	1
Mathematics	1	3	10	1	0	6	21
Health and Physical Education	0	3	5	0	0	13	21
Health & Physical Education - Health	0	0	0	0	0	1	1
Health and Physical Education – Physical Activity	0	0	0	0	0	1	1
The Arts	0	0	0	0	0	1	21
The Arts - Music	0	0	0	0	0	1	21
The Arts – Visual Arts	0	2	5	0	0	14	21
Technology & Enterprise	0	0	8	0	0	13	21
Science	0	1	6	1	0	13	21
Society and Environment	0	4	7	1	0	9	21
Totals	1	16	52	3	0	80	

MIDDLE SCHOOL ACHIEVEMENT DATA - Reporting Period(s): Semester 2 2012

Year 8							
Learning Area	A	B	C	D	E	n/a	Total Grades
English	4	6	30	23	9	0	72
Health and Physical Education (Health)	4	3	4	3	1	0	15
Health and Physical Education (Physical Activity)	1	0	0	0	0	0	1
Languages (French)	2	6	10	2	1	0	21
Languages (Indonesian)	5	0	3	1	0	0	9
Languages (Italian)	3	2	3	0	0	0	8
Languages (Japanese)	2	4	3	0	0	0	9
Mathematics	11	7	28	26	13	0	85
Science	22	10	27	15	4	0	78
Society and Environment	6	12	16	9	3	0	46
Technology and Enterprise (Design and Technology (Electronics))	0	0	3	2	0	0	5
Technology and Enterprise (Design and Technology (Photography))	1	1	1	1	4	0	8
Technology and Enterprise (Design and Technology (Woodwork))	0	1	0	0	5	0	6
Technology and Enterprise (Design and Technology)	0	1	6	0	4	0	11
Technology and Enterprise (Home Economics (Home Economics))	3	4	6	3	1	0	17
Technology and Enterprise (Information Technology)	3	1	0	0	0	0	4
The Arts (Visual Arts)	2	1	4	0	1	0	8
Totals	69	59	144	85	46	0	

Year 9							
Learning Area	A	B	C	D	E	n/a	Total Grades
English	5	10	32	31	19	0	97
Health and Physical Education	1	0	0	0	0	0	1
Health and Physical Education (Health)	5	6	3	2	1	0	17
Health and Physical Education (Physical Activity)	2	3	0	0	0	0	5
Languages (French)	8	1	4	1	0	0	14
Languages (Indonesian)	1	3	2	1	0	0	7
Languages (Italian)	4	0	0	0	0	0	4
Languages (Japanese)	4	6	0	0	0	0	10
Mathematics	12	13	29	43	15	0	112
Science	31	18	28	10	4	0	91
Society and Environment	4	15	17	18	8	0	62
Technology & Enterprise (Business)	1	0	1	0	0	0	2
Technology and Enterprise (Design and Technology (Electronics))	0	1	0	1	0	0	2
Technology and Enterprise (Design and Technology (Metal Technology))	1	1	0	0	0	0	2
Technology and Enterprise (Design and Technology (Photography))	2	0	4	1	2	0	9
Technology and Enterprise (Design and Technology (Technical Graphics))	1	0	2	0	0	0	3
Technology and Enterprise (Design and Technology (Woodwork))	2	1	2	1	4	0	10
Technology and Enterprise (Design and Technology)	0	0	1	0	0	0	1
Technology and Enterprise (Home Economics (Childcare))	0	0	0	0	1	0	1
Technology and Enterprise (Home Economics (Home Economics))	1	1	7	4	3	0	16
Technology and Enterprise (Home Economics (Textiles))	1	0	1	1	0	0	3
Technology and Enterprise (Information Technology)	0	0	1	0	0	0	1
The Arts (Visual Arts)	1	7	2	1	3	0	14
Totals	87	86	136	115	60	0	

