



SCHOOLS OF ISOLATED  
AND DISTANCE EDUCATION

## 2014 ANNUAL REPORT



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

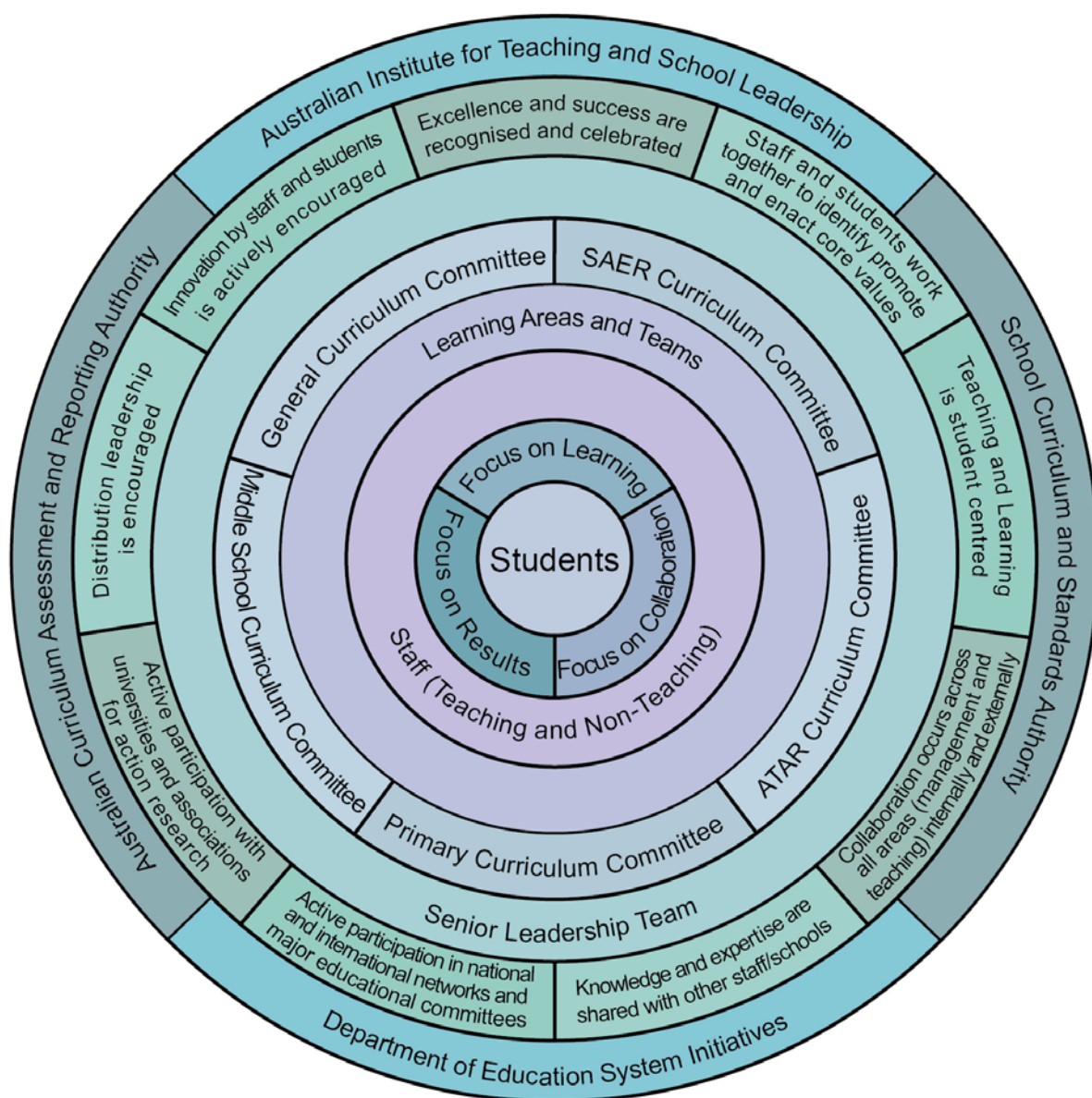
Schools of Isolated and Distance Education  
164 – 194 Oxford Street Leederville WA 6007

[www.side.wa.edu.au](http://www.side.wa.edu.au)



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## 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
HASS	Humanities and Social Sciences
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
SAER	Students at Educational Risk
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



## 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 2014 school year saw enrolments decrease to approximately 2,288 students in the Secondary School and 286 in the Primary School. There were also decreased numbers of student enrolments from metropolitan schools accessing the Schools of Isolated and Distance Education (SIDE). This decrease 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 K 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 School Partnerships – Service Provision document with primary and secondary public schools throughout WA.

SIDE also has strong links to State Training Providers through Workplace Learning, 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. SIDE uses a secure, online learning management system (LMS), Moodle, consisting of individual courses accessible whenever required.

### School Vision

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

The implementation of SIDE's vision is inspired by:

- enquiry and innovation
- addressing the diverse needs of students at SIDE

- continuing to strive for better ways to do our work.

Our priorities are:

1. Teaching and Learning
2. Learning Environment
3. Leadership
4. Curriculum and Resources
5. Relationships

### **School Values**

Our actions are guided by the four core values of the Department of Education.

#### *Learning*

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

#### *Excellence*

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

#### *Equity*

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

### **Our Mission**

- To be a school with high expectations of learning and achievement by offering creative, engaging and challenging educational experiences in a nurturing environment.
- To strive for a culture of innovation, self-reflection and best practice in online,

distance and face to face teaching and learning.

- To be a school where students, parents, teachers and supervisors actively engage as partners in the educational process.

### **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 and school psychologists. Coordinators establish and support educational programs for SIDE students and monitor their progress for success. They are responsible for:

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

#### Senior Secondary Counselling/support

- Elite sports/arts students or students referred to SIDE with special circumstances form a high percentage of the current roll. Counselling of students was based on educational pathways which met the individual needs of students.
- Individual student circumstances and goals were discussed and documented and students were assisted with employment and tertiary study opportunities and the achievement of defined goals. Students were made aware of ATAR bonuses via Curtin StepUp, Murdoch Rise and UWA Broadway which caters for students from regional and diverse backgrounds.
- Individual WACE Planners were created and reviewed by the Program Coordinator of Student Services. WACE Planners reflected individual pathways and progress toward WACE achievement.
- Counselling of students resulted in fewer enrolments in Year 12 Stage 2 courses due to the scaling effect. Some students elected to opt out of Stage 2 external

examinations if the score was not required for ATAR.

- The Year 11/12 Information Moodle course and Saba continued to provide valuable senior school information and support including TISC updates and university entry information.
- Financial and practical assistance was provided for targeted Year 12 students to attend WACE revision seminars including the Student Subsidized Travel Scheme.
- Scholarship and alternative entry applications were prepared by coordinators on behalf of students to provide additional university entrance opportunities.
- Student coordinators planned high quality and appropriately challenging ATAR and VET pathways for students in preparation for the new WACE commencing 2015.

