SCHOOLS OF ISOLATED AND DISTANCE EDUCATION

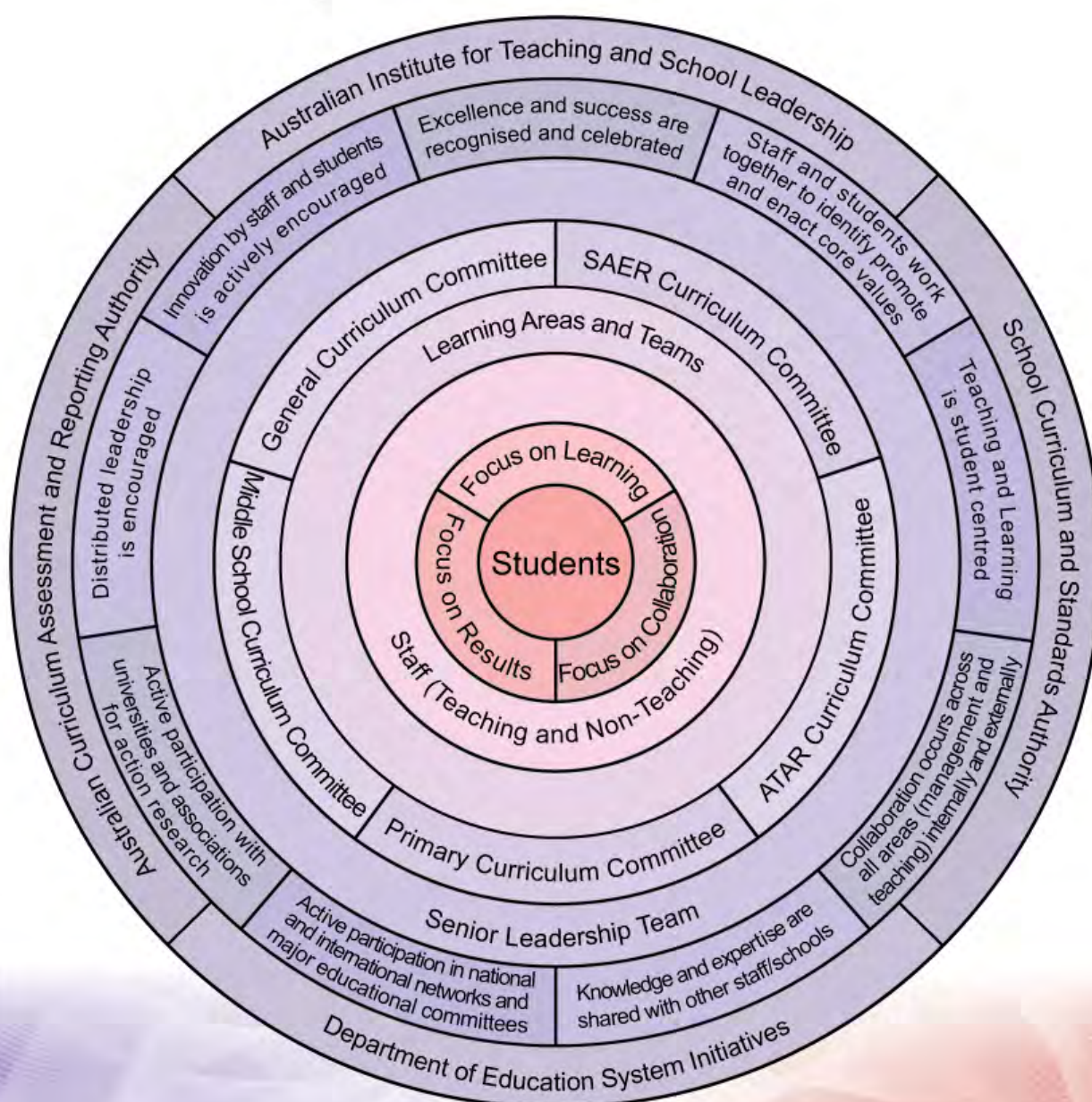# 2013 Annual Report

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

SIDE is a vibrant, cohesive learning community committed to excellence

Australian Institute for Teaching and School Leadership

Excellence and success are recognised and celebrated

Staff and students work together to identify promote and enact core values

Innovation by staff and students is actively encouraged

Australian Curriculum Assessment and Reporting Authority

Distributed leadership is encouraged

General Curriculum Committee

SAER Curriculum Committee

Learning Areas and Teams

School Curriculum and Standards Authority

Teaching and Learning is student centred

Middle School Curriculum Committee

Focus on Learning

Focus on Results

Students

Focus on Collaboration

Staff (Teaching and Non-Teaching)

ATAR Curriculum Committee

Collaboration occurs across all areas (management and teaching) internally and externally

Quality

Active participation with universities and associations for action research

Australian Curriculum Assessment and Reporting Authority

Primary Curriculum Committee

Active participation in national and international networks and major educational committees

Senior Leadership Team

Knowledge and expertise are shared with other staff/schools

Department of Education System Initiatives

TABLE OF CONTENTS

GLOSSARY

ACARA	Australian Curriculum, Assessment and Reporting Authority
ACER	Australian Council for Educational Research
AITSL	Australian Institute for Teaching and School Leadership
AQTF	Australian Quality Training Framework
ASDAN	Award Scheme Development and Accreditation Network
ASVP	Australian Vocational Student Prices
ATAR	Australian Tertiary Admission Rank
BOR	Breakout Rooms
CAC	Curriculum Advisory Committee
CAD	Computer Aided Design
CGEA	Certificate of General Education Adults
CMiS	Classroom Management Instructional Strategies
CNC	Computer Numeric Control router
CVET	Careers and Vocational Education and Training
DoE	Department of Education
EAL/D	English as a Language Dialect
ECE	Early Childhood Education
EROL	Electronic Resources On Line
HOLA	Head of Learning Area
ICT	Information, Communication and Technology
IEP	Individual Education Plan
LMS	Learning Management System
MESS	Maths, English, Science, Society & Environment
NAPLAN	National Assessment Program Literacy and Numeracy
OLNA	Online Literacy and Numeracy Assessment
OTL	Online Teaching and Learning
PL	Professional Learning
PM	Performance Management
SAIS	Student Achievement Information System
SCILS	SIDE Contact and Interventions Logging System
SCSA	School Curriculum and Standards Authority
SEN	Students with Educational Needs
SOEP	SIDE Online Enrolment Portal
STAWA	Science Teachers Association Western Australia
TDS	Teacher Development School
TISC	Tertiary Institutions Service Centre
TLC	Trinity Learning Centre
TRBWA	Teachers Registration Board Western Australia
VET	Vocational Education and Training
WACE	Western Australian Certificate of Education
WAMSE	Western Australian Monitoring Standards in Education

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 2013 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). This was due to the high number of schools who have joined together to form local partnerships for senior school courses, the half cohort of students and financial constraints.

School Profile

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

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

SIDE offers a comprehensive curriculum for students in Years 1 to 12 in all eight Learning Areas. In addition, the school offers a specialist primary school program in Languages from Year 1 to 7 as well as secondary school language programs for Years 8 to 12. Four languages are offered - French, Indonesian, Italian and Japanese. The quality of these programs has been enhanced through our Memorandum of Understanding with primary and secondary public schools throughout WA.

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

The school has continued on its journey to realign and upgrade its Information and Communication Technologies (ICT) capacity to enhance the teaching and learning program. The school is developing as a future focussed, state-of-the-art facility that delivers outstanding e-learning opportunities strongly focussed on supporting student learning. The school is committed to creating and re-designing educational programs to better respond to the needs of students in the 21st century.

School Vision

Students are at the centre of everything SIDE does with a focus on learning, collaboration and results.

SIDE is in the process of fine tuning our new school plan with the overarching vision that:

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

Our priorities are:
1. Teaching and learning is student centred.
2. Collaboration occurs across all areas, internally and externally.

3. Knowledge and expertise are shared with other staff and schools.
4. Active participation in national and international networks and major educational committees.
5. Active participation with universities and associations for action research.
6. Distributed leadership is actively encouraged.
7. Innovation by staff and students is actively encouraged and supported.
8. Excellence and success are recognised and celebrated.
9. Staff and students work together to identify, promote and enact core values.

School Values

The following Department of Education 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 teaching and learning.
- Learning happens best when student - teacher relationships are based on mutual trust and respect.
- Learning occurs where students, home and school have a common goal, interact positively and are mutually supportive.

WHOLE SCHOOL PROGRAMS

STUDENT SERVICES

The Student Services team consists of student coordinators, school psychologists and staff in the primary school. Team members establish and support educational programs for SIDE students and monitor their progress for success. They are responsible for:

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

Enrolment 2013
- Total enrolments of 2,500. The SIDE Online Enrolment Portal (SOEP) application enabled public schools to enrol students with ease and efficiency.
- Enrolment processes and procedures were documented and streamlined to ensure a consistent approach.
- 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 valuable senior secondary school information including WACE and TISC updates.
- 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 (now Saba) and Moodle were utilised by coordinators to provide enrolment information and maintain effective learning programs including Endorsed programs.

Curriculum Development
- The Year 11/12 Information, Supervisor and Endorsed program Moodle courses provided quality materials and student support.
- Individualised support and assistance in developing portfolios was provided for students visiting the SIDE campus and enrolled in Endorsed programs.

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 28 full time students aspiring to university entry. 14 students responded to emails requesting Year 12 destination survey data; 4 were accepted to university (2 through alternative entry); 1 is continuing with an apprenticeship; 1 was accepted for a traineeship; 2 gained employment during their 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 further developed partnerships with Esther House, Comet, Trinity Learning Centre (TLC), Waikiki Family Centre, Gilmore College – Young Parenting Program and Banksia Hill Detention Centre.
- TLC students and their crèche came to SIDE for a day of teaching sessions to further strengthen the SIDE/TLC relationship.

Support Materials and Procedures

- Course information flyers were produced for senior secondary school and lower secondary schools, providing key information in an overview format.
- Student curriculum and supervisor information *Choices* and *SIDE Guide* handbooks were updated and made available on the SIDE website.
- Student course change and participation processes were further developed to accurately monitor and record student information in *Reporting to Parents (RTP)* and *Schools Information Systems (SIS).*
- Regional visit procedures were streamlined and improved to encourage a consistent approach.

- An induction program and an expectation of weekly onsite attendance improved student participation for Elite students.
- School psychologists held information sessions for staff new to SIDE in 2014 to discuss the function of the Referral Program and operational procedures.

Focus areas for 2014

- Investigate WACE 2016 guidelines and student counselling required for students to attain WACE. Raise awareness of changes with parents and SIDE community.
- Aim for senior secondary school student attainment of Certificate ll or > 55 Australian Tertiary Admission Rank (ATAR).
- Individualise student programs and pathways to meet the needs of students including their cultural context, aspirations and learning style.
- Raise awareness of individual circumstances that impact on teaching and learning via regional visit reports and SIDE Contact and Interventions Logging System (SCILS).
- Record student and school contact and effectively use the student at risk process within SCILS to monitor student attendance.
- Further promote, develop and utilise the Supervisor and Year 11/12 Information Moodle courses and collect data to show usage.
- Establish effective relationships between student coordinators, teachers, students, families and schools to promote individual achievement.
- Develop and modify regional and on-site student contact visits taking into account the student coordinator teaching role.
- Rationalise the regional visit program by responding to school priorities. Also ensure visits are effective and streamlined (regional, onsite, phone, Centra).
- Support investigation and implementation of online enrolment for home based and private school students.
- 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 2013 the OTL team consisted of six staff:

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

The brief of the OTL team was to:

- 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 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 the Moodle Learning Management System (LMS), Centra and video conferencing.

In 2013, 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 undertaking a transition to the Moodle2 virtual learning environment, and working with the Curriculum Resource Development team to make greater use of SIDE's Electronic Resources On-Line (EROL) content management system. 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 SCILS program. This included developing auto-enrolment functionality for students, thus decreasing the time taken for students to commence lessons.
- Collaborating with DoE's Classroom Management and Instructional Strategies (CMiS) team to tailor and deliver an online-learning specific version of the highly successful CMiS program.
- Continuing a synthesis with the operations of the SIDE Library Resource Centre. There is a clear synergy between the two areas of operation. The move into digital technologies such as eBooks and streaming video services meant there were many opportunities for the teams to work together.

Teaching and Learning

- Synchronous (Centra) teaching and learning continued to expand in 2013. Virtually all students received regular, scheduled instruction, participating in multiple lessons per week across their learning program. In 2013, approximately 3500 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. The use of SIDE's HelpDesk platform has greatly improved the team's capacity to provide this support in a timely and ordered way.

- Our LMS, Moodle, remains 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. Teachers and students identify their Moodle courses as their own classroom. Our strategy has always been to promote individual customisation to match teaching style and context, although our professional learning program in 2013 focused on ensuring sound pedagogical and instructional design practices. 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, with the first students logging in on Day 1 of 2013.

- We expected a gentle transition to the newer platform, but like its predecessor, Moodle2 proved popular beyond our expectations. Ease-of-use and greater functionality meant teachers and students wanted to work in this environment. By mid-year, more users were regularly working in Moodle2 than Moodle1.

- Our approach to professional learning (PL) continued to evolve. Whilst basic training in core applications still occurred in extended, lab-based sessions, we made much greater use of Centra as a professional learning tool. This move culminated in our "Takeaway PL" program, where 16 different online units, combining web conferencing sessions and a Moodle course, meant simple, quick access to PL at point-of-need.