Year 10							
Learning Area	A	B	C	D	E	n/a	Total Grades
English	5	15	13	11	17	0	61
Health and Physical Education	1	0	0	0	0	0	1
Health and Physical Education (Health)	1	4	0	1	1	0	7
Health and Physical Education (Physical Activity)	0	0	1	0	0	0	1
Languages (French)	4	5	3	1	0	0	13
Languages (Indonesian)	0	3	2	0	0	0	5
Languages (Japanese)	0	3	0	0	0	0	3
Mathematics	9	12	20	16	10	0	67
Science	15	13	19	1	8	0	56
Society and Environment	8	4	6	3	2	0	23
Technology and Enterprise (Business)	0	0	0	0	0	0	0
Technology and Enterprise (Design and Technology (Photography))	0	0	1	0	1	0	2
Technology and Enterprise (Design and Technology (Technical Graphics))	0	0	0	0	1	0	1
Technology and Enterprise (Design and Technology (Woodwork))	0	0	0	0	7	0	7
Technology and Enterprise (Home Economics (Home Economics))	1	3	2	2	1	0	9
The Arts (Visual Arts)	2	1	1	0	1	0	5
Totals	46	63	68	35	49	0	

SENIOR SECONDARY ACHIEVEMENT DATA - Reporting Period(s): Semester 2 2012

Year 11 All Senior School Grades									
Course	A	B	C	D	E	U	Total Grades	No Grade	Grade Average
Accounting and Finance	3	6	9	4	2	1	25	0	3.17
Applied Information Technology	8	6	20	5	4	2	45	0	3.21
Automotive Engineering & Technology	3	6	5	1	4	0	19	0	3.16
Biological Sciences	10	10	24	0	2	0	46	0	3.57
Business Management & Enterprise	3	1	2	3	6	0	15	0	2.47
Career and Enterprise	2	1	3	0	1	0	7	6	3.43
Chemistry	4	8	12	26	0	0	50	0	2.80
Children, Family and Community	7	10	5	0	4	0	26	0	3.62
Design	4	7	12	11	16	0	50	0	2.44
Earth and Environmental Science	0	2	6	2	3	1	14	0	2.54
Economics	9	5	21	10	0	0	45	0	3.29
English	10	40	108	26	17	0	201	6	3.00
French	3	8	11	5	2	0	29	0	3.17
Geography	4	12	23	6	6	1	52	0	3.04
Health Studies	6	15	42	9	11	2	85	0	2.95
Human Biological Science	12	11	37	20	4	0	84	0	3.08
Indonesian : Second Language	4	5	3	0	0	0	12	0	4.08
Integrated Science	1	0	6	0	2	0	9	0	2.78
Italian	9	11	6	1	1	0	28	0	3.93
Japanese : Second Language	4	11	11	0	2	0	28	0	3.54
Literature	0	4	8	3	2	0	17	0	2.82
Materials, Design and Technology	1	3	4	2	3	0	13	0	2.77
Mathematics	37	45	83	38	31	3	237	6	3.08
Mathematics Specialist	6	6	14	8	6	2	42	0	2.95
Media Production and Analysis	0	4	4	0	0	0	8	0	3.50
Modern History	10	10	24	14	6	0	64	0	3.06
Physics	10	12	18	16	3	0	59	0	3.17
Politics and Law	6	4	7	3	5	0	25	0	3.12
Visual Arts	3	9	19	5	3	1	40	0	3.10
Workplace Learning	0	1	1	0	0	0	2	0	3.50
Totals	179	273	548	218	146	13	1377	18	