#### WACE and ATAR Monitoring

- Student Coordinators tracked 20 Year 12 students aspiring to university entry. 17 students responded to emails requesting destination data; 11 were accepted to university (including 6 deferred; 2 bridging), 4 students are pursuing elite arts or sports opportunities. Several students are working during their gap year.
- WACE Planners were used by student coordinators to monitor Year 11 and 12 WACE achievements. Stringent monitoring was essential given the nature of the SIDE cohort and the complexity of the WACE requirements.
- Modified programs were documented and regularly reviewed after negotiation with stakeholders.

#### Lower Secondary

- Counselling of students was based on educational pathways which met the individual needs of students. Individual Program plans were created for students whose elite program, or students with special circumstances prevented successful engagement in a full time load.

### **Student Attendance and Engagement**

- Monitored and documented attendance of all students at risk and referred students to relevant personnel/agencies as appropriate.
- Followed SIDE attendance & students at risk (SAR) policies and flowcharts.
- Created and maintained a spreadsheet of attendance data for SAER. Used Student Contact and Interventions Log (SCILS) and report data in addition to other information from teachers to construct an overview of student participation, issues and actions.
- Documented plans were created as appropriate.

### **Community relationships**

- Engaged with parents/carers in their children's learning and well-being.
- Provided transition/orientation information for Year 7/8. Invitations were extended to students, parents and school administrators to participate in online and onsite sessions.
- Implementation of the Supervisor Moodle course developed to support school supervisors with SIDE information and to provide a forum for sharing of ideas and discussion.
- Course Information flyers were produced for senior secondary and lower secondary students.
- Brochures developed as resources for parents, supervisors and students.
- Regional visit procedures were streamlined and improved to encourage a consistent approach enabling staff to meet and work with students.
- Partner school camps at SIDE and student casual/day visits were promoted and supported to encourage teaching and learning opportunities.
- 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 further developed partnerships with Esther House, Comet, Trinity Learning Centre, Waikiki Family Centre, Gilmore College – Young Parenting Program and Banksia Hill Detention Centre.
- School psychologists held information sessions for staff new to SIDE in 2014 to

discuss the function of the Referral Program and operational procedures.

### **Professional Learning (PL)**

- WACE 2015/16 requirements were presented and case scenarios discussed to improve knowledge and understanding
- Coordinators participated in PL as part of their Performance Management
- Links were made to AITSIL professional standards.

### **Focus areas for 2015**

- Investigate WACE 2016 guidelines and student counselling required for students to attain WACE. Raise awareness of changes with parents and SIDE community.
- Revise counselling guidelines in line with DoE focus of increasing numbers of students accessing ATAR pathways.
- Individualise student programs and pathways to meet the needs of students including their cultural context, aspirations and learning style.
- Raise awareness of individual circumstances that impact on teaching and learning and the health and well-being of students by effective communication with teachers via email and SCILS.
- Establish effective relationships between student coordinators, teachers, students, families and schools to promote individual achievement.
- Implement effective strategies to monitor non-attendance and focus on intervention and positively engaging students in individualised programs.
- Investigate Parent Moodle as a means of involving parents/caregivers.
- Implement Year 10/11 Moodle as a vehicle for communication with full time current and external roll students.
- Investigate and implement online course guide for 2016 enrolment.





## ONLINE TEACHING AND LEARNING

### Introduction

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

In 2014 the OTL team consisted of five staff:

- 1 x Level 3 program coordinator
- 3 x special duties teachers working 0.6 FTE
- 1 x support officer – attached to SIDE ICT but focusing 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 Department of Education (DoE) and SIDE
- contribute to the development and implementation of a whole school curriculum, policies, programs and procedures
- maintain and manage the SIDE learning delivery systems such as the Moodle LMS, Saba and video conferencing.

In 2014, we specifically focused 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 using the Moodle2 virtual learning environment. This allowed more tailored and contextually appropriate access and delivery of content to students in a 24/7 online environment.
- streamlining systems of online course enrolment, account creation and maintenance, and support for students

and their teachers and supervisors, with a specific slant towards integration with SIDE's Students Contact and Intervention Log. This included developing auto-enrolment functionality for students, thus decreasing the time taken for students to commence lessons.

- provision of support in the implementation of the Australian Curriculum (AC), especially as it relates to SIDE's unique pedagogical and technological context.
- continuing a synthesis with the operations of the SIDE Library Resource Centre. There is a clear synergy between the two areas of operation and the move into digital technologies such as eBooks and streaming video services meant there were many opportunities for the teams to work together.

Synchronous (Saba) teaching and learning continued to expand in 2014. Students received regular, scheduled instruction, participating in multiple lessons per week across their learning programs. In 2014, more than 4000 online lessons per month were being delivered. Practice continued to become more sophisticated, with teachers using the tool in creative ways to engage and stimulate students. The use of Saba to encourage collaboration amongst students, and to target high-level learning behaviours, was embedded in teaching practice.

The Saba platform received major updates in 2014. The desktop client was replaced by a web application just prior to Term 1. This transition involved careful planning and cooperation by the OTL team and the Department's E-Schooling section. Such a change meant extensive communication with users and client schools, and the provision of a whole suite of revised support materials. The move to a web app was successful, although there were still some elements of the system that were limiting take-up. This necessitated another upgrade for Day 1 of Term 3. Finally, we felt that Saba Classroom had reached its potential as a simple, modern web application allowing ease of use and simple installation.

Bandwidth limitations in some client schools, however, continued to frustrate us. A small

number of schools running large classes proved highly problematic in maintaining successful teaching and learning. Saturated networks, poor infrastructure and a lack of technical support in the schools meant multiple road trips by SIDE OTL and ICT personnel, with limited success. It is hoped the imminent rollout of the NBN will improve this situation.

Our learning management system, Moodle, remains the core of our asynchronous presence. Just like Saba, 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 classrooms. Our strategy has always been to promote individual customisation to match teaching style and context, although our professional learning program in 2014 focused on ensuring sound pedagogical and instructional design practices. At the end of the school year there were approximately 2500 active users of Moodle and more than 500 courses.

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’s Moodle2 went live in Term 4 of 2012, and by 2014 the platform was entrenched in all aspects of teaching and learning. It is expected the legacy Moodle1 platform will be phased out by the end of 2015.

Our approach to professional development continued to evolve. Whilst basic training in core applications still occurred in extended, lab-based sessions, we made much greater use of Saba as a professional learning tool. This included our “Takeaway PD” program, where online units, combining web conferencing sessions and a Moodle course,

meant simple, quick access to PD at point-of-need.

This program continued throughout 2014. Staff became more familiar with the concept of accessing PD via short, stay-at-your-desk training opportunities. 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 productive and collaborative. Matt Reverzani’s role as part of the OTL team 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.