- This program was trialled in Term 3, with full-scale implementation in Term 4. Whilst there remained some small resistance to any out-of-hours PL, engagement across the school was greatly increased. The short, stay-at-your-desk nature of the training meant disruption to routines was reduced, and teachers felt they were being asked for just a small imposition on their time.

- The relationship between the SIDE ICT team, led by Gavin Rogers, and the OTL team, continued to be very productive and collaborative. Matt Reverzani's role as part of the OTL team combined with his ICT duties meant we had a perfect way to synthesise the technical and pedagogical aspects of our work. Matt's ICT skills proved a boon to the team, allowing greater concentration on teaching and learning.

- In 2012, a partnership was formed between the Department's CMiS group and the SIDE OTL team to develop a program in an online learning context. This was intended to both inform SIDE's pedagogical approach and enhance the CMiS's team capacities with the new technologies. In 2013, CMiS consultant worked with the OTL team for one day a week, and training was conducted with teachers from across learning areas in the CMiS approach. Angela Signorile and Kim Daymond took a leading role in working on the CMiS program. By the end of the year, a majority of staff had undertaken the training, and plans were drawn up to move the program to a "SIDE-produced" variant in 2014.

OTL Highlights of 2013

- OTL and SIDE Library Resource Centre staff continued to collaborate in presenting the Authors Online program, where working writers worked with SIDE's students using Centra. OTL's Halina Sobkowiak was instrumental in supporting this project.

- Angela Signorile coordinated, managed the SCSA practical exams in English as a Language Dialect (EAL/D) using Centra. This saw over 1000 students in 7 countries in Asia use Centra to complete the practical interview component for their WACE.

- As part of National Science Week, more than 1000 students participated in a webcast with UK scientist Dr Chris Smith and BBC journalist Victoria Gill. *The Naked Scientists* are a media-savvy group of physicians and researchers from Cambridge University who use radio, live lectures, and the Internet to strip science down to its bare essentials, and promote it to the general public. Their BBC radio show has an audience of millions across the globe.

- Through a collaboration of the OTL team, E-Schooling at the Department of Education and Scitech, students from across Western Australia and beyond participated in interactive webcasts using Centra. Questions from students were raised through the presenter, Angela Signorile. Feedback from *The Naked Scientists* team and participants was very positive.

- The OTL team continued its important role in supporting SIDE's status as a "state-of-the-art", elearning school.

Focus areas for 2014
- Implement key actions identified in the 2014 OTL Learning Area Plan.
- Refine and expand the Takeaway PL program.
- Support the school in adopting Australian Curriculum and managing the transition to Year 7's in the secondary school.

- Test and manage, in concert with personnel from the DoE, a major upgrade to Centra (now named Saba Classroom). This will include implementing mobile technologies in web conferencing.
- Finalise migration to Moodle2.
- Support SIDE's new school plan priorities.
- Develop and implement a fully searchable, database-driven knowledge base system for staff. This will require a complete revision of our support resources.
- Support the school and the preparation of programs for WACE 2016.

SIDE Library Resource Centre

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

The LRC offers extensive services, including:

- assistance with seeking information and internet searches

- an online catalogue

- a Moodle course which has links to online resources

- subscriptions to online references, such as Encyclopaedia Britannica

- teacher librarians to support wide-reading and curriculum requirements

- study areas where students can meet and work with teachers.

In 2013 the LRC team consisted of five staff:
- 3 x Teacher Librarians (0.2 – 0.8 FTE)
- 1 x Library Officers (Level 1) (0.16 FTE)
- 1 x Library Technician (Level 2) (1.0 FTE).

Teaching and learning programs

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

- Wide reading sessions were with lower secondary English classes. Teachers and teacher librarians reported increases in student voluntary reading. Research overseas indicates that this has a direct impact on student literacy levels. Planning for 2014 included alignment of wide reading sessions with Australian Curriculum and student needs.

- Information literacy skills were integrated into teaching and learning programs in English and Society and Environment.

- Library orientation sessions for visiting students including school groups were conducted focusing on specific services eg Online Referencing Generator.

- Authors Online has continued to develop with sessions being delivered via Centra to primary students and secondary English students.

Developing online access to information

Library administration and e-books

In 2013 two new services: a library administration system (Oliver) and an e-book delivery service (Overdrive) were fully implemented. The uptake of services by the school community, students and their families has been positive. There were no e-books loaned prior to 2013. Student and teacher loans in each month have varied between 21 loans and 123 loans, the upper number reflecting a period when students were reading specific texts in English. An average of 73 items was loaned each month. Borrower activity has varied from 7 borrowers in January 2013 to 55 borrowers during periods of peak English reading.

Loan activity 2013

Purchased Titles	Unique Borrowers	Total Loans
648	149	877

Anecdotal evidence suggests that travellers in Australia and overseas make more use of the Digital Library, but current privacy settings within the service do not allow libraries to identify specific borrowers within the data. This evidence is drawn from phone and email contact with students who request suggestions for further reading, or who have queries related to using the service.

In preparation for 2014, students enrolling at SIDE for the 2014 school year were able to visit the library while on site to ensure their devices (laptops, tablets, etc) were ready to use with the LRC online services, including e-books. Usage will be monitored in 2014 to identify whether this service leads to greater uptake of services.

Video services

In 2013 SIDE purchased two online services (EnhanceTV Direct and ClickView) to use in Moodle and Centra. Usage was evaluated before renewal in 2014, with 5 Learning Areas indicating their intention to use the services and to contribute to payment for ClickView Online, the more expensive service. The LRC conducted initial Professional Learning with 5 Learning Areas (English, T and E, Maths, Learning Support, Health and Physical Education – approximately 40 teachers) so that teachers began exploring using the services in Moodle and Centra. Subsequent professional learning (PL) was conducted jointly by OTL and the LRC for 12 people over 2 sessions. The PL was delivered to teachers through Centra. The focus was on the integration of video from these services in learning programs in Moodle and Centra.

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 Teachers, and of the remaining 11 teachers, six hold Senior Teacher status. One part time education assistant is employed to support students with special needs and the Early Childhood Education (ECE) team. One full-time administrative assistant provides administrative support and performs student enrolment duties.

All teaching staff meet the professional requirements to teach in Western Australian schools and are registered with the Teachers Registration Board Western Australia (TRBWA). Most teaching staff on fixed term contracts and all permanent staff were retained from 2012.

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 2013, 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 3 to 7 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, *Reading Eggs* and *Mathletics.*

Online delivery to a larger audience continues to be hindered by internet connectivity and time-zone issues. These issues will continue to be addressed in 2014.

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.

Major achievements in curriculum in 2013 include:
- Continuing to update learning materials to Australian Curriculum standard in English, Mathematics, Science and History.
- Implementation of Australian Curriculum Mathematics in Years 2.
- The Year 1 Australian Curriculum Mathematics in Wimba format was begun in 2013.
- Four Year 3 Integrated packages incorporating Australian Curriculum English, Geography, Science and History were completed by the end of 2012 and implemented in 2013.

NAPLAN Results
2013 saw the seventh year of national testing in NAPLAN. The following table provides a snapshot of performance for students in Years 3, 5 and 7. Years 3, 5 and 7 performed substantially above the average in Reading.

Years 3 and 5 performed substantially above the average in Mathematics. In all other areas the students performed above or close to the average of all Australian schools.

		Reading	Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3		471 438 - 504	437 410 - 463		438 409 - 468		474 440 - 509		482 456 - 509	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	446 437 - 455	419	435 427 - 443	416	430 421 - 438	411	455 445 - 464	428	420 412 - 428	397
Year 5		548 517 - 578	511 482 - 539		527 499 - 555		540 507 - 572		581 557 - 606	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	524 515 - 533	502	497 489 - 506	478	511 503 - 519	494	524 515 - 534	501	509 501 - 517	486
Year 7		582 555 - 609	542 512 - 573		591 562 - 619		567 536 - 598		563 537 - 588	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	564 557 - 571	541	542 534 - 551	517	567 560 - 575	549	563 554 - 572	535	567 560 - 575	542
		601 582 - 620	535 510 - 560		609 589 - 630		582 560 - 603		579 562 - 596	

How to interpret this chart

SIM schools serving students from statistically similar backgrounds	Selected school's average is
ALL Australian schools' average	▇ **substantially above**
[.] Student population below reporting threshold	▇ **above**
[ ] Year level not tested	☐ **close to**
	▇ **below**
	▇ **substantially below**
	• average of schools serving students from statistically similar socio-educational backgrounds (SIM box)
	• average of all Australian schools (ALL box)

Selected average
Margin of error at 90 per cent level of confidence

449
435 - 463

Colour shows if the selected school's average is above or below statistically similar schools' average

Colour shows if the selected school's average is above or below the Australian schools' average

SIM	ALL
475 465 - 485	420

Average and margin of error at 90 per cent level of confidence for statistically similar schools

Australian schools' average

Tell me more

Highlights for 2013
The highlights for 2013 included:
- 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 DoE initiatives and priorities.
- The move towards less print based materials.

Focus for 2014
Primary will continue with its strong focus on catering for the individual needs of students, and the implementation of the Phase One Australian Curriculum, especially in the ECE program.

THE ARTS and DIGITAL TECHNOLOGIES

Introduction

2013 was a year where many significant reforms were announced. The team of one visual arts, two media and three ICT teachers needed to prepare for change. SCSA released a new WACE for 2015/16, with all students to receive a minimum Tertiary Entrance Score or a Certificate II minimum. Then later in the year SCSA released their K-10 West Australian Curriculum and Assessment Outline. ACARA, the Australian Curriculum, Assessment and Reporting Authority, released a draft syllabus for Phase II The Arts and Technologies. Planning continued as we prepared for the move of Year 7 students to the secondary school. A significant factor in managing these reforms was due to teachers in The Arts Learning Area having the ability to continue to provide a high level of knowledge and skills in their classroom practice.

Highlights for 2013

The artistic success of our students in media and visual arts was showcased and celebrated in many ways in 2013. The first class of WACE Year 12 students in Stage 2 Media Production and Analysis completed practical and written examinations, and in Visual Arts Stage 3 an excellent result by one student when awarded 100% in the WACE practical examination, and two visual arts students were selected for the state-wide exhibition Young Originals: Bret-Abbey O'Brien "Teenage Dream and Victoria Yip "Locked in the Dark". Students who find learning on a daily basis challenging also found success and recognition through enrolment in a Preliminary Visual Arts Course. A specialist teacher from the Learning Support Team was able to develop a program of work in Moodle that supported their individual special needs.

A review of Information Technology subjects in 2013 saw Year 8 students being prepared for a 21st Century Education. From the Draft Australian Curriculum two areas of Technology were created: Digital and Design. Our ICT and OTL teams created a program of online learning to prepare every Year 8 student, or student new to SIDE, to be a successful online learner.

Our focus on results maintained the trend of the past three years with excellent achievement in Applied Information Technology and Design Graphics at Year 12 level.

SIDE senior secondary school provides an opportunity for many students from regional WA schools to access learning programs and teachers at Year 12 level so that they can be successful within their own schools. Students this year were acknowledged at Harvey and Central Midlands Senior High Schools for outstanding achievement including; Dux and Subject Awards, one or more of the subjects being studied through SIDE contributed towards this achievement.

Students are the focus of everything we do at SIDE and clearly demonstrate our vision of a vibrant, cohesive learning community committed to excellence.

Teaching and Learning

The Key Priorities Achieved in 2013
Lower Secondary School
- Clear expectations about teaching, learning, assessment and reporting in online programs/courses.
- Review ACARA draft curriculum The Arts 2012 for Year 8 Visual Arts to determine what to include, omit or modify to match achievement standards.
- Respond and review ACARA draft curriculum in Digital Technologies 2013 for Year 8 Information Technology modules to determine what to include, omit or modify to match achievement standards.
- Identify and prioritise new material development to support implementation of ACARA at Year 7 level in Arts and Technologies.

- Identify and prioritise new material development to support implementation of ACARA ICT General Capabilities.
- Monitor Moodle2 participation and engagement for innovative and creative ways to communicate and collaborate online with activities incorporated into revised courses.
- Refine assessment documentation.
- Identify and modify curriculum and assessment types for Students at Educational Risk.

- *Senior secondary school*
- Use WACE Course Delivery checklists to ensure compliance with SCSA requirements.
- Implement SCSA updates that require changes to curriculum, assessment and exam design.
- Seek PL in Vocational pathways.
- Explore State Training course materials to engage Aboriginal and low level literacy students.

2014 Focus Areas
- Contribute to planning for the new WACE 2015 by programming for high quality and appropriately challenging ATAR and VET programs.
- Refine the learning program for Year 7 Visual Arts and implement this program into a Moodle2 learning environment by the commencement of Term 4 2014.
- Complete a learning program for Certificate II Visual Arts and implement this program into a Moodle2 learning environment by the commencement of Term 4 2014.
- Complete a learning program for Certificate II Creative Industries (Media) and implement this program into a Moodle2 learning environment by the commencement of Term 4 2014.
- Review the current 2014 WACE Syllabus for Stages 2-3 to prepare for ATAR Units 1-4 of the New 2015 WACE.
- Record all student contact in SCILS by maintaining accurate and timely records that comply with SIDE's Attendance Policy.