Year 12 All Senior School Grades									
Course	A	B	C	D	E	U	Total Grades	No Grade	Grade Average
Accounting and Finance	4	4	10	9	11	0	38	0	2.50
Applied Information Technology	1	11	14	6	7	0	39	0	2.82
Automotive Engineering & Technology	3	3	3	1	2	0	12	0	3.33
Biological Sciences	14	11	9	6	0	0	40	0	3.82
Business Management & Enterprise	1	1	1	0	0	0	3	0	4.00
Career and Enterprise	0	1	1	0	0	0	2	2	3.50
Chemistry	10	4	6	6	4	0	30	0	3.33
Children, Family and Community	6	3	4	2	0	0	15	1	3.87
Design	10	14	22	7	9	0	62	0	3.15
Earth and Environmental Science	2	2	10	4	2	0	20	0	2.90
Economics	1	2	13	3	0	0	19	0	3.05
English	6	34	66	12	4	0	122	5	3.21
French	6	13	10	2	0	2	33	0	3.74
Geography	2	12	30	10	0	0	54	0	3.11
Health Studies	11	26	36	10	13	0	96	0	3.12
Human Biological Science	12	17	26	15	6	0	76	0	3.18
Indonesian : Second Language	4	0	4	0	0	0	8	0	4.00
Indonesian: Background Speakers	0	0	2	0	0	0	2	0	3.00
Integrated Science	2	1	0	1	0	0	4	0	4.00
Italian	4	2	4	0	0	0	10	0	4.00
Japanese : Second Language	2	4	2	2	0	0	10	0	3.60
Literature	2	0	4	0	0	0	6	0	3.67
Materials, Design and Technology	0	1	0	0	1	0	2	0	2.50
Mathematics	33	36	67	37	24	0	197	4	3.09
Mathematics Specialist	0	4	8	2	4	0	18	0	2.67
Media Production and Analysis	0	0	1	2	3	0	6	0	1.67
Modern History	7	10	26	11	3	0	57	0	3.12
Physics	10	8	22	14	8	0	62	0	2.97
Politics and Law	4	4	11	5	2	0	26	0	3.12
Visual Arts	4	9	9	1	5	0	28	0	3.21
Totals	161	237	421	168	108	2	1097	12	

WACE DATA 2012

1. Students achieving WACE in 2012

	Eligible Year 12 Students	Percentage achieving WACE
2010	29	79%
2011	28	93%
2012	24	71%

2. Students achieving 75% or more scaled scores



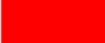
	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2010	15	5	33%
2011	25	4	16%
2012	8	3	38%

3. ATAR PERFORMANCE

Overall ATAR Performance

	Relative Performance
2012	0.7

The relative performance is based on the median ATAR and SEI of the school. There must be at least 10 Year 12 students acquiring an ATAR.

	Above Expected - more than one standard deviation above the predicted school median
	Expected - within one standard deviation of the predicted school median
	Below Expected - more than one standard deviation below the predicted school median

5. School Versus State ATAR

Median Australian Tertiary Admissions Rank

	School	Like-Schools	State
2010	79.8		75.1
2011	75.3		75.6
2012	77.0		75.9

National Assessment Program – Literacy and Numeracy (NAPLAN) 2012

Primary results

18 students took the tests in 2012. Some students were exempted for a variety of reasons.

	3	Year 5	7
Reading			
Below National/State standard			
At National/State standard	15%		7%
Above National/State standard	85%	100%	93%
Writing			
Below National/State standard			6%
At National/State standard	15%	18%	12%
Above National/State standard	85%	82%	88%
Mathematics			
Below National/State standard			
At National/State standard		18%	
Above National/State standard	100%	82%	100%

- All children below national/state standard are on IEP
- All of our long term students are above the national/state standard, with a number of them being in the top 20% of the scale
- Primary is continuing its NAPLAN preparation in Terms 1 and 4 with extra focus on Persuasive Writing

Secondary Results

Between 22 and 29 students took the tests in 2012. Some students were exempted for a variety of reasons.

	Year 9
Reading	
Below National/State standard	17% (4 students – 2 enrolled in Learning Support)
At National/State standard	13% (3 students – 2 enrolled in Learning Support)
Above National/State standard	71%
Writing	
Below National/State standard	24% (3 students – 2 students enrolled in Learning Support)
At National/State standard	14%
Above National/State standard	62%
Spelling	
Below National/State standard	4% (1 student – enrolled in Learning Support)
At National/State standard	9% (2 students – enrolled in Learning Support)
Above National/State standard	87%
Grammar	
Below National/State standard	13% (3 students – 2 enrolled in Learning Support)
At National/State standard	17% (4 students – 1 enrolled in Learning Support)
Above National/State standard	70%
Mathematics	
Below National/State standard	6.9% (2 students – 1 enrolled in Learning Support)
At National/State standard	20.69% (5 students – 3 students enrolled in Learning Support)
Above National/State standard	72.41%

Year 7 – Year 9 comparison data

Due to the nature of SIDE enrolment trends, comparison data is limited.