#### **OTL Highlights of 2014**

- 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 Saba.
- Angela Melia coordinated and managed the SCSA practical exams in EADL using Saba. This saw over 1000 students in 7 countries in Asia use Saba to complete the practical interview component for their WACE.
- As part of National Science Week, more than 1000 students participated in webcasts with Antarctic explorer and environmental lawyer, Tim Jarvis and renowned horticulturalist Costa Georgiadis from the ABC’s Gardening Australia.
- 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 Saba. Questions from students were raised through the presenter, Angela Melia. Feedback from presenters and participants was very positive.
- We developed and introduced KnowIt, a fully searchable, database-driven knowledge base system for staff. This required complete revision of our support resources.

- The Online Teaching and Learning team continued its important role in supporting SIDE's status as a "state-of-the-art", e-learning school.

### **Focus areas for 2015**

- Implement key actions identified in the 2015 Online Learning Plan.
- Refine professional learning to focus on sustainable resource development and pedagogy.
- Support the school in adopting the Australian Curriculum and managing the transition of Year 7 students to secondary school.
- Implement a web-based video and audio repository.
- Finalise migration to Moodle2.
- Support SIDE's Change2 process.
- Implement streamlined practices in the use of content repositories for Moodle so as to ensure ongoing sustainability of our course materials.

### **SIDE Library Resource Centre (LRC)**

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

The Library Resource Centre offers extensive services, including:

- assistance with seeking information and internet searches
- an online catalogue
- an extensive Moodle course with 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 2014 the Library Resource Centre team consisted of five staff:

- 3 x teacher librarians (0.2–0.8 FTE)
- 1 x library officer (Level 1) (0.16 FTE)
- 1 x library technician (Level 2) (1.0 FTE).

Student attendance on the SIDE campus increased significantly in 2014 with groups of students supervised in the library. LRC staff liaised with student coordinators to ensure

that students attended all classes and met with their teachers.

### **Teaching and learning programs**

- Teacher librarians worked with all primary teachers and primary Saba classes providing literature-based programs.
- Teacher librarians collaborated with the English learning area to provide wide reading sessions to lower-secondary classes. Teachers and teacher librarians reported increases in student voluntary reading. Research indicates that this has a direct impact on student literacy levels. Planning for 2014 included planning for Year 7s and alignment of wide reading sessions with AC and student needs.
- Information literacy skills were integrated into teaching and learning programs in Year 8 and 9 HASS classes. Programs included Saba lessons, Moodle resources and activities, and teaching and assessment over the program period.
- 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 Saba to primary students and secondary English students.

### **Developing online access to information**

In 2013 two new services: a library administration system (Oliver) and an eBook delivery service (Overdrive) were fully implemented. In 2014 the uptake of services by the school community, students and their families has been very positive. Resources have been purchased to specifically suit AC requirements and new units of work.

SIDE continued to use video services such as EnhanceTV Direct and Clickview. Usage of both services was analysed at the end of 2014 and despite PL conducted for teachers by OTL and the LRC, Clickview had not generated the usage we had hoped for. The subscription was not renewed.

## SECTION 2 - CURRICULUM LEARNING AREA REPORTS

### PRIMARY SCHOOL

#### Introduction

##### *Staffing*

In 2014 the highly experienced Primary staff consisted of a Level 4 Deputy Principal, five Level Three Classroom Teachers, and of the remaining 11 teachers, six held Senior Teacher status. Two part time education assistants were employed to support students with special needs and the Early Childhood Education (ECE) team. One full-time administrative assistant provided clerical support and performed student enrolment duties.

#### Teaching and Learning

##### *Online Teaching and Learning*

The online delivery of learning materials continued and has shown growth as the preferred medium for home based students. In 2014, classroom teachers significantly increased the use of Moodle by creating and developing learning materials, 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. Students were encouraged to download their learning programs, and return electronically 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 continued to be hindered by internet connectivity and time-zone issues. Addressing these issues will be a focus in 2015.

##### *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, helped inform teachers to determine the needs of their students.

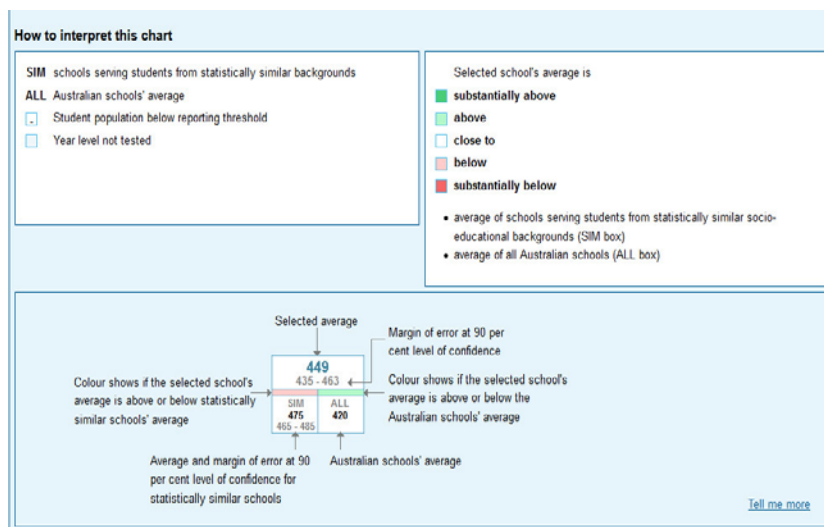
##### *Major achievements in curriculum in 2014 included:*

- Continuing to update learning materials to Australian Curriculum standard in English, Mathematics, Science and History.
- The Year One Australian Curriculum Mathematics in an interactive electronic format.

##### *NAPLAN Results*

2014 saw the eighth year of the NAPLAN testing. The following table provides a snapshot of performance for students in Years 3, 5 and 7. Year 3 students have performed substantially above the Australian average in Literacy and Numeracy. Year 5 students have performed close to and above the Australian average in areas of Literacy and have performed above the Australian average in Numeracy. The Year 7 students have performed substantially above the Australian average in the areas of Literacy and Numeracy.

	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	522		437		512		545		507	
	489 - 555		411 - 464		482 - 541		510 - 580		480 - 534	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	448	418	421	402	432	412	456	426	426	402
	439 - 457		413 - 429		423 - 440		446 - 465		418 - 435	
Year 5	524		474		523		507		519	
	487 - 561		440 - 508		489 - 557		468 - 547		489 - 549	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	528	501	487	468	514	498	529	504	509	488
	519 - 536		479 - 495		506 - 521		519 - 538		501 - 517	
Year 7	583		538		585		577		566	
	562 - 605		514 - 562		563 - 607		553 - 601		546 - 586	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	569	546	534	512	562	545	569	543	571	546
	562 - 577		526 - 543		554 - 570		560 - 578		563 - 578	



## Highlights for 2014

The highlights for 2014 included:

- The completion, by teachers, of Australian Curriculum Biological Science for Years 4, 5 & 6 Moodle courses.
- The completion, by teachers, of an Australian Curriculum Biological and Earth and Space Science for a Year 2 Moodle course.
- Completion, by teachers, of Australian Curriculum Physical Science for Years 3, 4, 5 & 6 Moodle courses.
- The completion, by teachers, of an Australian Curriculum Year 6 Geography Moodle course.
- The completion, by Curriculum Resource Development (CRD) writers, of an Australian Curriculum Year 1 Mathematics course for use by SIDE and the Schools of the Air (SOTA).
- The outstanding NAPLAN results from a large number of our students indicated educational growth between testing.