- Identify students at risk and promptly follow SIDE's SAER Policy.
- Reflect on current practice and implement teaching and assessment practice in line with the 2013 SCSA Assessment Principles and Reporting Policy for Years 8 to 10.
- Use the Australian Institute for Teaching and School Leadership (AITSL) standards and tools for Performance Management (PM).

CAREERS AND VET

The key priorities for the Career and VET (CVET) learning area in 2013 comprised of the following:

- Increase in qualification attainment
- Increase the number of School Based Trainees and Apprentices
- Australian Curriculum – National Trade Cadetships (Work Studies)
- Foundation Skills (FSK) Training Package
- Improvement
- Moodle2 course development

The curriculum offerings in 2013 were as follows:

VET Credit Transfer
- Certificate in 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

WACE
Career and Enterprise Stage 1

The School Based Apprenticeship and Traineeship qualifications that SIDE supported

through Workplace Learning Mode 1 in 2013 were as follows:

- Certificate II in Community Services
- Certificate II Automotive Mechanical
- Certificate II in Agriculture
- Certificate II in Hospitality
- Certificate II in Community Pharmacy
- Certificate III in Children's Services
- Certificate II in Retail Services
- Certificate II in Sport and Recreation

Other VET stand-alone programs that were delivered at SIDE in 2013 in other departments were as follows:
- Certificate II in Applied Languages
- Certificate I in Business
- Certificate II in Business.

Teaching and Learning

VET Certificate Courses – CGEA and Work Education Cert I

In 2013, of all (32) CGEA Year 12 students, 60% attained a full certificate qualification. In Work Education Certificate, the Year 12 student qualification attainment rate was 94%. Overall the certificate qualification attainment rate of Year 12 students from the CVET department was 71%. This was a 20% improvement from 2012. A fantastic achievement by the whole team.

Workplace Learning

Workplace Learning (all modes) in 2013 had an 82% achievement rate. This is an improvement of 7% from 2012. A great effort from the workplace coordinators. A significant proportion of the withdrawals were because students had found employment or had gone on to further tertiary studies.

Career and Enterprise

Career and Enterprise was delivered throughout 2013 in Stage 1 for units 1A 1B, 1C and 1D with a combined pass rate of 85%. The new curriculum content design framework for this course in the new WACE is greatly anticipated.

A major focus of our department in 2013 was to improve our online presence and adopting the latest LMS platform of Moodle2. By the end of 2013 better platforms were developed to converge with the new SIDE enrolment procedures. Continual improvement in the Moodle workflow design is ongoing through student and school feedback.

In the curriculum development area, our department investigated possible alternatives to the CGEA VET Certificate course which would cease to exist at the school as an offering by the end of 2014. The alternative that was reviewed was the Foundation Skills (FSK) Training Package and its three qualification levels. Development in this area was halted at the start of Term 3 due to uncertainty as to how it would be recognised in the new WACE.

For the Australian Curriculum, work was completed in creating learning modules for the draft curriculum in Work Studies for Year 10 students. The draft content descriptors were used together with relevant achievement standards to create usable learning activities. The results from the work completed in this area will be used in the Year 10 Work Studies course for 2014.

Enrolment patterns and other data.

The enrolment pattern of the CGEA course had another small decrease in 2013 as the graph below shows.

CGEA Enrolment Growth - End of year 2013

	2006	2007	2008	2009	2010	2011	2012	2013
Students	22	53	59	100	114	117	99	85
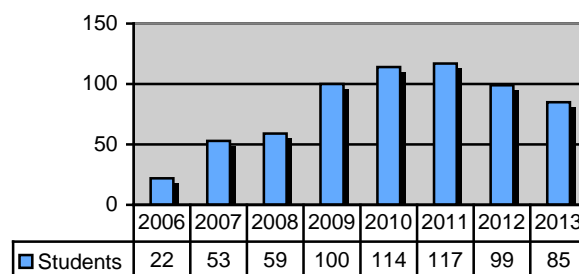
The CGEA program runs across three qualification levels - Introductory, Certificate I

and Certificate II. As of 2014 new enrolments in the CGEA program will cease.

CGEA Achievement data
Students enrolments from Jan to Dec 2013

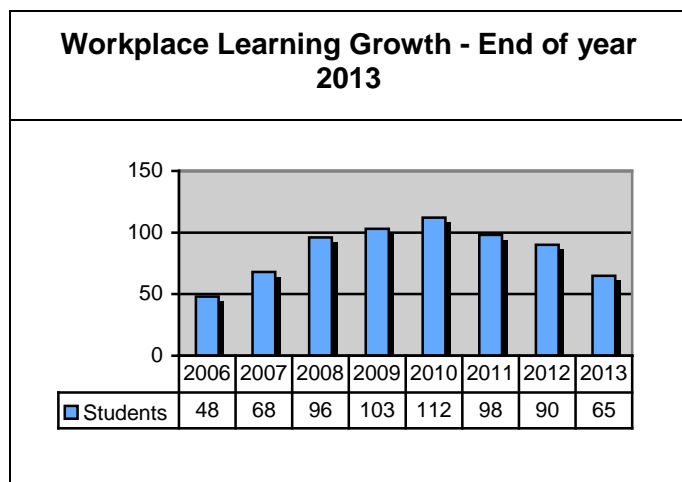| Achievement	Year			
UoC Nominal hour/Unit credits	**10**	**11**	**12**	**Total**
Qualification Achieved	0	10	19	29
330- 384 / 6 unit credits	2	8	4	14
275-329 /5 unit credit	2	2	11	15
220-274 /4 unit credits	4	4	3	11
165-219 /3 unit credits	2	2	6	10
110-164 /2 unit credits	2	1	2	5
55-109 /1 unit credit	3	0	4	7
0-54 /0 unit credit	1	1	2	4

Workplace Learning

In 2013 the enrolment pattern for Workplace Learning has had another decrease as the graph below shows.

Workplace Learning Growth - End of year 2013

	2006	2007	2008	2009	2010	2011	2012	2013
Students	48	68	96	103	112	98	90	65

Highlights

For the eighth consecutive year in 2013, a CVET student was once again successful in the national Australian Vocational Student Prizes (AVSP). The AVSP recognises Year 12 students who demonstrate exceptional skills, commitment and achievement while undertaking a Vocational Education and Training program or an Australian School-based Apprenticeship.

Over the year we have received very positive feedback from parents and students regarding the VET programs we offer within our department. It is encouraging to know that the most important stakeholder groups see value in the work that we do.

Another encouraging highlight of 2013 is the transition success of our Year 12 Referral students. Students with challenges beyond their control were able to gain TAFE entry into the courses of their choice.

Focus 2014

In light of the new changes in terms of: new WACE requirements, Australian Curriculum and the emerging VET agenda by the federal government, we will be focusing on the following areas:

1. The development of a work readiness/vocational VET Certificate I and II course as well as the new SCSA workplace learning course that will be implemented next year.
2. Continual improvement (Australian Quality Training Framework (AQTF) compliance) – by reviewing and modifying existing VET curriculum resources so they continue to meet stringent audit standards. We will also review our Workplace Learning Management Plan in light of SCSA changes in Workplace Learning.
3. Improve on attainment targets – by reviewing methods of unit attainment through cross collaboration.
4. Continue to improve in online delivery – by identifying visible learning practices in Moodle online delivery within SIDE and using it as a model for VET delivery in the future.
5. Continue to increase the level of School Based Traineeships and Apprenticeships.

ENGLISH

Introduction
The English Learning Area has worked collaboratively during 2013 to seek innovative ways to respond to the unique needs of our students.

Teaching and Learning
Best Practice and Innovation
The 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 2013 the team worked to audit and review current English curriculum against the Australian Curriculum. The goal continues to be to offer our students a rich and inclusive English curriculum that promotes equity and excellence and provides the opportunity to all students to reach their full potential. The 2014 SIDE English Team is proud to announce that we are now delivering the Australian Curriculum online in Year 8 and 10 and trialling Australian Curriculum online modules in Year 9.

English teachers worked to embed CMiS online classroom strategies during 2013. The goal was to offer our students more future-focused online teaching and learning environments underpinned by best practice and innovation. The 2014 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 Saba (replacing Centra in 2014).

Highlights for 2013
The Year 8 Australian Curriculum course written by Narelle Carlon in collaboration with Angela Quinn was action researched. During the action research process, student feedback was sought. Overwhelmingly, student feedback was positive, enthusiastic and celebratory of the opportunities offered to interact with peers. Students commented that they felt like they belonged to a class.

The Year 10 Australian Curriculum course written in collaboration with Digital Curriculum Services was implemented, reviewed and refined 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 course:
- was showcased by Linley Taylor, Kelly Klymiuk and Rachael Macfarlane at the DoE Heads of English Australian Curriculum Information Session,
- was written with the intention of providing a challenging and engaging learning experience for students while also catering for a range of abilities,
- has an emphasis on creativity, as well as knowing and understanding key concepts, and
- 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.

On-line writers
The Authors Online program, a successful collaboration between the English Learning Area and the Library Resource Centre, provides students with regular opportunities to talk to authors using Centra. While the program outcomes are drawn from the Australian Curriculum students are able to speak with authors from across Australia about their writing without travelling to major centres to hear or see them.

This program aims to:
- provide students with new and familiar ideas by exposing them to other professions such as writers and university lecturers, and
- provide 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.

Students across a wide range of abilities and classes were in the lucky position to be a part of this program.

The people who led these sessions were:
- April: Matt Otley, for Year 10.
- April: Leonie Norrington, for Year 8.
- May: Mark Greenwood and Frane Lessac, for Years 8, 9 and 10.
- September: Dianne Wolfer, for Year 10

Student Outcomes
Senior Secondary
Statistics indicate quite clearly that the teachers of Year 12 students have an excellent knowledge and understanding of their subject. 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 Moodle2, Centra and CMiS online pedagogies.
- The use of internal exams and tests, marking keys and SCSA Standards Guides.

In 2013 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. For the second consecutive year with Stage 3 English, data analysis revealed a positive differential. This showed that when compared to their other courses, most students performed better in Stage 3 English. 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 Stage 3 English had an accurate understanding of the course standards. Congratulations are extended to our highest achieving student in the English WACE courses, Victoria Yip and in the Literature WACE courses and Kiah Grogan and Katie White.

Year 12 English Stage Two
Many Stage 2 English students achieved success in the course but were scaled down dramatically, 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 2013, it was encouraging to see the Year 11 Literature student numbers remain relatively stable. The aim in Literature is to engage students in a love of reading while building a solid foundation in preparation for Year 12. To foster this, students were encouraged to interact more via an upgraded Moodle course with new interactive motion and video resources, as well as Moodle chat sessions, forums and wikis. Centra classes featured regular student presentations and incorporated CMiS online instructional strategies.

Year 11 English Stage Two
The larger cohort of students completing 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 Strategies for 2014
All ATAR students study English. It is important to ensure via counselling that external students enrolling at SIDE have the necessary background to study Stage 3 and understand the statistical consequences of studying Stage 2 at Year 12.

In a recent Maximising Feedback session, DoE representative Michelle Ostberg congratulated the English Learning Area for significant value adding to students in Stage 3

English during 2013. Stage 3 teachers will be building on this solid foundation for 2014.
Stage 3 Literature has a bigger cohort this year. This has meant we no longer need to be part of a small group moderation partnership.

All courses and stages will:
- Review marking standard
- Spread marks at bottom end of cohorts
- Review C/D grade cut-offs
- Continue internal moderation
- Engage external markers at significant times.

Lower School
NAPLAN 2013

Reading: Overall, 84% of SIDE current roll students were above the National Standard for Reading with only one student below.
First Cut data reveals significant progress was made between Years 7 – 9.

Reading Stable Cohort Yr 9 2013

Reading Stable Cohort Yr 7 - 9 Progress
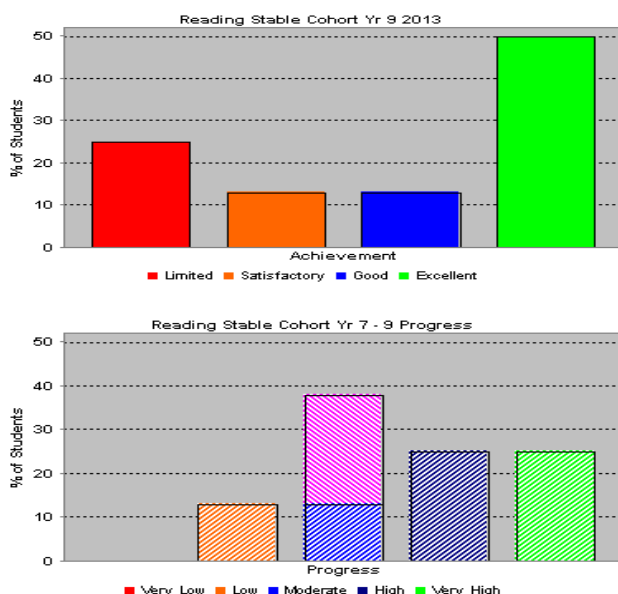
Writing: 77% of SIDE current roll students were at or above the National Standard for Writing.
First Cut data reveals significant progress was made between Years 7 – 9.