	Number of students
Improvements in achievement	15 (83.3%)
Equal achievement	1 (5.6%)
Lower achievement	2 (11.1%)

Comparisons to other schools

TEST	ALL AUSTRALIAN SCHOOLS' MEAN	ALL WA SCHOOLS' MEAN	SIDE MEAN
Reading	575	572	587
Writing	553	557	543
Spelling	577	574	593
Grammar & Punctuation	573	570	594
Numeracy	584	582	584

TEST TYPE	% In Bands 9 & 10	% Comparison to all Australian Schools	% Below Band 5	% Comparison to all Australian schools
Reading	24	20	31	9
Writing	12	20	38	18
Spelling	29	20	21	11
Grammar & Punctuation	25	20	29	9
Numeracy	17	20	24	6

Western Australian Monitoring Standards in Education (WAMSE) 2012

Primary results

	Year	
	5	7
Science		
Below National/State standard	20%	9%
At National/State standard	10%	18%
Above National/State standard	70%	73%
Science Investigating		
Below National/State standard	20%	(5)
At National/State standard	10%	
Above National/State standard	60%	91%
Society and Environment		
Below National/State standard	20%	31%
At National/State standard		9%
Above National/State standard	80%	60%
Society and Environment (ICP strand)		
Below National/State standard	20%	30%
At National/State standard		
Above National/State standard	80%	70%

- All children below national/state standard are on an IEP.
- All of our long term students are above the national/state standard, with a number of them being in the top 20% of the scale
- Primary is continuing its NAPLAN preparation in Terms 1 and 4 with extra focus on Persuasive Writing

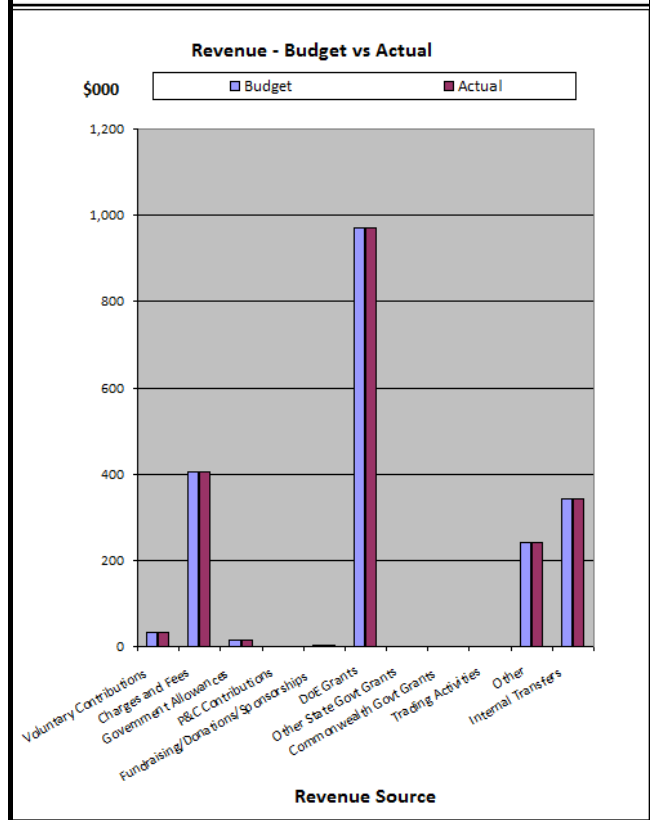
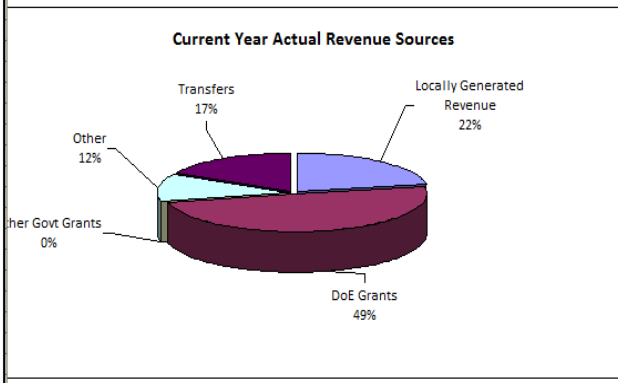
Secondary Results

24 students completed the testing.