- The excellent job our teachers are doing which was reflected in the parent survey responses and the NAPLAN results.

### Focus for 2015

Primary will continue with its strong focus on catering for the individual needs of all students. To this end:

- A final audit will take place in Term One 2015 to determine whether all year levels have learning programs in place to enable full reporting in July on Phase One Australian Curriculum. If there are any gaps these will be addressed so that a full program is available for Semester Two reporting.
- Primary will further investigate teaching/learning opportunities to develop and implement programs for Phase 2 Australian Curriculum.
- All Primary, K – 6, home based students will be offered daily online lessons.
- Grammar and Punctuation will be a focus in Years 3, 4 and 5.
- Year 2 literacy will be scoped and a program developed by CRD to be used by SIDE and SOTA.



## THE ARTS

### Introduction

The Arts team has undergone a number of staffing changes. There were two changes of Head of Learning Area as well as an increase in teaching staff to 5 on 2 FTE. Significant disruptions also occurred when two staff required medical leave in Term 4. Student learning was continually supported by teacher relief internally and by the employment of two staff with previous SIDE teaching and course development experience.

### Highlights for 2014

The Arts Learning area consistently supported students to succeed in selection to state-wide awards recognising excellence in Arts practice. Three students were selected to exhibit works

in 'Young Originals' from 150 entries in 50 schools. Young Originals 'celebrates the creative and innovative arts programs taught in Western Australian public schools and delivered by many talented, enthusiastic and inspirational teachers'.

One Year 12 student was placed third in the *Shaun Tan* Award as well as being selected for the 'Metamorphosis Exhibition'. Both these awards are highly competitive and encourage imagination and innovation.

Students also achieved strong results in the analysis section of the course with a Stage 3 Visual Arts student achieving a score of 93% in the WACE written examination.

### Teaching and Learning

Improvements were noted by teachers and through student feedback on the delivery of lessons using a variety of teaching strategies

Feedback from students also indicated that students were working alone in some subjects in their school context and as a result, felt isolated and limited in their capacity to produce and improve on practical work. Increased focus on shared galleries and targeted discussion forums has been initiated to counter this feeling of isolation.

Preliminary discussions have occurred with The Couch producers looking at the possibility of providing production workshops for students (script writing, camera work, lighting, editing). The idea would be to offer this opportunity to both Media Production and Analysis and Cert II students.

A partnership with Central TAFE has been established and a course structure suitable to the SIDE context has been endorsed for Cert II Creative Industries. A Moodle course was created for 2015 implementation.

A Year 7 transition workshop was conducted to reflect themes and concepts from the new course under development and was well received. Year 7 Visual and Media Arts courses were completed for implementation in 2015.

### Senior Secondary

In Stage 3 Visual Arts our higher performing students did as well or better than predicted. One A grade student in Stage 3 was scaled up from an 81% to 85% achieving a 93% in her written examination.

SIDE students achieved better results in the written and were scaled up as opposed to the practical where they were scaled down.

Course Code	Surname	Given Name	Writ Score	Prac Score	Comb Score	Adj Comb Score	Scale Score	Sick	NT	Mod Diff	Sc-Sch Diff
VAR - Stage 3	SCHOOLS OF ISOLATED & DISTED	Mean	60.14	47.43	53.78		50.91			-7.96	-5.86
VAR - Stage 3	Like Schools	Mean	59.09	51.18	60.13		57.92			-2.52	-6.16

One hundred percent of students in the Stage 2 Visual Arts passed the course with grades ranging from A to C. However students in Stage 1 courses experienced difficulty with the written analysis aspect. Emphasis was placed on this aspect throughout the year with some improvement noted.

The small group moderation partnership in Stage 3 Visual Arts continues despite healthy and consistent enrolments providing stability in the delivery and documentation of course material.

Teacher participation on the examining panel for Stage 2 Visual Arts as an independent reviewer and external practical markers for the Stage 3 Visual Arts exams provided opportunity for growth and support for the Visual Arts teacher.

Stage 2 Media, Production and Analysis (MPA) was delivered to a combined Year 11/12 group. Regular individual sessions focused on key Media concepts and terms in the context of assessment tasks. Students consistently produced work of a satisfactory standard even though the content of the course was very new to their knowledge base. The course was moderated in a small group partnership with 3 other schools.

The analysis section of MPA was more successful than the practical production tasks. The key focus of Saba classes covered the theory and language underpinning media

analysis, with considerable time given to workshopping production ideas and practices. The students engaged with this aspect of the course but found sharing their production ideas with others difficult. This was due to the students having the theoretical background to cope with the demands of the course but lacked practical experience. This is an area that needs to be investigated further in terms of teaching cinematography and editing skills in an online context. 2015 strategies to include: screencasts of techniques, student weekend workshops with the Couch crew, metro school visits during the production stage of practical tasks and collaboration with Cert II students.

It was noted in all courses (Media production and Analysis, Design Graphics and Visual Art) in Year 12 that students performed stronger in the written analysis component of their respective courses than the practical production. The move towards increased digital submission and online course presentation and the absence of camps and workshops has made it more difficult for students to view real examples of art work in situ and access help with techniques and materials during the development of personal ideas and practical production pieces both in the Visual Arts as well as audio-visual work in MPA.

Some artwork submitted did not conform to the requirements for external assessment. In many instances work was not submitted in time for meaningful feedback to be made and acted upon before submission for external marking.

To avoid this issue in the future, it is intended to provide information to parents and supervisors regarding the format for external assessment and clearly communicate a schedule of submissions which allows for suggested adjustments to be made to work where necessary. Authentication of practical work in the distance learning context is also under review.

While active use of shared galleries increased and was integrated into Saba lessons with audio-visual practical production techniques,

this does not adequately support students' individual development and growth in their practical work. The Stage 2 and 3 practical art work should be highly individualised with opportunities for face to face contact. The provision of improved student support in this course component will be investigated in 2015.

#### *Lower secondary Visual Arts (VAR)*

Year 8 VAR enrolments were slightly lower than in previous years. The Year 9 VAR students performed particularly well with four A grades recorded.

Lower secondary courses focused on clear expectations about teaching, learning, assessment and reporting in online formats.

	GRADE					
	NA	E	D	C	B	A
2012 Semester 2	0% (0)	21.4% (3)	7.1% (1)	14.3% (2)	50% (7)	7.1% (1)
2013 Semester 2	14.3% (1)	0% (0)	14.3% (1)	57.1% (4)	0% (0)	14.3% (1)
2014 Semester 2	0% (0)	0% (0)	0% (0)	22.2% (2)	33.3% (3)	44.4% (4)

Some students, especially students with special circumstances struggled with the course and a higher number of IEPs were implemented.

Review of ACARA endorsed curriculum for the Arts indicates significant modifications are required in particular Year 9 and 10 VAR. These courses will be developed in 2015 following the release of the Arts Australian Curriculum syllabus.