Writing Stable Cohort Yr 9 2013

Writing Stable Cohort Yr 7 - 9 Progress
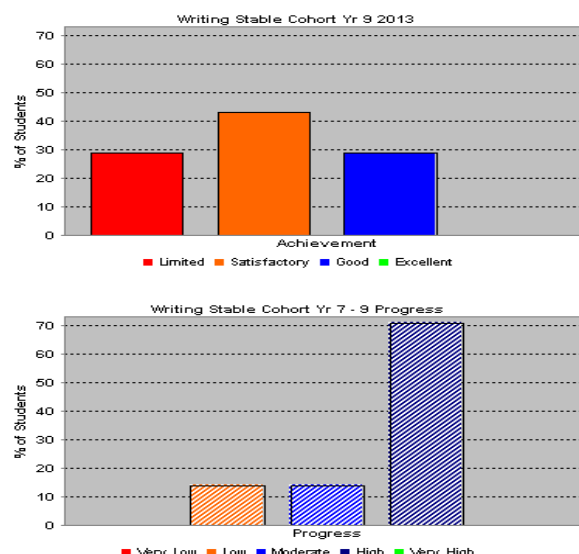
Focus Areas 2014
English Team
Our goal is to ensure we are delivering the entitlement of all students to a rich and inclusive curriculum that promotes equity and excellence and provides the opportunity to all students to reach their full potential.

- English staff will use reflective strategies with the ongoing review of Curriculum, Assessment and Reporting practices.
- A key focus will be Students at Educational Risk (SAER) with an increased focus on data, SAER strategies including IEPs and the provision of more differentiation.
- Staff will continue expanding the utilisation of the potential Moodle and Saba Classroom in teaching and learning by seeking to expand opportunities for interaction.
- English team, facilitated by N Carlon, will extend the use of the team Moodle site to improve the sharing of resources, professional communication and efficient dissemination of information and include meeting forums.

Australian Curriculum
There will be further implementation in 2014 as the English Learning Area develops learning activities.

- All English staff will be involved in the action research and implementation of the

Australian Curriculum through in-house and other professional learning.

- Years 7 and 9 alignment to Australian Curriculum Standards is already in progress in 2014.
- Embedding Jacaranda digital resources in all lower school courses.

Responding to Data

- Students in Years 8, 9 and 10 have started 2014 by completing Reading online tests through the Australian Council for Educational Research (ACER). The data from these tests will enable English teachers to quickly and accurately determine literacy needs both across the cohorts and at the individual level so that curriculum, teaching and learning can be adjusted.
- Eligible Year 10 students will be provided with practice OLNA test questions to assist with the transition to sitting the new compulsory online test.
- Although improvement is evident, NAPLAN data indicates that Writing should continue be an area of focus. Staff will be reviewing extended writing opportunities for students in all years, reorganising the Year 8 and 9 curriculum to prioritise writing opportunities and seeking ways to make writing tasks more engaging, rich and open ended at the prompt, process and production stages.
- We will extend the use of Class Blogs to foreground extended writing, foster student engagement and interaction, and develop a sense of audience, purpose and context.
- In 2014 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.
- The successful English/Resource Centre collaboration will extend in 2014 to make available new digital and graphical reading resources to engage and support a wide range of students' reading at each year level. We will extend our Wide Reading program to include two teacher librarian presentations per term in all Year 8, 9 and 10 Saba classes and follow-up with Moodle forums and blog responses.

Moderation

- In Years 8-10 there is a minimum of two teachers for each year level to facilitate internal moderation and standards. Years 8 and 10 will trial shared Moodle courses.
- 2014: embedding of Common Tasks for each year group to facilitate internal moderation and standards.
- 2014: embedding of Common Tasks and assessment and moderation strategies for all WACE courses.
- Australian Curriculum Standards will be used as a point of comparison during Common Task Moderation meetings.

WACE 2016 Strategic Planning

The English Learning Area has developed a strategic plan to manage 2015 WACE course developments and revisions. This is being handled in-house, using the curriculum expertise and experience within the team. It has been decided, therefore, to hold off on the development of EALD courses until expert writers can be secured for the project.

Working in agreed collaborations, English staff will be using a combination of after-hours meeting sessions and department relief days to develop assessment outlines, assemble learning activities and create assessment tasks.

Work has already started on 2015 courses in the following collaborations:

- Year 7 – Narelle Carlon and Pippa Tandy
- Year 9 – Narelle Carlon and Angela Quinn
- Foundation Course – Angela Quinn, Glynda Russell (with future collaboration with the VET area and Learning Support)
- General Course – Jenny Crowe, Rachael Macfarlane, Linley Taylor
- Year 11 ATAR Course – Jenny Crowe, Sue Cullen, Cathy Lamers, Linley Taylor
- Year 11 LIT Course – Cathy Lamers, Linley Taylor, Jenny Crowe.

The following course revisions are being managed as part of the department's normal feedback and review process:

- Year 8 – Narelle Carlon and Angela Quinn

- Year 10 – Jenny Crowe and Rachael Macfarlane.

Assessment
- English staff will become more engaged with the use of Grade Book in Moodle.
- English staff will become more engaged with the use of Student Achievement Information System (SAIS) data.

Level Three Classroom Teachers
A Quinn will facilitate Learning Area SAER strategy
- ACER testing analysis / sharing test data with Team
- Facilitate team protocols / practices – bridging gaps
- Seek PL on behalf of team – diversity and SAER
- Facilitate the implementation of IEP best practice and processes with Team

J Crowe will focus on WACE 2016
- Liaise with SCSA and English HOLA
- Make explicit links to current curriculum, assessment and reporting
- Map content
- Draft Assessment Schedule including SCSA and task weightings and course outline with content
- Locate and share standards
- Exam – liaise with HOLA and share models
- Seek PL opportunities on behalf of team.

Senior Teachers
Each senior teacher will facilitate the operation of a senior secondary unit or Australian Curriculum course. Roles are explicit:
- Liaise with HOLA regarding curriculum, assessment and reporting on behalf of team,
- Update Completion Calendar which is due the start of each year,
- Reporting to Parents – setup course outline – Term 1,
- Course Outline with content and Assessment Schedule including SCSA and task weightings – start of Term 1,
- Moderation – formal internal moderation should be in place. Minimum once a

semester plus exam, if applicable. Informal moderation should be ongoing,
- Exam – liaise with HOLA regarding materials, marking and despatch,
- Curriculum review and update (ongoing). Lead formal review - due Term 4, and
- Dispatch matters.

2014 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)

The 2013 school year started with 2.2 (FTE) teachers delivering curriculum across Years 8-12. By March 20th another 0.6 (FTE) was added to the HPE team.

Key priorities for 2013 were:
- Ensuring staff access and read the draft HPE Australian Curriculum consultation paper.
- Development of a physical education course for year 8 to be used as a template for years 9 and 10.
- Audit of existing materials in lower school HPE.
- Development of excellence in teaching and learning through engagement with CMiS strategies.
- Understanding of WACE reform – foundation, general and ATAR courses
- Planning and submission of Certificate 11 in sport coaching.
- Development of courses in Moodle2 and retention of some Moodle1 courses in senior secondary school including Stages 2 and 3.
- Develop sharing practices across the team members for use in Centra.

- Team working together to enhance online practices and engagement of students through ClickView and Enhance TV Direct.
- Use of synchronous and asynchronous delivery.
- Submission of all student work through Moodle.

Teaching and Learning Programs in 2013

Lower secondary:
All lower secondary Health modules were provided in a Moodle course from Years 8 to 10. Additional Moodle courses; the *Health Education Starter Booklet Series* were created to introduce students to health education in such a way as to engender responses relating to perception, understanding, recognition and responding to various stimuli.

All students received a hard copy of this series and were asked for an evaluation at the end of the work.

As a result of the trialling of these materials with Year 8, 9 and 10 students, the HPE team decided that each booklet would be available through Moodle for 2014. The series enabled students to demonstrate prior knowledge and understanding and gave teachers important information prior to teaching.

The new resource, the DVD initiative 'Beautiful' (which looks at body image, the significance of the media in issues of beauty culture) was trialled. The resource 'Men we Need' was purchased. This is the first online program for helping boys in school become fine men. It gives schools a comprehensive resource for positive changes in the lives of young men. Both of these resources have been well received by teachers and students. Also interactive PDF's, including 'Headstrong Resources' were incorporated into the lower school program.

Individual Education Programs were developed where required: Strategies including modified work schedules, modified curriculum, goal setting, liaising with student coordinators about progress, and ongoing monitoring was used to cater for students.

Student assessment
All teachers continued to improve their skills with the use of mark-up tools to mark electronic copies of student work. A majority of student work was then returned electronically which meant that student feedback was significantly quicker.

Print Materials:
All secondary courses were made available in a limited number of printed lesson booklets. This was continued as a strategy for those students who were unable to access electronic courses or who had infrequent or unreliable internet connection. The move to non – print will be actioned more widely in 2014.

Lesson Delivery:
Weekly scheduled lessons were delivered to a broad range of students. Some teachers managed timetabling difficulties by delivering out of hours lessons where this was the only option. This was particularly pertinent to ballet students who were unable to access any timetabled sessions in Year 12.

Student achievement Years 8,9,10
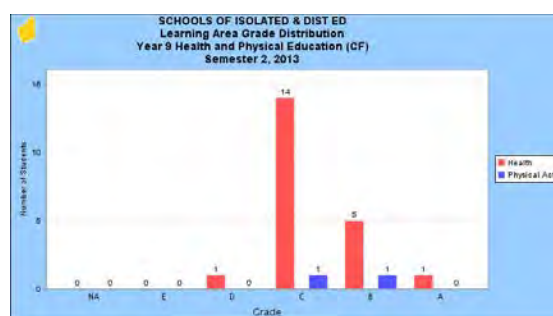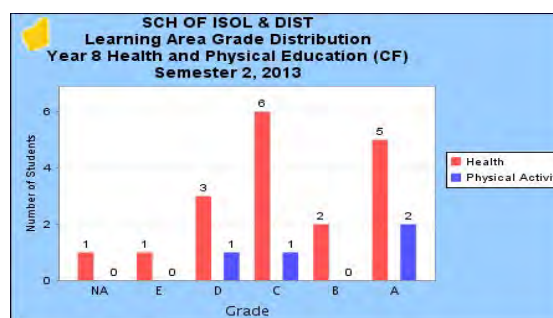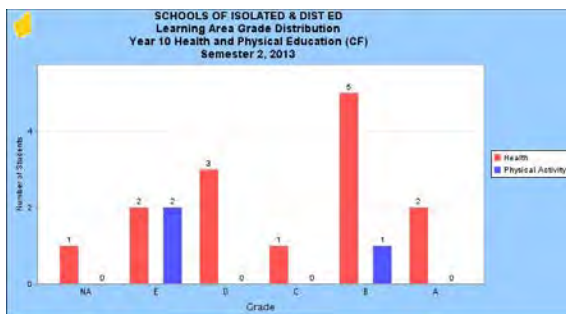
It is important to monitor the achievement of the Health and Physical Education learning area outcomes to ensure the provision of quality experiences for students. Student achievement in grade distribution tended to be evenly spread across each of the year groups.

Student achievement Years 11 and 12

Student enrolments in Years 11 and 12 were slightly under those of the previous year. Year 11 numbers could have been impacted upon by the half cohort.

The tables below shows summary information for the WACE course Stage 3AB Health Studies.
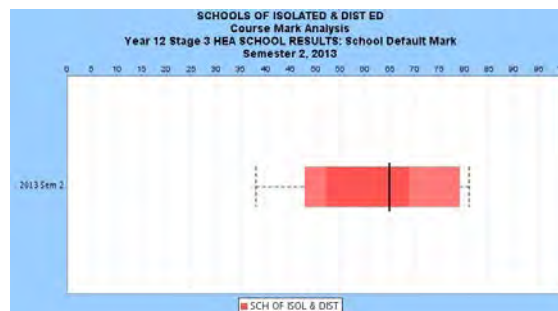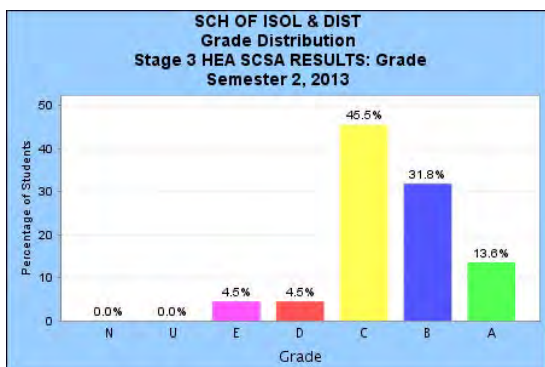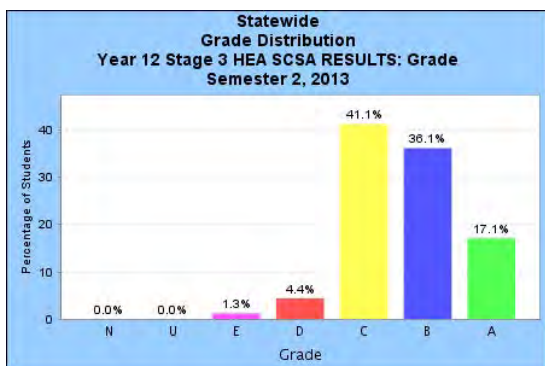
Performance of the school mean indicates the ongoing success of students at SIDE studying Health Studies at the Stage 3 level.