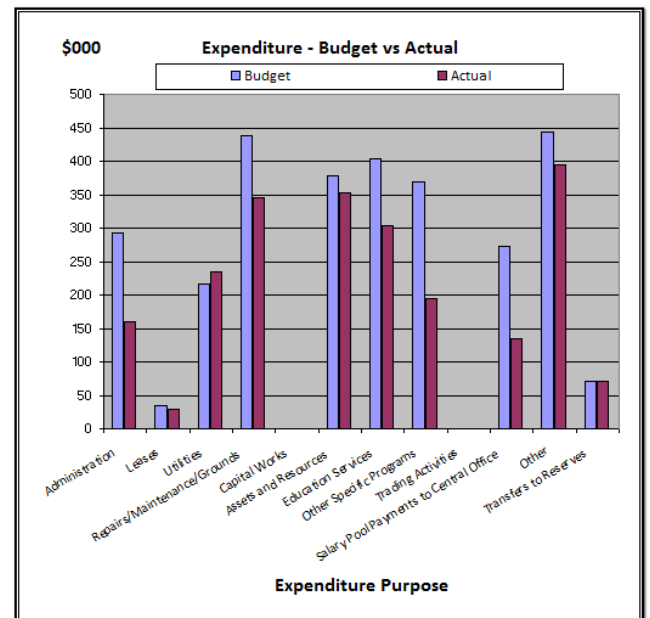
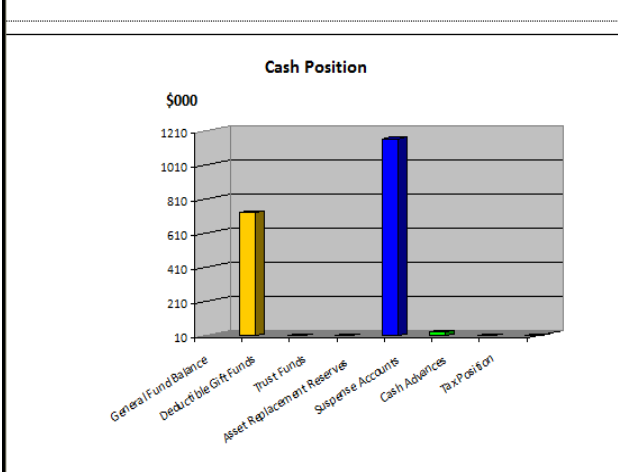
	Year 9	School mean	State mean
Science			
Below National/State standard	6 (3 learning support)		
At National/State standard		510	481
Above National/State standard	18		
Science Investigating			
Below National/State standard	6 (3 learning support)		
At National/State standard		516	479
Above National/State standard	18		
Society and Environment			
Below National/State standard	4 (2 learning support)		
At National/State standard		529	499
Above National/State standard	20		
Society and Environment (ICP strand)			
Below National/State standard	5 (3 learning support)		
At National/State standard		534	498
Above National/State standard	24		

SECTION 4 SCHOOL MANAGEMENT

Revenue - Cash		Budget	Actual
1	Voluntary Contributions	\$ 32,511.00	\$ 32,510.50
2	Charges and Fees	\$ 403,858.00	\$ 403,857.38
3	Government Allowances	\$ 13,993.00	\$ 13,993.00
4	P&C Contributions	\$ -	\$ -
5	Fundraising/Donations/Sponsorships	\$ 2,006.00	\$ 2,006.00
6	DoE Grants	\$ 971,359.00	\$ 971,358.89
7	Other State Govt Grants	\$ -	\$ -
8	Commonwealth Govt Grants	\$ 574.00	\$ 574.40
9	Trading Activities	\$ 18.00	\$ 18.14
10	Other	\$ 240,508.00	\$ 240,507.46
11	Internal Transfers	\$ 340,985.59	\$ 340,985.39
Total		\$ 2,005,812.59	\$ 2,005,811.16
Opening Balance		\$ 942,573.00	\$ 942,573.49
Total Funds Available		\$ 2,948,385.59	\$ 2,948,384.65