#### **2015 Focus Areas**

- Continue to plan for long term pathway opportunities in high quality and appropriately challenging ATAR and VET programs.
- Consolidation and improvement of new WACE courses.
- Preparation of new Year 12 courses for implementation in 2016.
- Revisit the Design Graphics ATAR pathway as proposed in 2014
- Consolidation and improving Year 7 Visual and Media Arts during the initial year of implementation and in response to expected publication of assessment

guidelines in Phase Two of the Australian Curriculum release.

- Development of a Year 8 Media Arts course.
- Continue to fine tune and align the Certificate II Creative Industries course to new Registered Training Organisation (RTO) requirements.
- Plan the development of the Certificate II Visual Arts course under the new RTO
- Formalise a learning area literacy strategy embedded in Moodle and using Saba instructional design and encompassing visual literacy concepts.
- Collaborate across courses to identify successful practice in Moodle design. Establish a learning area style guide inclusive of a common approach to design elements and principles, art language database and explicit authentication process.



### **CAREERS AND VET**

The key priorities for the Career and VET (CVET) learning area in 2014 comprised the following:

- Increase in qualification attainment
- Increase the number of School Based Trainees and Apprentices
- Moodle2 course development in collaboration with OTL
- Technology upskilling
- Introduce a Year 10 Work Studies course that incorporated aspects of the Australian Curriculum
- The development of the new WACE Foundation and General Courses
- The development of the new Authority Developed Workplace Learning Endorsed Program.

The Careers and VET department offered a range of courses and certificates in 2014 that included:

#### VET Credit Transfer

- General Education for Adults (CGEA) in Certificates I (Intro), I and II.
- Certificate I in Work Education
- Certificate I in Work Preparation (Community Services)

#### Endorsed Programs

- Workplace Learning Modes 1 and 2
- Keys for Life
- Working on Wheels

#### WACE

##### Career and Enterprise Stage 1

CVET staff supported a number of School Based Apprenticeships and Traineeship qualifications through Workplace Learning Mode 1. The support came in the form of monitoring visits to employers, schools and Registered Training Organisations. This support assisted students participating in the following Certificate courses in 2014:

- 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 & III in Sport and Recreation

Other VET stand-alone programs that were delivered at SIDE in 2014 in other departments included:

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

#### **Qualification Attainment in CGEA, Work Education and Work Preparation.**

In 2014, of all VET Year 12 students in the Careers and VET Department, 80% attained a full certificate qualification. This was a 20% improvement from 2013. A fantastic

achievement by the students and the whole teaching team.

This was the last year for the delivery of the CGEA and Work Education VET Certificate Qualifications. These Qualifications have formed the majority of all the VET Certificates offered at SIDE since 2006.

The CGEA was an engagement program for those students who had missed a significant proportion of their education throughout their life. These students were able to add to their career portfolio statements from the state curriculum authorities and relevant TAFEs enabling them to connect with bridging courses post Year 12. SIDE extends its thanks to our auspicing partners, Central Institute of Technology, Polytechnic West and Challenger Institute of Technology for supporting our students.

#### **Workplace Learning**

Workplace Learning (all modes) in 2014 had a 75% achievement rate. A significant proportion of students withdrew from Workplace Learning because they found fulltime employment or enrolled in other tertiary studies.

Workplace Learning Coordinators continually use the SIDE online learning platform (Moodle) to aid in the delivery of Workplace Learning and this led to efficiencies in workplace induction strategies and the provision of essential documentation through online consent forms.

A recent improvement in Workplace Learning is the integration of JIG-CAL Career Voyage software into Workplace Learning. This has added value to the resource in the creation of valuable career student data and information pertaining to interest categories, occupational preferences, career action plans and resumes. It is planned to integrate this software in all future Careers and VET offerings.

#### **Career and Enterprise**

Career and Enterprise was delivered throughout 2014 in Stage 1 for units 1A 1B, 1C and 1D with a combined pass rate of 70%. Moderation feedback confirmed the accuracy

of school based assessment. The development of the new curriculum content design framework for this course in the new WACE was a major priority for 2014.

### **Technology**

A major focus of our department in 2014 was to re-build our online presence and adopt the latest LMS platform of Moodle 2. By the end of 2014 standardised platforms were developed (in collaboration with OTL) to converge with the SIDE enrolment procedures. The Careers and VET Department as much as possible used Moodle to manage VET administrative workflow across the school.

Enabling staff to use changing online technology was a consistent development aspect of 2014. Scheduling times, prioritising activities and identifying links to the team's operational plan provided for an organisational learning environment to engage in Moodle upskilling and Saba classroom collaboration software training.

### **Vocational Competence**

In 2014 SIDE VET teachers engaged in professional development to upgrade Cert IV Training and Assessment qualifications in Language, Literacy and Numeracy (LLN). All staff involved successfully completed this upgrade.

### **Highlights 2014**

For the ninth consecutive year in a row in 2014, a CVET student was once again successful in the national Australian Vocational Student Prizes (ASVP). The ASVP recognises Year 12 students who demonstrate exceptional skills, commitment and achievement while undertaking a Vocational Education and Training program or an Australian School - based Apprenticeship.

School Based Traineeships and Aboriginal School Based Training are always on our radar. Over the years we have had over a 100 students achieving VET success from many types of industries.

The SIDE VET Dux for 2014 was a Trainee from the Sport and Recreation Industry and we are hoping for more budding athletes to "jump"

into something they love while also providing opportunities to explore occupations within a changing industry.

### **Focus 2015**

2015 is a new start in VET education systems allowing exciting opportunities for students to engage in the new Authority Developed Workplace Learning course while being taught new and exciting VET Courses in Media, Business, Finance, and Languages (French and Japanese).

The focus for 2015 will be aimed at the new changes in the WACE requirements, the Australian Curriculum and the emerging national VET agenda. We will specifically be looking at the following:

1. Responding to the Training Accreditation Council's (TAC) VET in Schools Strategic Industry Report
2. The new AQTF 2015 Standards
3. Formative Assessment and Monitoring Strategies in VET.



## **ENGLISH**

### **Introduction**

The English Team consisted of 12 English teachers engaged in a teaching load of 7.4 full time equivalent (FTE) of teaching and administration time. The English Learning Area worked collaboratively during 2014 to seek innovative ways to respond to the unique needs of our students.

### **Teaching and Learning**

The focus for 2014 was to offer our students a rich and inclusive English curriculum that promotes equity and excellence and provides the opportunity for all students to reach their full potential.