The high correlation of the SCSA results for the state and the school results also indicates that the ranking of students in the school was highly related to the ranking of the students in the WACE exam. These results provide ongoing analysis of overall performance and together with task mean analysis indicates enhanced teacher delivery and student engagement.

Highlights of 2013
- Development of starter health modules across Years 8, 9 and 10.
- Engagement with draft paper for the HPE Australian Curriculum.
- Preparation of PE modules across Years 8-10.
- Preparation for writing Year 7 Curriculum.
- Gaining compulsory status for HPE in Years, 8, 9 and 10.
- Electronic submission of student work.
- Rigorous assessment program for all year levels.
- Student centred and engaging Moodle courses.
- Use of CMiS strategies in lessons for students.
- Engagement with and use of Visible Learning Strategies.
- Use of ClickView and Enhance TV.

Focus areas for 2014
The most significant foci for 2014 will be the preparation of courses for implementation in 2015.

Lower Secondary:
- Preparation for Year 7
- Looking at health contexts and mapping to existing materials
- Examination of content descriptions
- Moodle development in Phys Ed
- Access quality support materials
- Liaising with Resource Centre
- 'Buy in' – Flexibooks
- Liaising with Darling Range Sports Academy re resources.

Senior secondary school:
- Preparation for Australian Curriculum WACE courses Year 11 for 2015
- Greater student participation in Saba Classroom lessons through App Share, Break out Rooms (BOR), CMiS use
- Greater student participation in Moodle courses
- Continued teacher use of data analysis
- Continued use of ClickView and Enhance TV
- Access quality support materials
- Ongoing online assessment
- Movement of courses across to Moodle2.

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 2013 to continue accessing the excellent languages programs delivered by our teachers.

During 2013, the department was staffed with over 30 teachers under the leadership of the two Level 3 Heads of Learning Area including:
- 4 Level 3 Classroom teachers
- 6 Senior teachers

Teaching and Learning

All language teachers continued to deliver synchronous lessons through Saba Centra. Primary teachers delivered twice weekly Saba Centra lessons to students. Secondary teachers offered all language students at SIDE a minimum of one Centra lesson per week.

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

Staff continued to access PL to improve their skills in using and developing the asynchronous Moodle courses. All Secondary courses are now delivered through a Moodle course. Moodle use in Primary Languages was trialled in a number of cases.

Smartboards
Smartboards are now being used in conjunction with Saba Centra in some primary schools to maximise student engagement where there is a shortage of computers.

Best Practice and Innovation
The SIDE Languages Team is dedicated to providing access to high-quality online curriculum, and teaching and learning to students from Years 1-12.

A number of Languages teachers attended CMiS professional learning in online classroom strategies and also attended Teacher Development Schools (TDS) workshops during 2013. The goal was to ensure that our online classrooms were engaging, interactive and provided differentiated learning environments for students.

Teacher Development School (Languages)
Professional learning for Languages teachers across the State was again provided by the SIDE TDS Coordinator with the assistance of other teachers within SIDE Languages. The Project delivered eight highly successful online workshops open to teachers across all Department of Education languages in Western Australia. This online professional learning covered familiarisation with the

Australian Curriculum, Languages, networking and sharing of ideas and resources, assessment planning and practice and ICT in the Languages classroom.

The feedback from participants was overwhelmingly positive and indicated that the TDS Languages again met its brief of providing best practice professional learning opportunities.
SIDE will continue as a Teacher Development School in 2014.

Level Three Classroom Teachers
The four Language L3CTs undertook curriculum leadership in the areas of developing language specific curriculum and course materials, mentoring L3CT aspirants and coordinating programs such as Engaging Supervisors and CMiS collaboration.

Senior Teachers
Senior teachers again mentored in various ways, contributing to the depth of expertise in the Languages Department.

Language Assistant Program
In 2013 SIDE Languages were again supported by language assistants (Japanese and French), through the Department of Education Language Assistant Program. Students were motivated by the presence of these young native speakers in their online classrooms and through face to face interactions which added immeasurable value to the Language learning program.

Achievement Data

Lower Secondary
Student learning programs in Years 8-10 were tailored to cater for entry into secondary as a new beginner of a second language or as a continuing pathway from primary school.

In 2013 the percentage of lower secondary students achieving the expected C grade standard or above was:
- French 74%
- Indonesian 100%
- Italian 91%
- Japanese 68%

Senior secondary school
In 2013 the Languages Department continued to offer a variety of pathways for students including Stage 2 and 3 WACE courses across all languages and the VET Certificate II in French.

Against the WACE Proficiency Band, the percentage of senior secondary school SIDE Languages students achieving satisfactory or above results was:
- French 63%
- Indonesian 60%
- Italian 37% - Strategies to improve the practical marks of students through the Native Speaker Tuition program will be implemented in 2014.
- Japanese 82%

Highlights of 2013

Student awards/achievements
In December four SIDE students of Japanese travelled to Japan as part of the Jenesys 2.0 Program at the invitation of the Japanese Government. The program focused on sharing cultures across Asia.

Focus areas for 2014
Staff
Smart work practices remain a focus to:
- ensure teachers have adequate time to prepare appropriately for their classes, and
- encourage the sharing of teacher resources and ideas both in-house and via local, national and international networks.

Teaching and learning
- Provide ongoing support to schools and teachers in the integration of Saba via smartboards.
- Remain up to date with key messages regarding the Australian Curriculum - Languages as materials are released.
- Continue to review assessment and moderation practices.
- Curriculum development aligns to School, State and National agendas:
  - Literacy
  - Numeracy
  - Aboriginal Education
  - Australian Curriculum.

- Continued development of interactive work spaces in Moodle for students.
- Finalise the transfer of existing courses to Moodle2.

LEARNING SUPPORT

Introduction
Staffing

At the start of 2013 the Learning Support Team consisted of 5.1 FTE teachers and 0.6 FTE education assistant providing service to approximately 200 students, ranging from diagnosed Education Support through to students at risk of underachieving due to social, emotional or physical factors. By the end of 2013 the team had expanded to 8.5 FTE teachers and 0.6 education assistant providing service to approximately 320 students.

Focus/priorities/targets for 2013:

- Curriculum is differentiated based on the educational needs of students and available learning support to ensure maximum student outcomes.
- Curriculum is designed and modified to enhance outcomes for Indigenous students enrolled at SIDE.
- Curriculum takes into consideration the geographical distribution of students.
- Teacher/student relationships are positive and effective.
- Quality teaching and learning resources are produced by teachers.
- Teachers use effective pedagogy and a range of instructional strategies in the teaching/learning program.
- Development of excellence in teaching and learning through engagement and use of CMiS strategies.
- Online teaching and learning occurs through carefully planned Centra lessons and is embedded in teachers' practice.

- Students with Educational Needs (SEN) planning and reporting to provide effective assessment and reporting for students. Each student to have a well-developed IEP.
- 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.

Teaching and learning

The Learning Support Team teachers focused on developing learning programs that were in response to the individual needs of our students. Improvements and new practices included:
- Teachers utilised a range of instructional strategies to assist student learning.
- Team members developed individualised Moodle Classrooms and engaged students in regular online activities.
- Student assessment tasks were placed on Moodle.
- Students were taught how to upload tasks, assignments and assessments.

PDF mark-up of student work and assessments:
- All teachers continued to improve their skills with the use of pdf mark-up tools to mark electronic copies of student tasks. Work was returned electronically which reduced the turnaround time for student feedback. This enhanced student learning outcomes.

Curriculum development
- 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.

- Continued to enhance and maintain an effective resource collection that encompassed easily retrievable digital resources and supported online delivery and current curriculum pedagogy.
- Curriculum resources were aligned to the Australian Curriculum and delivered via Moodle and Centra.
- Literacy and numeracy remained a priority in all learning areas.

Individual programs
- Team members engaged in PL in the area of IEPs and integrated the use of IEP's in their classroom practice.
- Some of the strategies that were used included modified work schedules, modified curriculum and goal setting to meet the individual needs of the students. Staff regularly monitored student progress and communicated this to coordinators.
- Team members implemented SIDE Reporting and Assessment procedures effectively. This was completed through SEN planning within the Reporting to Parents data base.

Achievement data
Students engaged in the NAPLAN and ACER testing. Results were used to support students and set goals for improvement in areas of need in literacy and numeracy.

Highlights of 2013
All members of the Learning Support Team worked extremely hard throughout 2013. 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. This was evident in student engagement in Saba lessons and with the Moodle Classrooms as well as retention in the teaching and learning programs.

Specific highlights included:
- 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.
- Budget reflected in and matched our targets.
- Parents welcomed the detailed IEP's and SEN reports that were used to monitor student performance.
- Staff used Mathletics and Literacy Planet to support literacy and numeracy initiatives.

Focus Areas for 2014
Areas that the Learning Support Team will focus on in 2014 are:

Lower Secondary
- Preparation for Year 7 student transition to secondary school.
- Development and implementation of the ASDAN program.
- Ongoing development of high quality Moodle resources in all learning areas.
- 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. This should be aligned to the Australian

Curriculum and delivered via Moodle and Saba Classroom.

- Implementation of reflective teaching practices as per the Australian Institute for Teaching and School Leadership and the 'GROWTH' coaching model.
- Ongoing collaboration with all main stream learning areas in development of courses and moderation of student work samples.
- Ensuring all Learning Support courses are in Moodle2

Senior secondary school:
- Development and implementation of ASDAN programs of study for suitable Learning Support students.
- Preparation of Preliminary courses for English, Maths and Food and Technology Science.
- Collaborate in the preparation of Foundation Introductory Skills, Certificate I and II courses.
- Collaborate in the preparation of Foundation English, Maths and EALD.
- Work with Student Services and develop suitable pathways for senior school students.
- Greater student participation in Saba Classroom lessons.
- Greater student participation in Moodle courses.
- Access quality support materials to support teaching/learning program.
- Ongoing collaboration with MESS learning areas in the development of courses and moderation of student work samples.
- Ensuring all senior secondary school courses are in Moodle2.
- Implementation of reflective teaching practices as per the Australian Institute for Teaching and School Leadership and 'GROWTH' coaching model.

MATHEMATICS

The 2013 school year concluded with 13 Mathematics teachers engaged in a teaching load of 8.2 full time equivalent (FTE) teachers. A total of 511 students were enrolled in a SIDE maths subject at the conclusion of the year which represented a 3.9% increase on the numbers at the same time in 2012. The teaching load of 8.2 FTE represented a 2.4% reduction compared with the previous year. All Maths teachers taught lower and senior secondary school classes.

Key priorities for 2013 were:
- Commence implementation of Australian Curriculum with Year 8 students and building of Year 8 resources.
- Planning and building for delivery of Australian Curriculum to Year 9 in 2014 and Years 7 and 10 in 2015.
- Export Senior secondary school Moodle Courses from Moodle to Moodle2 in preparation for launch in 2014.
- Further develop Moodle Courses for lower secondary Mathematics especially in preparation for Australian Curriculum.
- Peer support with smart work practices in curriculum and online teaching and learning.

Teaching and Learning
Teaching programs in 2013 included:

Moodle Courses:
All senior secondary 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, links to internet sites and electronic submission and return of work. Most marked work was returned via Moodle.
Lower secondary modules were provided in a Moodle course for Years 8 to 10 and the Australian Curriculum Moodle2 was trialled with Year 8 and a small group of Year 7 students.

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 support material.

As a result of the trialling of new materials with Year 8 and Year 7 students, the Maths team opted for future courses to be developed as a companion to a commercial textbook with a site licence for the text book content to be provided inside Moodle2.

PDF mark-up of student assessments:
All teachers continued to improve their skills with the use of pdf mark-up 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.

Print Materials:
While the move was to provide fewer modules relying on printed materials, all secondary courses were still available in printed lesson booklets. This accommodates the student who is unable to access electronic courses or who has infrequent or unreliable Internet connection.

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.

Maths Enrolment Units:
The Maths Enrolment Units are pre-entry tests which are housed in SIDE Connect and accessed via the SIDE web site. These units enable students to demonstrate prior knowledge and understanding and so give teachers and coordinators better information on entry points to a program of study. The

tests are multiple choice or short answer questions and student responses are computer marked. Teachers then access the results to counsel on appropriate course selections. The digitisation of these units has facilitated a larger number of students sitting the tests and has reduced the load of hard copy marking at a time of the year when there are many conflicting demands on teacher time.

Data: student achievement Years 8,9,10
Student enrolments in lower secondary concluded with 299 students, which was a 23.6% increase on the enrolments at the conclusion of the previous year.

NAPLAN testing of Year 9 students

	2013	2012	2011	2010	2009
Mean (Aust)	584	584	584	585	588
Mean (school)	584	582	615	574	605
Diff%	0%	-0.34%	+5.5%	-1.9%	+2.9%
# SIDE students	29	29	14	39	26
% SIDE Students above min standard	70.0%	72.4%	78.6%	87.2%	88.5%

	2013	2012	2011	2010	2009
% SIDE Students at min standard	24.1%	20.7%	21.4% 3 stud	2.5% 1 stud	7.7%
% SIDE Students below min standard	6.9% 2 stud	6.9% 2 stud	0%	10.3%	3.8% stud

Performance of the school mean equal to the Australian mean suggests that:
- SIDE Mathematics curriculum materials are appropriate, and
- strategies used to prepare for the test are appropriate.