Expenditure		Budget	Actual
1	Administration	\$ 292,006.50	\$ 159,805.48
2	Leases	\$ 35,000.00	\$ 29,985.40
3	Utilities	\$ 216,309.00	\$ 234,342.82
4	Repairs/Maintenance/Grounds	\$ 437,509.00	\$ 345,789.34
5	Capital Works	\$ -	\$ -
6	Assets and Resources	\$ 378,004.00	\$ 351,842.48
7	Education Services	\$ 403,092.36	\$ 304,061.91
8	Other Specific Programs	\$ 368,809.00	\$ 194,036.62
9	Trading Activities	\$ -	\$ -
10	Salary Pool Payments to Central Office	\$ 271,945.00	\$ 135,000.00
11	Other	\$ 443,536.73	\$ 394,841.81
12	Transfers to Reserves	\$ 71,464.00	\$ 71,464.00
Total		\$ 2,917,675.59	\$ 2,221,169.86



Cash Position as at:

Bank Balance	\$ 1,908,854.67
Made up of:	\$ -
1 General Fund Balance	\$ 727,214.79
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,159,717.89
5 Suspense Accounts	\$ 30,363.99
6 Cash Advances	\$ 780.00
7 Tax Position	\$ 7,662.00
Total Bank Balance	\$ 1,908,854.67

Staff Attendance

	2010	2011	2012
Teaching Staff	96%	96%	96%
School Support Staff	96%	95%	96%
All school staff	96%	96%	96%

Because the nature of staffing at SIDE is variable from year to year as student numbers and course selections are impacted by external decisions, the retention rate is reported at the proportion of base permanent teaching staff retained in 2012. SIDE then employs a number of teaching staff on a fixed term basis as the need arises according to enrolment demands.

	2011	2012
Total base Teaching staff	150	150
Permanent staff retained from previous year	100%	100%
New permanent teaching staff	1	0
Staff retention rate 2011 - 2012	100%	100%

Teacher Qualifications

All teachers employed at SIDE meet the professional requirements to teach in Western Australian Schools and all are registered with the Teachers Registration board of Western Australia.

Teacher Professional learning

	2011	2012
Number of Teachers and Support Staff	150	152
Total professional learning expenditure	\$57,000	\$45,000

Student Attendance

At SIDE, attendance for home-based students is documented by the timely return of work and regular contact with teachers. In 2012, it was monitored in SCILS giving a wider understanding of the attendance profile of the student cohort.

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

- Each subject provides a work completion calendar which specifies tasks and deadlines. Any student who does not submit work without a reasonable explanation is considered to be 'absent'.
- Students are encouraged to follow a normal school day pattern to participate in a 'lesson' based structure for the day. It is expected that they 'attend' for 8 -10 hours per day in senior school courses and for 4 hours per day in lower and primary schooling subjects.
- Online lessons (Centra) are used to monitor student attendance and participation.
- Moodle and the SIDE portal allow students to 'attend' at times when their teacher may not be available.
- Teachers use email and phone contact to follow up on non-submission of work as necessary.

Student Retention

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

	2009	2010	2011	2012
K - 2				96
3 - 5				88
6 - 7				67
8 -10	163%	208%	141%	148
8 - 12	136%	156%	165%	322
10 -12	71%	75%	110%	219
10 -11	102%	157%	127%	149
11 -12	78%	74%	65%	174

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

Parent, Secondary and Primary Student Satisfaction Survey 2012

The survey, carried out at the end of 2012, measured Parent and Student satisfaction in response to a range of questions, each of which was scored on a scale of 4. For the first time, the survey was carried out online using **surveymonkey** and attracted 252 responses.

1. Parent Satisfaction Survey results

Only parents with home based students were surveyed as their primary education experience is through SIDE. A total of 40 parents responded to the questions, the majority being male parents in the ratio of 2:1. The majority of parent responses came from parents of primary students (93%). Parents were asked 15 questions to assess their satisfaction on a range of topics including;

- the relationship between teacher and child,
- communications methods between teacher and parent and,
- the use of online technologies.