## Priorities

### Lower Secondary:

- Preparation for Australian Curriculum (AC) Years 7, 8, 9 and 10. All English staff involved in the action research and implementation of AC through in-house and other professional learning and action research.
- Reading: start the year with the provision of a range of new and engaging reading resources, including e-books and graphical reading resources. The aim is to engage and support a wide range of students at each year level.
- Wide Reading program extended to include two teacher librarian collaborations per term in all Year 8, 9 and 10 Saba classes with follow-up in Moodle forums and blog responses.
- Reflective processes and strategies utilised by staff in the ongoing review of curriculum, assessment and reporting practices.
- Embedding of common tasks for each year group to facilitate internal moderation and standards
- Grouped Moodle courses for collaboration, moderation and differentiation and also to enable a greater sense of the year cohort.
- AC standards used as a point of comparison during common task moderation meetings.
- Grade Book use in Moodle courses.
- Continue to embed interactive instructional strategies and tactics into Moodle and Saba to increase student participation in lessons.
- Diagnostic Reading online tests through ACER. Data from these tests 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.
- Provide eligible Year 10 students with practice OLN test questions.
- Individual Education Programs (IEPs), for students requiring learning adjustments, with an increased focus on data.

### Senior Secondary:

- Strategic planning and preparation for Australian Curriculum (AC) new WACE

courses Year 11 for 2015, including English Foundation, English General, English ATAR and Literature ATAR. This is ongoing and being handled in-house, using the curriculum expertise and experience within the team.

- Working in agreed collaborations, English staff develop, review and refine assessment outlines, assemble learning activities and create assessment tasks.
- Increased participation and engagement in Saba and Moodle class lessons via online instructional strategies and tactics.
- Increased teacher engagement with online marking of electronic copies of student tasks. Marked work is returned electronically and stored in Moodle for easy access to timely feedback.
- Continued teacher use of SAIS and other system data analysis to steer programs
- Embedding of common tasks and assessment and moderation strategies for all WACE courses.

### Data: NAPLAN

The National Assessment Program Literacy and Numeracy (NAPLAN) showed improvement on previous years.

### NAPLAN Year 9 Reading

- The 2014 SIDE school mean for Reading was higher than the 2014 Australian mean for Reading.
- The 2014 SIDE school mean for Reading was higher than it was for 2013.

	2014	2013
Mean (Aust)	580	580
Mean (school)	617	601
% SIDE Students above min standard	83%	81%
% SIDE Students at min standard	13%	13%
% SIDE Students below min standard	3%	6%

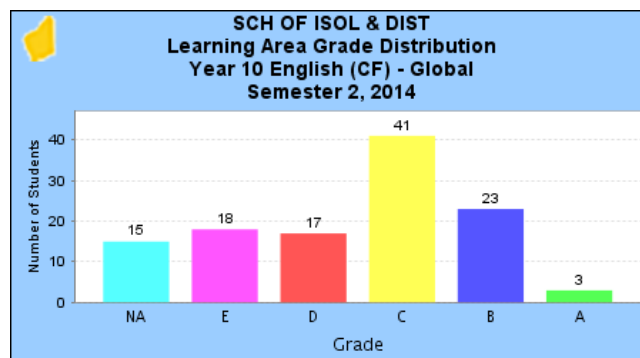
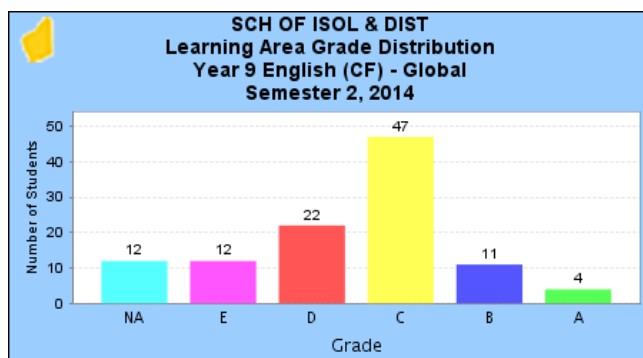
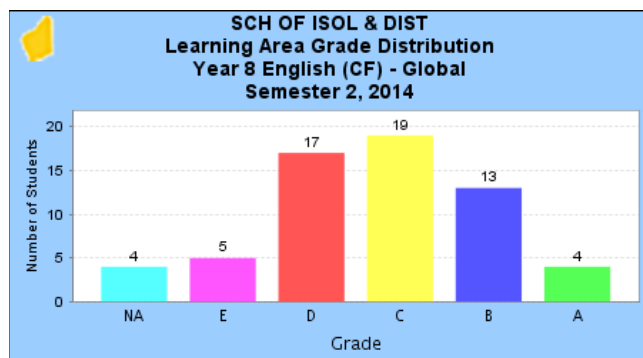
## NAPLAN Year 9 Writing

- The 2014 SIDE school mean for Writing was higher than the 2014 Australian mean for Writing.
- The 2014 SIDE school mean for Writing was significantly higher than it was for 2013.

	2014	2013
Mean (Aust)	550	554
Mean (school)	593	535
% SIDE Students above min standard	79%	52%
% SIDE Students at min standard	14%	32%
% SIDE Students below min standard	7%	16%

These results suggest that SIDE curriculum materials and strategies for Reading and Writing are appropriate and that student improvement is occurring.

## Data: Student Achievement Years 8,9,10



## Responding to Data

- NAPLAN data indicates significant improvement in Writing. To ensure this outcome, Writing should continue to be an area of focus. Staff will continue to review extended writing opportunities for students in all years, reorganising the Year 7, 8, 9 and 10 curriculum to prioritise writing opportunities and seeking ways to make writing tasks more engaging, rich and open ended.
- 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.

## Data: Student Achievement Year 12

### 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 online pedagogies in Moodle and Saba.
- Use of internal exams and tests, marking keys and SCSA Standards Guides.

In 2014 Year 12 SIDE student performance was consistent with expectations.

## WACE Exams

Statistics reveal that the English score for 73% of SIDE English students was their highest or second highest score.

### *Year 12 English and Literature Stage Three*

All Stage 3 English and Literature students achieved grades of Satisfactory, High or Excellent. 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 English WACE courses had an accurate understanding of course standards. Congratulations are extended to all students who managed to complete their courses. Special congratulations are extended to our highest achieving student in the English WACE courses.

### *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 Saba and Moodle lessons have been one way of keeping these students focused and on task.

### *Year 11 Literature Stage Two*

In 2014, it was encouraging to see the 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. Saba classes featured

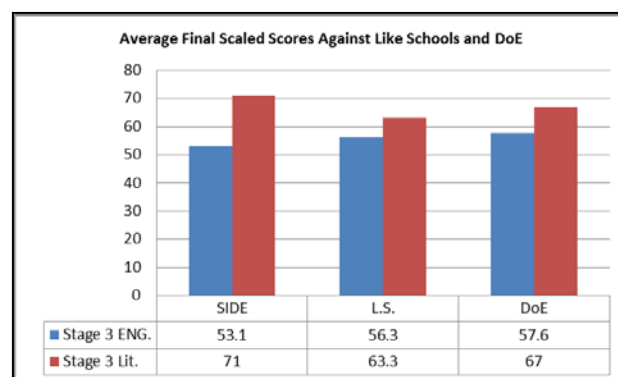
regular student presentations and incorporated interactive online instructional strategies.

### *Year 11 English Stage Two*

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

### *ATAR Strategies for 2015*

All ATAR students study English. It is important to ensure via counselling that students coming to SIDE have the necessary background to study Stage 3 but understand the statistical consequences of studying Stage 2.