Data: student achievement Years 11 and 12
Student enrolments in Years 11 and 12 were 212 at the conclusion of the year which represented a 20.6% reduction on the numbers from the conclusion of 2012.

The table below shows some summary information for the WACE courses Stages 2 and 3. Mathematics Specialist 3AB was not

offered to Year 12 students due to student numbers.

Course	# students	Correlation	Mean mod SM- Mean SM
2ABMAT	8	0.97	+7.75
2CDMAT	19	0.63	-5.64
3ABMAT	26	0.79	-0.3
3CDMAT	11	0.85	-6.71
3CDMAS	4	NA	+0.50

High correlation (closeness to 1.0) indicates that the ranking of students in the school marks was a good match to the ranking of the students in the WACE exam. A value over 0.7 shows "reasonable consistency between the school marks and the standardised 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 strategies to improve results in the current year.

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

Highlights of 2013
- Development of a model of instruction at SIDE for Years 7 to 10 Australian Curriculum.
- Introduction of Australian Curriculum for Year 8 students and modifying the program in response to needs.
- Preparation of Australian Curriculum for Year 9 ready for 2014.
- Progression with writing for Australian Curriculum Year 7.

- Maths Enrolment units continued to play a very important role in providing information for counselling students into appropriate courses.
- Consolidation of pdf marking, electronic submission and return of work as standard tools for Maths teachers.
- Sharing of team resources to support smart work practices.

Focus areas for 2014
The most significant targets for 2014 are the preparation of courses for implementation in 2015. A total of six new courses are to be developed with two in lower secondary and four in senior secondary school. The success of these will be highly dependant on teachers accessing local networks such as TDS and sourcing existing web based resources.

Smart work practices remain a focal point to:
- encourage sharing of teacher resources both in-house and via external sources
- streamline daily management of tasks and teaching
- make greater use of Moodle quizzes to manage assessments.

Lower Secondary School:
- Preparation for AC Years 7 and 10 in 2015
- 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 SABA classroom lessons
- Greater student participation in Moodle classes
- Access quality support materials from commercial publishers and free sources.

Senior Secondary school:
- Preparation for AC new WACE courses Year 11 for 2015
- Greater student participation in SABA Classroom lessons
- Greater student participation in Moodle classes

- Continued teacher use of data analysis to steer programs
- Continued use of video clips and interactive activities from web based resources
- Access quality support materials from commercial publishers and free sources.

SCIENCE

In 2013 the Science Learning Area enrolled 665 students. The majority of these students were school based enrolments. By the end of the year 463 students were still enrolled and 189 had withdrawn. The Science Learning Area commenced the year with 6.7 teaching FTE and 0.4 Laboratory Technician FTE. Additional teachers were employed during the year resulting in 7.9 teaching FTE in the Science Learning Area at the conclusion of the school year. There were a number of staff changes in 2013:

- Leonie Wilson took on the role of HOLA Science for the year covering for Julie Weber (HOLA);
- Julie Weber (HOLA) spent six months as Acting Deputy Principal and six months as HOLA Languages;
- Andreas Niaouris won a position at Morley Senior High School in January so didn't return to SIDE in 2013;
- James Marshall was full time in Learning Support for the year; and
- John White was on leave for the year.

The key priorities for 2013:
Lower School
- Development of lower secondary science modules that address Australian Curriculum.

Senior secondary school
- Teachers become familiar with Australian Curriculum for Senior secondary school.

As a result of the documentation for the new WACE courses not being available until the end of Term One 2014 the preparation for these courses was put on hold. This allowed teachers to concentrate fully on lower secondary preparations. Each teacher had the responsibility of preparing a module, the equivalent of a term's work, with Level 3 Teacher time used as part of the quality assurance process. By the end of 2013 these Year 8-10 lower secondary science modules were complete and ready for teaching in 2014.

Teaching and Learning
Senior secondary school
In 2013 a wide range of courses were offered to senior secondary school students (Table 1). There were 229 students who completed senior secondary school courses, with 70 students withdrawing during the year.

Table 1: The number of students studying science courses Semester Two 2013.

Course	Stage 1	Stage 2	Stage 3
Biological Sciences	10	22	26
Chemistry	N/A	25	13
Earth & Environmental Science	10	N/A	N/A
Human Biological Science	11	42 (12)*	23
Integrated Science	10	N/A	N/A
Physics	N/A	16	22

* 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 all schools in the state moderated differences. A negative score indicates that the school results are moderated down and a positive result indicates that the results are moderated up. The moderation differences indicate that, in general, the school mark for students studying Stage 3 Biological Sciences, Chemistry and Physics at SIDE were comparable with their school mark, however, the higher achieving

students were moderated down more than the lower achieving students due to their lower than expected WACE exam result.

In Stage 3 Human Biological Science the school mark was moderated down significantly when compared to DoE schools and the state. This was mainly due to the D grade students performing much lower than expected in their WACE exam.

Most SIDE Stage 2 Human Biological Science students performed as expected, however, their marks were scaled by an average of -25.97 due to the course being Stage 2. The moderation process affected all bands of students equally.

Table 2: WACE Moderation differences in 2013.

Course	Student Num/s*	SIDE	DoE	State
BIO - Stage 3	20	-4.31	-5.29	-4.37
CHE - Stage 3	15	-5.41	-5.65	-4.75
HBS - Stage 2	6	--2.48	-2.45	2.11
HBS - Stage 3	24	-5.96	-3.17	-2.47
PHY - Stage 3	30	-1.63	-4.0	-3.96

* number of students sitting WACE exam

Table 2: Moderation difference for each course.

Course	Student Num/s	SIDE	DET	State
BIO - Stage 2	4	11.77	6.45	4.49
BIO - Stage 3	40	-6.73	-3.97	-3.42
CHE - Stage 2	3	-10.60	-18.33	-19.88
CHE - Stage 3	26	-12.63	-8.07	-6.96
EES - Stage 2	2	-8.07	-0.73	3.85
HBS - Stage 2	9	-3.19	-0.13	2.05
HBS - Stage 3	30	-2.72	-1.95	-1.55
PHY - Stage 2	2	8.86	4.22	3.85
PHY - Stage 3	23	-5.64	-5.26	-4.19

Lower Secondary
In Semester Two 2013 there were 285 students enrolled with SIDE in Years 8-10, with 110 students withdrawing during the year. Many of these students are whole classes of students from district high schools, remote community schools, and regional and remote primary schools.

Table 3: Lower School enrolments.

	Year 8	Year 9	Year 10
2009	65	80	80
2010	28	66	71
2011	69	36	88
2012	76	89	64
2013	67	91	95

Table 4: Science grade distributions
a) Year 8

	GRADE					
	NA	E	D	C	B	A
School	3.8% (3)	16.2% (13)	10% (8)	18.8% (15)	26.2% (21)	25% (20)
Like School	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
DoE	6.6% (642)	5.7% (560)	15.6% (1525)	30.9% (3019)	21.2% (2070)	19.9% (1939)

b) Year 9

	GRADE					
	NA	E	D	C	B	A
School	5.9% (6)	32.7% (33)	15.8% (16)	17.8% (18)	13.9% (14)	13.9% (14)
Like School	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
DoE	6.4% (742)	8.8% (1023)	16.6% (1922)	31% (3597)	19.7% (2285)	17.5% (2035)

c) Year 10

	GRADE					
	NA	E	D	C	B	A
School	4.1% (4)	16.3% (16)	13.3% (13)	24.5% (24)	22.4% (22)	19.4% (19)
Like School	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
DoE	4.7% (509)	9.3% (997)	19.7% (2114)	32.3% (3477)	17.2% (1851)	16.8% (1808)

One of the aims of the Science Learning Area over the last few years is to reduce the number of students receiving an Not Assessed (NA) on their report. The data shows this has now been achieved. However, there are now a much higher number of E grade students when compared to the rest of the state. The majority of students who achieve an E grade do so because they fail to submit the required tasks. Teachers have been following the SIDE Lower Secondary Assessment policy more rigorously recording a mark of zero for students who don't meet the required deadlines. Consideration is given to students with special circumstances, on IEPs or negotiate due dates with their teacher.

Table 5: 2010 WAMSE results for Science and Science Investigating

Year	N° students	Mean (SIDE)	Mean (All)	% above WAMSE standard	% at WAMSE standard	% below WAMSE standard
2013	23	496	480	50	1	49
	24	495	475	54	0	46

The WAMSE 9 Science data showed students at SIDE performed better than the state. Both males and females performed better than the state mean in both Science and Science Investigating.

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

Highlights for 2013

- Julie Weber won the BHP Billiton Science and Engineering Teacher Award and accompanied student winners to the Intel International Science and Engineering Fair in Phoenix Arizona.
- Julie Weber was a Science Teachers Association Western Australia (STAWA) Councillor and Science Talent Search Coordinator.
- Leonie Wilson was the Chair of Biological Sciences Curriculum and Assessment Committee (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.
- Natalie Cooper marked WACE exams.
- Julie Clark was a member of the Human Biological Science CAC.
- Alex Berentzen was on the STAWA conference organising committee.
- SIDE Science teachers participated in regional visits, school visits, student visits to SIDE.

Focus areas for 2014

Senior secondary school
1. Incorporate exam type question practice, revision and course specific exam techniques into senior secondary school Stage 2 and 3 course lessons.
2. Preparation of teaching and learning programs for the new Year 11 courses being offered in 2015.

Lower Secondary
1. Preparation of teaching and learning programs for Year 7 in 2015.
2. Review and refinement of Year 8-10 teaching and learning programs.
3. Implement strategies to increase the submission of lower secondary tasks to reduce the number of E grades awarded due to lack of work submission.

SOCIETY AND ENVIRONMENT (S&E)

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.

Online lessons are key 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.

Courses for Society and Environment have been re-written in Moodle2 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. At this stage students have been reticent in using this interactive technology to seek advice from their peers, test ideas and clarify thinking.

The Australian Curriculum

2013 was a busy year with the introduction of the Australian Geography 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. 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 2013 was the excitement amongst our students in engaging with the new courses that were delivered for Years 8 to 10. As Year 8 students engaged with the exploits of the Vikings whilst learning how Societies Change there was a palpable excitement amongst teachers and students. Year 9 students were engrossed in Australian History while Year 10 students took tentative forays into the Share Market for the first time.

Senior Secondary School WACE Options

Senior Geography numbers were substantially higher at SIDE in 2013 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.

2013 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

Year 11 Courses

Concerns have been raised about the low numbers of students that would benefit from studying Stage 2 courses as a Year 12 student. This is now being addressed in the new senior course structure promoted by the SCSA for implementation in 2015 and 2016.

Lower School Achievement

An analysis of the Western Australian Monitoring Standards in Education (WAMSE) results for Society & Environments (S&E) indicated continuous improvements into 2013.

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

* Investigating, Communicating, Participating

This, we believe, is the result of better communication about the nature and timing of this assessment tool. We supplied all Year 9 students with a copy of last year's WAMSE test to help students to understand the nature and intent of the exercise. We will continue to employ this strategy 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.

Into 2014

Change management was one of the greatest challenges throughout 2013 due to the demands of integrating the Australian Curriculum into our current curriculum structure. The added concern for the S&E department as it morphs into the Humanities and Social Sciences department is the creation of a healthy and sustainable balance between all of the subjects that fall under this umbrella. All disciplines need to be given the time required 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 sensibly and sensitively engage with the changes necessary.

Staffing

Janet Fleming retired from our department this year. She was a highly capable History teacher who created some excellent teaching resources and learning opportunities for her students. 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 (T&E)** |

Student enrolments in 2013 in Year 8 Design and Technology and Home Economics units were significantly reduced as all new students to SIDE, in order to effectively manage online learning, were required to complete units in Information Technology. Year 9 and 10 subject selections were consistent with the previous year. In the senior secondary school Business Education courses were slightly down in Accounting & Finance and Business Management & Enterprise but Certificate I and II Business Services enrolments remained sound.

All subjects in lower and senior secondary school courses were converted to Moodle2 format which allowed for greater ease of editing course materials. Staff and students became adept at using Moodle for the submission and return of tasks and assignments.

Teacher expertise in the presentation of live Centra lessons has enabled students to gain greater assistance in navigating Moodle course materials and understanding of the content.

The number of students attending SIDE for regular instruction increased and became more effective with the larger spaces in the new Resource Centre.

Focus areas for professional learning and resource development in Moodle2 for T&E staff in 2014 will be:
- introduction of Year 7 students in Home Economics and Design & Technology in 2015;
- WACE General courses for Year 11 students in 2015;
- Certificate II course in ICT for non ATAR students.

In 2014 Business Education staff will move to the Humanities learning area and Digital Technologies (ICT) staff will return to

technology and Enterprise in order to align with the Australian Curriculum.

Business Education
Thirteen students completed Accounting and Finance Stage 2 in 2013. A small group moderation partnership was established with two other Senior High Schools to cater for the three Year 12 students enrolled. Results overall were average with only 1 A grade and 1 B grade being awarded. 54% of students achieved a C grade and a third achieved an E grade.

In Stage 3 Accounting and Finance, fourteen 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.

Twenty four students were enrolled in the Certificate I Business Services. The cohort consisted of a variety of enrolment groups: school based, home based, mature age, prisoners and teenage mothers. This is always a transient group of students, with ten withdrawals throughout the year. Five students achieved this qualification. It will be offered to Year 10 students with the expectation the students will continue with the Certificate II in Years 11 and 12.