In 14 of the 15 questions, the parents indicated a satisfaction rating of greater than 90% with the performance of SIDE. For 7 questions parents indicated 100% satisfaction including;

- the professionalism commitment and pedagogical knowledge of teachers at SIDE.
- the encouragement of and caring for their child by teachers at SIDE.
- teachers' responsiveness to parent concerns and enquiries and their approachability.
- the level of respect and fair treatment that SIDE teachers showed in working with their child.

The following comments are indicative of parents' approval of the performance of SIDE.

- My child's teacher is VERY positive and constructive with her feedback to the point that our child loves her teacher.
- The fact that my children can have an Australian education whilst living overseas.

Gives me comfort to know that their education is not compromised and that they will continue to have the best.

- It allows us to travel the way we like whilst keeping the kids within the WA education system. World experiences and SIDE are a great mix.
- The wonderful curriculum and the tremendous, caring support network provided by the staff who deliver it.
- The high standard of the teacher in all aspects.
- I know that although we don't access to normal school, my child will re-enter regular school one day at the same level as other children without prejudicing their educational chances for the future.
- Providing a practical curriculum for home tutors. SIDE has a strong educational e-structure.
- The teachers are very friendly, helpful and approachable.
- The flexible approach to providing for special the needs of my child.
- Very quick feedback and easy access to the teacher.
- The well balanced curriculum and the amazing team of teachers, and other support staff.
- The incredible support and understanding of my child's needs and the outstanding education he is receiving.
- The material that we get sent is fun and interesting and the staff are all so wonderful and lovely and helpful...always supportive and encouraging. The teachers are amazing...their knowledge, experience and professionalism are exceptional.

Only the area of the use of online technologies scored below the 90% satisfaction level with a rating of 88.9%. This is an area of ongoing professional learning for all teachers at SIDE and a focus of the School Plan so improvements in this sphere are anticipated over 2013.

2. Primary Student Survey results

Primary students were asked 19 questions to evaluate their satisfaction in areas such as;

- their relationship with their teachers,
- their enjoyment of SIDE learning context,
- their ability to access help and other types of support and,
- the use of online technologies in learning.

13 of the 19 questions received a rating above 90% satisfaction with 6 areas being ranked at 100%. These areas included:

- the level of care the teacher demonstrated towards them and receiving help with areas of concern;
- being treated fairly and being encouraged in their school work; and
- Teacher levels of pedagogical expertise.

The following comments are indicative of what primary students like about working in the SIDE context.

- I can do my school work in Africa.
- I get to be with my parents and the work that they give me is fun.
- We don't all have to do the same work.
- I have my parents helping me.
- What I like about SIDE is that they teach me lots of things.
- I like SIDE because every time you win something the prizes are great and it makes me feel happy!
- I don't have to do different subjects its (sic) all of them mashed up in a couple of books.
- It is fun.
- The flexible time tables.
- The ability to travel and continue my education at the same time. They give me work related to where ever I am travelling.
- They make my school work fun and enjoyable.
- The Teachers are kind.
- I like how we get to learn a different language like French.
- I like my teacher.
- SIDE has been a fun and exciting time that I will remember for ever!!
- I learnt a lot in the SouthLand set and really enjoyed it.

- I like all of it.
- I love learning at SIDE and doing online lessons.

Two areas of concern stood out from the survey data. Students expressed considerable disagreement with the statement *"My interests and talents are being developed at SIDE"*. 33% of students indicated that this was an area for investigation and this was reinforced in comments such as:

- I would like it if there were some slightly more interesting work books and that the teachers would recognize that hiking and surfing are as much physical education (if not more so?) as throwing a ball. I would also have liked some more science sets.
- Be able to choose subjects which interest me.
- In Maths the main task is too easy.
- To do more art work.
- I would like to do social studies and history but there are no sets on them.
- To cover all the subjects.

The other area which scored below the 90% satisfaction rating was the area of online technologies:

- 23% of students did not agree that the use of Centra made lessons interesting,
- 16% disagreed that they learned a lot in Centra lessons, and
- Almost 30% disagreed that using *Moodle* made learning easier.