In a recent Maximising Feedback session, Michelle Ostberg congratulated the English Learning Area for significant value adding. Year 12 teachers will be building on this solid foundation for 2015.

All courses and stages will:

- review marking standards,
- spread marks at bottom end of cohorts,
- review C/D cut-offs,
- continue internal moderation, and
- engage external markers at significant times.

## Highlights of 2014

### *Best Practice and Innovation*

As a result of the collaboration, dedication and commitment of the SIDE English team we are now delivering the Australian Curriculum online in Years 7, 8, 9, 10 and 11.

English teachers continued to embed interactive online classroom strategies during 2014. The goal to offer our students more future-focused online teaching and learning environments underpinned by best practice and innovation is on the way to being realised in both Moodle and Saba.

The Year 7 and 9 Australian Curriculum courses were developed. The Year 8 and 10 AC courses were action researched as part of our review cycle. 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.

#### *Online Authors*

The Authors Online program is another successful collaboration between the English Learning Area and the Library Resource Centre. This unique program provides students with regular opportunities to talk to authors using Saba Classroom. 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.
- provide those students in more remote areas with opportunities to become a part of broader learning group as they participate with the students who are attending the particular session.

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

- Term 1: JC Burke for Years 11 and 12.
- Term 2: Norman Jorgensen for Year 8, Morris Gleizman for Years 6-9 and Maureen McCarthy for Year 10.

## **Focus Areas 2015**

### *Senior Secondary:*

- Consolidation, adjustment and refinement of new Year 11 WACE courses.
- Preparation of new Year 12 courses for implementation in 2016. A total of four new courses are to be developed. Teachers will continue to work in agreed collaborations and follow the models provided by SCSA and established in-house for the new Year 11 courses.
- Greater use of SAIS and system data to inform teaching and learning.
- Embedding of the Literacy general capability.
- Increased emphasis on developing the general capability of Critical and Creative Thinking.
- Preparation for the Online Literacy and Numeracy Assessment (OLNA) for Year 11 students yet to qualify.

### *Lower Secondary:*

- Consolidation, adjustment and refinement of the Years 7 to 10 courses.
- Embedding of the Literacy general capability.
- Increased emphasis on developing the general capability of Critical and Creative Thinking.
- Enable more flexibility with the use of teaching materials to ensure all students have access.
- Seek support with the WA Curriculum and Assessment Outline requirements regarding assessment, reporting and marking against the standard.
- Refinement of IEPs to suit students requiring learning adjustments including SAER and GATE.
- Continue exposure to NAPLAN type test questions for both Year 7 and Year 9 students.
- Preparation for the Online Literacy and Numeracy Assessment (OLNA) for Year 10 students yet to qualify.
- Greater student participation in Saba and Moodle.
- Access to quality resources and support materials.

- Link staff to TDS and other networks to access and share ideas, resources and best practice.

2015 will bring many new experiences to the English Department as we welcome Year 7s to secondary English for the first time, continue to roll out Australian Curriculum and commence new Year 11 WACE courses. It is sure to be a productive and rewarding year for all. 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 2014 school year started with 2.2 (FTE) teachers delivering curriculum across Years 8 to 12. By March another 0.8 (FTE) was added to the HPE team. This consisted of 3 staff who worked part time.

Key priorities for 2014 were:

- Development of a Year 7 Health course
- Development of a Year 7 Physical Education course
- Ongoing Development of HPE across Years 8 to 10 in relation to Australian Curriculum (AC)
- Working with new Saba delivery protocols
- Improved instructional delivery
- Ongoing update of existing materials in lower school HPE in relation to assessment
- Understanding and development of Health Studies General and ATAR courses in Year 11
- Using visible learning technologies and CMIS
- Team working together to enhance online practices and engagement of students through Enhance TV Direct
- Cybersafety link in health modules

- Ongoing strategies in health promotion to improve the health and wellbeing of students and staff.

### Teaching and Learning

Teaching programs in 2014 included:

#### *Lower secondary*

All lower secondary Health modules were provided in a Moodle course from Years 8 to 10.

The Health Education curricula focused on building knowledge, skills, understandings and positive attitudes about health. It looked at physical, mental emotional and social health and helped students to make healthy choices and decisions. A variety of focus areas were included: Alcohol, tobacco and other drugs, nutrition, assertiveness, resilience, cyber bullying, goal setting, communication, peer pressure, self-esteem along with many more.

During the year students in Years 8 to 10 participated in Physical Education. Students in Year 8 were sent a pedometer and a hacky-sack, students in year 9 an iPod nano and students in Year 10 were sent juggling balls and a polar watch. All of these items were used as motivators to encourage students to get active. Students also had to create their own movement videos and many showed great creativity depending on their location in WA or overseas.

The DVD initiative 'Beautiful' (which looks at body image, the significance of the media in issues of beauty culture) and the 'Men we Need' were delivered in Second Semester. These were both well received by teachers and students. The use of interactive PDF's, including Headstrong Resources were incorporated into the lower school program and worked well in Saba classes.

Other resources used that were also well received by students included, the Puberty book and The Struggle to Be Strong book.

*Individual Student Documented Plans* were developed where required: Strategies included modifying curriculum and work schedules, goal setting, liaising with student coordinators about



progress, and ongoing monitoring were used to cater for students.

#### *Student assessment*

Online marking and return of student assessments was ongoing. This meant that vital student feedback was given significantly more quickly to aid learning.

#### *Print Materials:*

Materials were made available in a limited number of printed lesson booklets. This was a strategy for those students who were unable to access electronic courses or who had an infrequent or unreliable internet connection. The move to non – print will be actioned more widely in 2015.

#### *Lesson Delivery:*

Fortnightly 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.

#### *Senior School Health Studies*

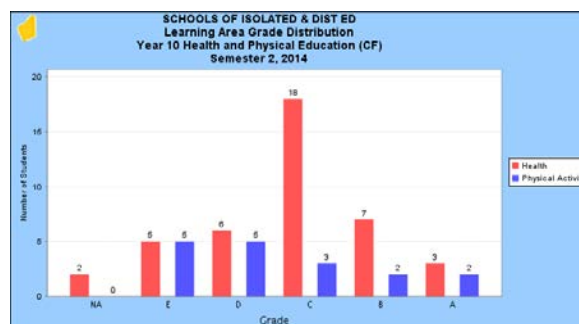
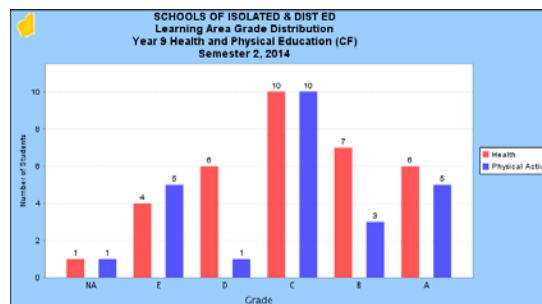
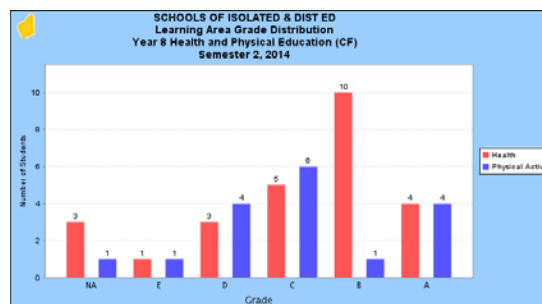
2014 was the final year for Stages 1 and 2 Health Studies. In 2015 Year 11 students will be able to choose from the ATAR or General syllabus and Year 12 students will be able to choose from Stage 3 Health Studies or Health Studies 1CD (final year for these courses).