Ten students enrolled in the Certificate II Business Services in 2013, consisting of both Year 11 and Year 12 students. Five students successfully completed the qualification. This course has been transitioned to an online mode of delivery for 2014. Certificate II Financial Services will also be offered as an alternative in 2014.

Design & Technology
Design and Technology Stage 1 units showed similar enrolments patterns and grade distributions to 2012. The Design Photography, Design Technical Graphics, and Materials Design & Technology Wood courses in 1A/B and 1C/D unit combinations and the Automotive Engineering technology 1A/B units will be re packaged in 2014 as Year 11 General subjects to be implemented in 2015. SketchUp Computer Aided Design (CAD) software was integrated into all Technical Graphics courses to allow transferability of skills throughout students' years of schooling and subjects. This is part of a range of new technologies that will form the basis for new Year 7 and 8 Design and Technology Australian Curriculum units. The purchase of a 3D printer supplements the existing laser printer and Computer Numeric Control (CNC) router and provides extended design opportunities and a future direction for this subject area.

Home Economics
The Children Family and the Community course remains a popular choice for senior secondary school students with strong enrolments in both the 1A/B and 1C/D units. Results and enrolments were consistent with previous years. These units will be repackaged in 2014 and form the basis for the Year 11 General subjects to be implemented in 2015 as part of the new WACE.

In lower school, the food units continued to be the most popular subject for Year 9 and 10 students although the Childcare units were chosen as a pathway to the senior secondary school Children Family and Community unit course.

SECTION 3 STUDENT ACHIEVEMENT
PRIMARY ACHIEVEMENT DATA - Reporting Period(s): Semester 2 2013

Year 1

Learning Area	A	B	C	D	E	n/a	Total Grades
English	0	4	5	0	0	0	9
Languages (Italian)	0	3	3	0	0	0	6
Mathematics	0	3	5	0	0	0	8
Health and Physical Education	0	3	3	0	0	0	6
Science	0	2	5	0	0	0	7
Society and Environment	0	3	4	0	0	0	7
Technology & Enterprise	0	2	4	0	0	0	6
The Arts (Visual Arts)	0	3	4	0	0	0	7
Totals	0	21	33	0	0	0	54

Year 2

Learning Area	A	B	C	D	E	n/a	Total Grades
English	1	2	10	0	0	0	13
Languages (Indonesian)	1	1	2	0	0	0	4
Mathematics	2	3	9	1	0	0	15
Health and Physical Education	0	2	1	0	0	0	3
Science	1	0	10	0	0	0	11
Society and Environment	1	0	9	0	0	0	13
Technology & Enterprise	1	0	9	0	0	0	10
The Arts (Visual Arts)	2	3	4	0	0	0	9
Totals	9	11	55	1	0	0	76

Year 3

Learning Area	A	B	C	D	E	n/a	Total Grades
English	0	6	11	3	0	0	20
Mathematics	0	6	14	0	1	0	21
Health and Physical Education	0	3	8	0	0	0	11
Languages (Indonesian)	0	0	1	0	0	0	1
Science	1	3	8	0	0	0	12
Society and Environment	0	5	9	0	0	0	14
Technology & Enterprise	0	5	9	0	0	0	14
The Arts (Visual Arts)	0	5	7	0	0	0	12
Totals	1	33	67	3	1	0	105

Year 4

Learning Area	A	B	C	D	E	n/a	Total Grades
English	0	2	14	2	0	0	18
Languages (Indonesian)	0	0	1	0	0	0	1
Language (Japanese)	0	1	0	0	0	0	1
Mathematics	0	3	11	6	0	0	20
Health and Physical Education	0	2	7	0	0	0	9
Science	0	1	12	0	0	0	13
Society and Environment	0	2	11	0	0	0	13
The Arts (Visual Arts)	0	3	5	0	0	0	8
Totals	0	17	68	8	0	0	93

Year 5

Learning Area	A	B	C	D	E	n/a	Total Grades
English	0	2	14	2	0	0	18
Languages (Indonesian)	0	0	1	0	0	0	1
Language (Japanese)	0	0	0	0	0	0	0
Mathematics	0	3	13	1	0	0	17
Health and Physical Education	0	3	7	0	0	0	10
Science	2	3	7	0	0	0	12
Society and Environment	0	4	9	0	0	0	13
Technology & Enterprise	0	6	3	0	0	0	9
The Arts (Visual Arts)	0	4	7	0	0	0	11
Totals	2	25	61	3	0	0	91

Year 6

Learning Area	A	B	C	D	E	n/a	Total Grades
English	2	4	10	2	1	0	19
Languages (Indonesian)	0	0	2	1	0	0	3
Languages (Italian)	0	1	0	0	0	0	1
Mathematics	1	6	8	4	1	0	20
Health and Physical Education	0	5	7	0	0	0	12
Science	2	3	8	1	0	0	14
Society and Environment	0	7	7	0	0	0	14
Technology and Enterprise	0	4	9	0	0	0	13
The Arts (Visual Arts)	1	3	4	0	0	0	8
Totals	6	33	55	8	2	0	104

Year 7

Learning Area	A	B	C	D	E	n/a	Total Grades
English	0	7	10	1	0	0	18
Languages (French)	0	0	1	0	0	0	1
Languages (Indonesian)	1	1	1	0	0	0	3
Mathematics	0	4	11	3	0	0	18
Health and Physical Education	0	3	6	0	1	0	10
The Arts – Visual Arts	1	2	8	0	0	0	11
Technology & Enterprise	0	4	12	0	0	0	16
Science	0	3	12	0	0	0	15
Society and Environment	0	6	9	1	0	0	16
Totals	2	30	70	5	1	0	108

LOWER SCHOOL ACHIEVEMENT DATA - Reporting Period: Semester 2 2013
Year 8 Grades

Code		Learning Area	A	B	C	D	E	n/a	Total Grades
ENG		English	1	4	43	13	15	0	76
H&PE		Health and Physical Education (Health)	5	2	6	3	1	0	17
H&PE		Health and Physical Education (Physical Activity)	2	0	1	0	0	0	3
LOTE		Languages (French)	3	3	4	1	0	0	11
LOTE		Languages (Indonesian)	3	3	7	0	0	0	13
LOTE		Languages (Italian)	1	0	5	0	1	0	7
LOTE		Languages (Japanese)	1	2	1	0	1	0	5
MATHS		Mathematics	18	19	22	30	6	0	95
SCI		Science	20	21	15	8	13	0	77
S&E		Society and Environment	11	16	19	12	4	0	62
T&E		Technology and Enterprise (Design and Technology (Electronics))	0	0	1	0	0	0	1
T&E		Technology and Enterprise (Design and Technology (Photography))	1	0	1	0	0	0	2
T&E		Technology and Enterprise (Design and Technology (Technical Graphics))	1	0	0	0	0	0	1
T&E		Technology and Enterprise (Design and Technology (Woodwork))	0	1	3	3	9	0	16
T&E		Technology and Enterprise (Home Economics (Home Economics))	0	2	4	4	0	0	10
T&E		Technology and Enterprise (Information Technology)	13	12	13	12	0	0	50
ARTS		The Arts (Visual Arts)	6	5	5	2	0	0	18
Totals			86	90	150	88	50	0	464
Percentage			18.5	19.4	32.3	19.0	10.8	0.0	

Year 9 Grades

Code		Learning Area	A	B	C	D	E	n/a	Total Grades
ENG		English	3	13	33	29	23	0	101
H&PE		Health and Physical Education (Health)	1	5	14	1	0	0	21
H&PE		Health and Physical Education (Physical Activity)	0	1	1	0	0	0	2
LOTE		Languages (French)	1	6	7	10	0	0	24
LOTE		Languages (Indonesian)	5	0	1	0	0	0	6
LOTE		Languages (Italian)	3	3	5	0	0	0	11
LOTE		Languages (Japanese)	0	2	11	4	0	0	17
MATHS		Mathematics	11	16	36	23	34	0	120
SCI		Science	14	14	18	16	33	0	95
S&E		Society and Environment	8	12	26	17	23	0	86
T&E		Technology and Enterprise (Business)	0	0	0	0	0	0	0
T&E		Technology and Enterprise (Design and Technology (Electronics))	1	0	1	0	0	0	2
T&E		Technology and Enterprise (Design and Technology (Photography))	0	1	0	1	3	0	5
T&E		Technology and Enterprise (Design and Technology (Technical Graphics))	2	0	0	0	0	0	2
T&E		Technology and Enterprise (Design and Technology (Woodwork))	1	1	2	1	4	0	9
T&E		Technology and Enterprise (Home Economics (Childcare))	3	2	0	0	0	0	5
T&E		Technology and Enterprise (Home Economics (Home Economics))	1	0	2	2	1	0	6
T&E		Technology and Enterprise (Information Technology)	1	5	9	5	6	0	26
ARTS		The Arts (Visual Arts)	1	0	4	1	0	0	6
Totals			56	81	170	110	127	0	544
Percentage			10.3	14.9	31.2	20.2	23.3	0.0	

Year 10 Grades

Code	Learning Area	A	B	C	D	E	n/a	Total Grades
ENG	English	10	16	40	21	19	0	106
H&PE	Health and Physical Education (Health)	2	5	1	3	2	0	13
H&PE	Health and Physical Education (Physical Activity)	0	1	0	0	2	0	3
LOTE	Languages (French)	3	2	2	2	0	0	9
LOTE	Languages (Indonesian)	1	3	0	0	0	0	4
LOTE	Languages (Italian)	1	0	2	0	0	0	3
LOTE	Languages (Japanese)	0	3	2	4	0	0	9
MAT HS	Mathematics	8	23	37	31	23	0	122
SCI	Science	19	22	24	13	16	0	94
S&E	Society and Environment	6	14	22	8	5	0	55
T&E	Technology and Enterprise (Design and Technology (Electronics))	0	1	0	0	1	0	2
T&E	Technology and Enterprise (Design and Technology (Photography))	1	0	0	0	0	0	1
T&E	Technology and Enterprise (Design and Technology (Technical Graphics))	0	1	0	0	0	0	1
T&E	Technology and Enterprise (Design and Technology (Woodwork))	0	0	3	4	2	0	9
T&E	Technology and Enterprise (Home Economics (Childcare))	0	0	1	2	0	0	3
T&E	Technology and Enterprise (Home Economics (Home Economics))	2	0	2	2	1	0	7
T&E	Technology and Enterprise (Information Technology)	0	1	4	3	0	0	8
ARTS	The Arts (Visual Arts)	2	1	1	1	1	0	6
Totals		55	93	141	94	72	0	455
Percentage		12.1	20.4	31.0	20.7	15.8	0.0	

SENIOR SECONDARY SCHOOL ACHIEVEMENT DATA - Reporting Period: Semester 2 2013

Year 11 Grades

Code	Course	A	B	C	D	E	U	Total Grades	No Grade	Grade Average	
ACF	Accounting and Finance	2	2	11	2	11	0	28	0	2.36	
AIT	Applied Information Technology	10	6	10	10	6	0	42	0	3.10	
AET	Automotive Engineering and Technology	1	5	3	2	5	0	16	0	2.69	
BIO	Biological Sciences	7	10	22	4	3	0	46	0	3.30	
BME	Business Management and Enterprise	2	0	1	0	1	0	4	0	3.50	
CAE	Career and Enterprise	2	1	0	0	0	0	3	3	4.67	
CHE	Chemistry	4	8	22	7	10	0	51	0	2.78	
CFC	Children, Family and Community	2	6	6	1	5	0	20	0	2.95	
DES	Design	10	5	10	5	6	2	38	0	3.22	
EES	Earth and Environmental Science	5	4	1	1	0	0	11	0	4.18	
ECO	Economics	8	4	2	2	0	0	16	0	4.12	
ENG	English	13	22	61	9	7	0	112	3	3.22	
FRE	French	4	2	4	1	0	0	11	0	3.82	
GEO	Geography	2	7	24	12	2	0	47	0	2.89	
HEA	Health Studies	8	14	21	6	5	2	56	0	3.26	
HBS	Human Biological Science	7	9	18	10	7	0	51	0	2.98	
IND	Indonesian : Second Language	1	2	6	2	0	0	11	0	3.18	
IBS	Indonesian: Background Speakers	2	2	0	0	0	0	4	0	4.50	
ISC	Integrated Science	1	0	0	2	1	0	4	0	2.50	
ITA	Italian	6	5	2	0	0	0	13	0	4.31	
JSL	Japanese : Second Language	2	7	7	1	0	0	17	0	3.59	
LIT	Literature	2	10	14	0	0	0	26	0	3.54	
MAT	Mathematics	31	49	34	6	14	0	134	3	3.57	
MAS	Mathematics Specialist	4	6	8	3	6	0	27	0	2.96	
MPA	Media Production and Analysis	0	0	3	0	0	0	3	0	3.00	
HIM	Modern History	11	11	22	0	2	0	46	0	3.63	
PHY	Physics	6	2	10	12	2	0	32	0	2.94	
PAL	Politics and Law	4	2	8	6	2	0	22	0	3.00	
VAR	Visual Arts	4	6	8	5	0	0	23	1	3.39	
WPL	Workplace Learning	1	0	0	0	0	0	1	0	5.00	
Totals		162	207	338	109	95	4	915	10	3.25	
Percentage		17.7	22.6	36.9	11.9	10.4	0.4				