Comments included:

- The Centra lesson because I find it boring.
- I think the Centra Lessons need improving because they are boring.
- School to be more fun.
- Less large projects because it is a lot of work having Centra lessons, homework, mathematics, reading eggs, languages online and doing the set work while we are travelling.

It is evident from this data that the school's intention to develop teachers' skills in both synchronous and asynchronous online delivery should continue to be a priority.

3. Secondary Student Survey results

Secondary students were asked to respond to 30 statements. There were 204 respondents from the secondary cohort in a ratio of almost 2:1 girls to boys. 72% came from senior secondary, 24% from middle school and 5% from Year 10 students (half-cohort in 2012). The majority of the responses came from Rural Senior High Schools (30.5%) and District High Schools (27.6%). Home based Students (17.2%) and students in Metro Senior High Schools (12.8%) made up the balance along with students from Remote schools, Rural Primary Schools, students living overseas and travelling and 'other'.

In 18 of the 30 statements, which focused strongly on the relationship between teaching and learning and teachers and learners, students gave a positive or strongly positive rating to the statement. 9 areas received a rating of 90% or better and the remainder were rated at 82% or better. There was a very strong satisfaction score for statements 2, 8 and 15:

- My SIDE teachers/s encourage me to do my best,
- I have respect for my SIDE teachers,
- My SIDE teacher/s are knowledgeable about the subjects they teach

In the remaining 12 statements which focused strongly on SIDE processes and operations, there was a less strong satisfaction rating. Students expressed less satisfaction in areas such as:

- Quality of and access to course materials and learning resources.
- Levels of contact and support from teachers at SIDE including expectations for achievement.
- Levels of feedback and suitability of course delivery to ability level.

Scores on these statements ranged from 73% to 86% satisfaction.

The lowest scores being given to the statement "*My work is returned to me quickly*" (65%) indicating that one third of the 2012

cohort were not happy with the rate of return on assignments and assessments.

The open – ended responses section of the survey seems to confirm high levels of satisfaction with SIDE:

- 161 students responded to the question concerning one aspect they liked most about SIDE.
- 141 students responded to the question concerning one aspect they would like to see improved.
- 73 students responded in the section for other comments.

With respect to responses to the question "The one aspect I liked most about SIDE is" the majority of comments;

- were praising of teachers in particular and general,
- indicated strong satisfaction with the styles of learning supported by Moodle and Centra and the fact that it encouraged independence and freedom from traditional models of instruction,
- demonstrated appreciation for the way courses were structured and developed.

It should be noted, however, that 10% of responses indicated that there was "nothing" about the SIDE experience that the students liked, or was a non-responsive comment. While returns of this kind are not unknown amongst a teenage group, this is a significant response rate.

With respect to responses to the question "The one aspect I would like to see SIDE improve the majority of comments;

- indicated a high level of frustration when online facilities were not available, slow to respond or limited
- indicated a strong desire for more and more focused communication with teachers
- expressed some frustration with the types of communication delivered by teachers
- expressed some frustration with the demands of courses in their particular situations

- expressed some concern understanding what teachers required of them
- in the 'nothing' category indicated a high level of satisfaction with the way that SIDE was meeting their educational needs.
- Quality assurance of SIDE produced materials.

There was also a range of non-responsive comments.

With respect to responses to the question asking for any other comments student responses divided into positive comments, negative comments and 'other'. It should be noted that;

- The majority of the positive comments focused on the benefits that the student had gained from learning at SIDE with a strong focus on teacher/student relationships. Some students named teachers who they felt had been particularly helpful, supportive and /or knowledgeable.
- The negative comments focused again on communications and operational issues.
- The comments in the 'other category' mostly indicated that students did not have anything substantial to add.

Recommendations for 2013

- A continued focus on the development of high quality courses and material for online delivery, including on-line assessment strategies.
- A continued commitment to the development of teacher skill in online delivery via Centra.
- A continued commitment to the development of teacher skill in online delivery via Moodle with a focus on pedagogy appropriate to year level.
- Continued use of SCILS to improve responsiveness to students and to address learning progress issues.
- Expand students at risk processes to enhance student achievement and provide timely feedback to supervisors, parents and student.
- Expand access to online contact with all students where possible.
- Continue to explore a range of partnerships for SIDE.