Year 12 Grades

Code	Course	A	B	C	D	E	U	Total Grades	No Grade	Grade Average	
ACF	Accounting and Finance	2	5	15	5	10	0	37	0	2.57	
AIT	Applied Information Technology	6	8	10	1	4	0	29	0	3.38	
AET	Automotive Engineering and Technology	2	1	1	0	2	0	6	0	3.17	
BIO	Biological Sciences	14	6	30	10	0	0	60	0	3.40	
BME	Business Management and Enterprise	10	2	2	1	1	0	16	0	4.19	
CAE	Career and Enterprise	4	14	6	1	1	0	26	0	3.73	
CHE	Chemistry	2	2	12	6	2	0	24	0	2.83	
CFC	Children, Family and Community	3	3	4	1	4	0	15	0	3.00	
DES	Design	14	15	18	3	2	0	52	0	3.69	
EES	Earth and Environmental Science	4	0	2	1	1	0	8	0	3.62	
ECO	Economics	2	2	12	2	0	0	18	0	3.22	
ENG	English	26	41	125	7	6	1	206	1	3.36	
FRE	French	3	4	10	0	0	0	17	0	3.59	
GEO	Geography	5	12	27	10	2	0	56	0	3.14	
HEA	Health Studies	12	21	34	10	6	0	83	0	3.28	
HBS	Human Biological Science	14	22	28	28	6	0	98	0	3.10	
IND	Indonesian : Second Language	4	3	1	4	0	0	12	0	3.58	
IBS	Indonesian: Background Speakers	0	2	4	0	0	0	6	0	3.33	
ISC	Integrated Science	1	3	2	0	0	0	6	0	3.83	
ITA	Italian	6	9	10	0	0	0	25	0	3.84	
JSL	Japanese : Second Language	6	8	9	2	0	0	25	0	3.72	
LIT	Literature	4	0	4	0	0	0	8	0	4.00	
MDT	Materials, Design and Technology	1	0	0	1	0	0	2	0	3.50	
MAT	Mathematics	15	51	112	25	27	0	230	1	3.01	
MAS	Mathematics Specialist	0	2	6	2	0	0	10	0	3.00	
MPA	Media Production and Analysis	4	5	5	0	0	0	14	0	3.93	
HIM	Modern History	10	12	15	3	0	0	40	0	3.72	
PHY	Physics	2	8	10	14	8	0	42	0	2.57	
PAL	Politics and Law	0	5	10	5	0	0	20	0	3.00	
VAR	Visual Arts	2	13	15	3	1	0	34	0	3.35	
WPL	Workplace Learning	0	1	1	0	0	0	2	0	3.50	
Totals		178	280	540	145	83	1	1227	2	3.27	
Percentage		14.5	22.8	44.0	11.8	6.8	0.1				

WACE DATA 2013

1. Students achieving WACE

Year	Eligible Year 12 Students	Percentage achieving WACE
2010	29	79
2011	28	93
2012	24	71
2013	34	94

2. Students achieving 75% or more scaled scores

Year	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2010	15	5	33
2011	25	4	16
2012	20	7	35
2013	14	1	7

3. Year 12 Participation

Year	Eligible Year 12 students	Numbering acquiring an ATAR		VET – Number of students		VET – Number of students completing a Cert II or higher	
2011	28	25	89%	0	0%	0	0%
2012	24	20	83%	0	0%	0	0%
2013	34	14	41%	9	26%	4	12%

4. Year 12 Destinations Survey

Deferred Study/Training	2%	Return to School	7%
University	12%	RAGE	12%
Apprentice/Traineeship	5%	Other training	10%
Employment	12	Employment Assistance	27%
Other	12%		

Schools of Isolated & Distance Education
Financial Summary as at
31 December 2013

| Revenue - Cash	Budget	Actual
1 Voluntary Contributions	$ 40,630.00	$ 40,629.78
2 Charges and Fees	$ 309,471.00	$ 309,470.75
3 Government Allowances	$ 9,244.00	$ 9,243.89
4 P&C Contributions	$ –	$ –
5 Fundraising/Donations/Sponsorships	$ 613.00	$ 613.28
6 DoE Grants	$ 1,146,689.74	$ 1,146,689.35
7 Other State Govt Grants	$ 571.00	$ 570.91
8 Commonwealth Govt Grants	$ –	$ –
9 Trading Activities	$ –	$ –
10 Other	$ 244,891.63	$ 244,891.51
11 Internal Transfers	$ 186,501.31	$ 186,501.31
Total	$ 1,938,611.68	$ 1,938,610.78
Opening Balance	$ 727,215.00	$ 727,214.79
Total Funds Available	$ 2,665,826.68	$ 2,665,825.57

Current Year Actual Revenue Sources
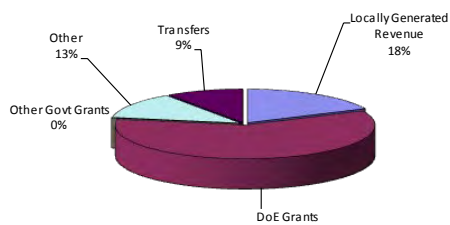

Revenue - Budget vs Actual
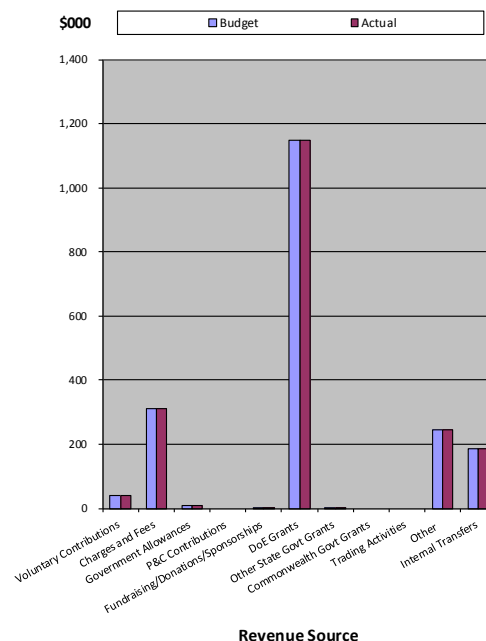
Expenditure	Budget	Actual
1 Administration	$ 116,301.63	$ 36,083.40
2 Leases	$ 35,000.00	$ 12,117.08
3 Utilities	$ 227,409.45	$ 238,405.42
4 Repairs/Maintenance/Grounds	$ 325,491.04	$ 290,007.42
5 Building Fabric and Infrastructure	$ 91,315.30	$ 91,984.70
6 Assets and Resources	$ 282,477.55	$ 240,738.97
7 Education Services	$ 378,686.39	$ 258,646.04
8 Other Specific Programs	$ 247,385.50	$ 132,033.95
9 Trading Activities	$ –	$ –
10 Salary Pool Payments to Central Office	$ 294,831.50	$ 36,437.00
11 Other	$ 344,745.03	$ 314,616.44
12 Transfers to Reserves	$ 270,712.54	$ 270,712.54
Total	$ 2,614,355.93	$ 1,921,782.96
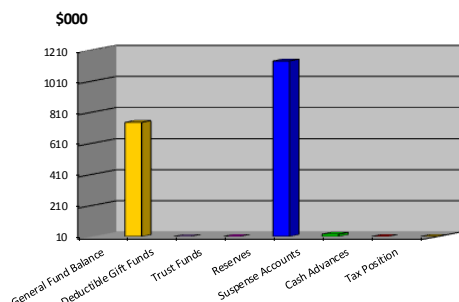
Expenditure - Budget vs Actual
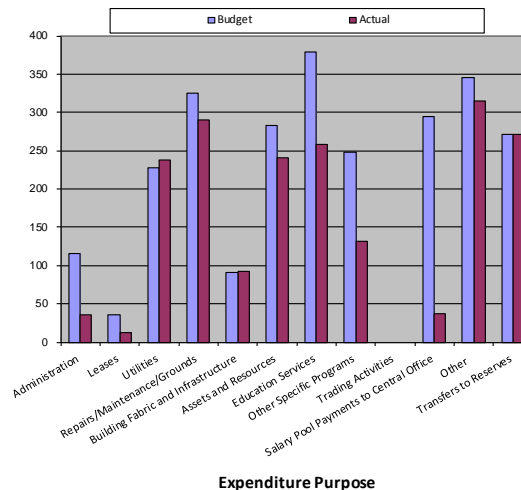
Cash Position

Cash Position as at:		
Bank Balance	$	1,903,133.65
Made up of:	$	–
1 General Fund Balance	$	744,042.61
2 Deductible Gift Funds	$	–
3 Trust Funds	$	–
4 Reserves	$	1,138,917.58
5 Suspense Accounts	$	25,564.46
6 Cash Advances	$	780.00
7 Tax Position	-$	4,611.00
Total Bank Balance	$	1,903,133.65

Staff Attendance

	2011	2012	2013
Teaching Staff	96%	96%	96%
School Support Staff	96%	95%	95%
All school staff	96%	96%	96%

The nature of staffing at SIDE is variable from year to year as student numbers and course selections are impacted by external decisions. The retention rate is reported as the proportion of base permanent teaching staff retained in 2013. SIDE then employs a number of teaching staff on a fixed term basis as the need arises according to enrolment demands.

	2012	2013
Total base Teaching staff	117	119
Permanent staff retained from previous year	98%	98%
New permanent teaching staff	1	1
Staff retention rate 2012 - 2013	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.

Staff Attending Professional learning

	2012	2013
Number of Teachers and Support Staff	152	130
Total professional learning expenditure	$45,000	$27,780

Student Attendance

At SIDE, attendance for home-based students is documented by:
- Student participation in Centra lessons and engagement in Moodle activities
- Return of work according to the work calendar or to a negotiated schedule
- Adherence to contact arrangements
- Completion of required assessments

In 2013 attendance was monitored in the SIDE Contact and Interventions Logging System (SCILS) giving a wider understanding of the attendance profile of the student cohort.

SIDE teachers have implemented several structures to ensure attendance and participation:
- Each subject provides a work completion calendar which specifies tasks and deadlines. Any student who does not submit work without a reasonable explanation is considered to be 'absent'.
- Students are encouraged to follow a normal school day pattern to participate in a 'lesson' based structure for the day. It is expected that students 'attend' for 6 - 8 hours per day in senior secondary 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 Numbers

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

	2009	2010	2011	2012	2013
Primary (Excluding Kindy)	214	244	209	236	226
Lower Secondary	169	168	124	148	156
Senior secondary school	140	169	161	148	151
Total	523	581	494	532	533

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

Parent and Student Satisfaction Survey

In 2013 SIDE concentrated on the primary section of our school in regards to completing and analysing the satisfaction survey. A full school survey will be conducted in 2014.

The survey was carried out in October 2013 which measured parent satisfaction in response to a range of questions. The survey was carried out online using *surveymonkey*.

1. Parent Satisfaction Survey results

A total of 89 parents responded to the questions. 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 all of the 15 questions, the parents indicated a satisfaction rating of greater than 90% with the performance of SIDE. For 3 questions parents indicated 100% satisfaction including:
- Teachers at SIDE are professional, committed and enthusiastic.
- My child's teacher/s have a thorough understanding of what they teach.
- SIDE teachers treat my child fairly and with respect.

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

- They adjust the level of education to suit the needs of the individual child.
- Everyone is always very helpful and encouraging.
- The year 6 work is very appropriate given that we are travelling and it has taught my daughter a lot about the history, geography and culture of Australia. The academic level has suited her well with the right amount of challenge for her to both succeed and progress. The maths units are motivating and well linked to real- life. They are also good at promoting essential skills like developing a range of strategies and checking for accuracy.
- I love that SIDE caters to a whole host of students and families in many and varied situations and circumstances, in a non-judgemental way. Being metropolitan we loved the opportunity to come in and do art etc and meet others students.
- The curriculum is very well thought through and well written. The style of material requires the child to think outside the box and allows the child to explore at their own level.
- The overall professionalism and service of the school.
- The curriculum is fabulous. Stimulating, varied, relevant, challenging flexible, dynamic, worthwhile... and fun. The degree to which Australian history and culture are incorporated in the programme is particularly valuable to me, as a mum whose children have essentially grown up completely devoid of any hands-on Australian experience thus far. They are nevertheless very aware of and in tune with what it means to be Australian thanks to their school curriculum. This is something which I don't feel I could have achieved so deeply or successfully in any other way.
- For understanding the unique circumstances of our family and the educational needs of our children. For being flexible in delivery and expectations of the work.
- The fantastic library and support of the librarians.
- Everything is organised for us.
- Flexibility. The Maths program seems to have improved significantly since our last experience at Pre-primary/Yr 1 level in Term 4 2011 and Term 1 2012.
- Very understanding about my sons anxiety & rings up to see how he is & how he is going with his work.
- Flexibility
- Amazing amount of resources
- Very structured
- The flexibility to do school while travelling.

- The ability to have continuity in the education of my son while being away from Australia.
- The consistent high quality of education
- The vast range of subjects we teach our child which we can make it work/use its flexibility to its best advantage in the way our child copes with school work.
- How user friendly the systems are.
- Very well planned, interesting work which builds skills from basic to advanced

Recommendations for 2014
- 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 Saba Classrooms (previously 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.
- Quality assurance of SIDE produced materials.