There were lower numbers in Year 12 due to the final year for the half student cohort. These numbers should increase in 2015 with the larger enrolments in Year 11 from 2014 completing Year 12.

#### *Lesson Delivery:*

Weekly scheduled lessons were delivered to a broad range of students across WA, Australia and overseas. Some teachers managed timetabling difficulties by delivering out of hours lessons where this was the only option. This was the case for elite ballet students. For a number of students with intense schedules the Saba playbacks were used.

### **Student Achievement Years 8,9,10**

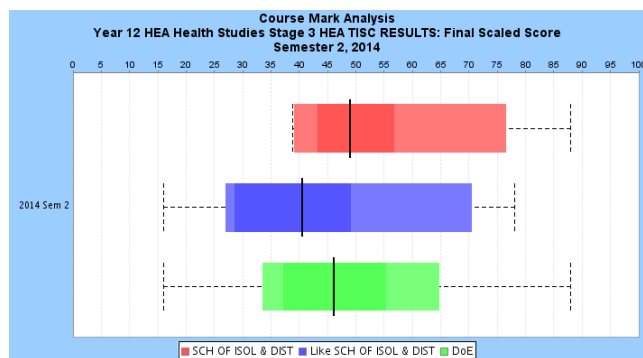
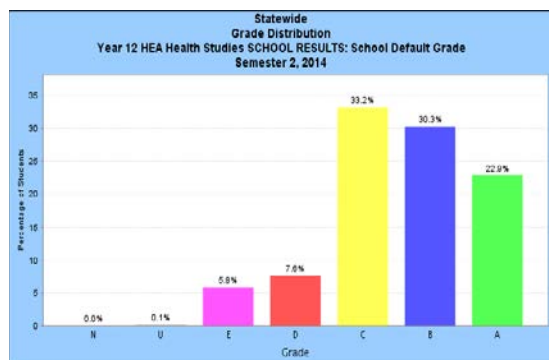
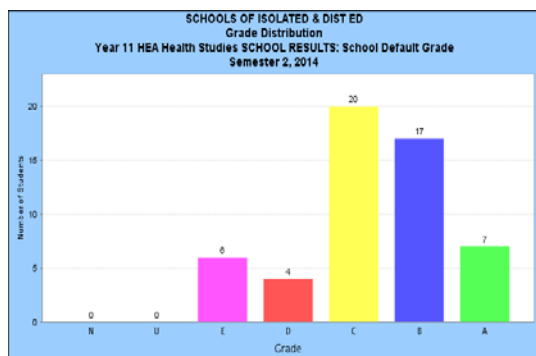


It is important to monitor the achievement of the Health and Physical Education learning area outcomes to ensure the provision of quality experiences to enable students to make responsible judgements about health and physical activity. Student achievement in grade distribution tended to be evenly spread across the Year 8 and 10 cohorts, but the Year 9 data shows a higher result in physical activity and that it closely aligned with the health context.

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

Student enrolments in Years 11 were high but the half cohort impacted on the Year 12 numbers from those of the previous year.

The tables below show some summary information for the WACE course Stage 3AB Health Studies and 2AB Health Studies.



Stage	School	Like Schools	State (DoE)
Stage 3 HEA	51.9(17)	41.7(20)	47.0(91)

Performance of the school mean suggests the ongoing success of students at SIDE studying Health Studies at the Stage 2 and 3 levels.

The high correlation of the SCSA results for the state and the school results indicated 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 performance and together with task mean analysis the overall performance of

teacher delivery and student engagement can be further enhanced.

### Highlights of 2014

- WACE Certificate of Distinction Awarded in Stage 3 Health Studies
- Excellent Moodle courses across Years 8 - 10
- AC development for Year 7- 8
- The status of HPE is now refined to reflect the incoming AC
- Ongoing assessment development
- Student centred and engaging Moodle courses.
- Use of CMS strategies
- Engagement with and use of Visible Learning Strategies.

### WACE Certificate of Distinction

Samantha Maycock was awarded the WACE Certificate of Distinction in the 2014 WACE results for Stage 3 Health Studies. Samantha worked very hard and deserved this award.

### Focus areas for 2015

The most significant areas for 2015 will be the preparation of courses for implementation in 2016.

#### Lower Secondary:

- AC for Years 7-8
- Looking at health contexts and mapping to existing materials
- Examination of content descriptions
- Moodle development
- Access quality support materials
- Liaising with Resource Centre
- Using the Nelson materials

#### Senior Secondary:

- Preparation for new WACE courses Year 12 for 2016
- Greater student participation in Saba Classroom lessons
- Greater student participation in Moodle courses
- Use of data analysis (maximising feedback)
- Look at alternatives to Enhance TV
- Migration of all courses across to Moodle2.

## LANGUAGES

### Introduction

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

During 2014 there was a decline in the number of students enrolled in SIDE languages programs from primary through to senior secondary. This decline reflected the trend across Western Australian public schools for Languages.

During 2014, the department was staffed with 21 teachers (14.68 FTE) and one language assistant (0.6) under the leadership of the two Level 3 Heads of Learning Area. Included in the teaching staff were:

- 4 Level 3 Classroom teachers
- 5 Senior teachers

### Teaching and Learning

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

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

Staff continued to access professional learning to improve their skills in using and developing the asynchronous Moodle courses, with all Secondary courses delivered through Moodle. Moodle use in Primary Languages increased from 2013 with several teachers developing Moodle classrooms for use with their primary languages classes.

### Smartboards

Smartboards continue to be used in conjunction with Saba in some Primary schools to maximise student engagement where there is a shortage of computers or lack of bandwidth precludes a number of computers being online simultaneously.

### 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 SIDE Languages teachers attended a range of professional association workshops, conferences, and SCSA WACE planning workshops during the year sharing their experiences with colleagues at SIDE.

SIDE Languages staff attended State, National and International conferences including the cross-sectoral *Building Asia Capacity in Schools* conference (March), the 2<sup>nd</sup> National symposium in Japanese Language Education (July), and the 13<sup>th</sup> International Conference of the Australian Society of Indonesian Language Educators (September).

### 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 nine highly successful online workshops open to teachers across all Department of Education languages in Western Australia. This online professional learning covered the *Australian Curriculum: Languages and General capabilities, Languages and Literacy, WACE practical exam techniques, VET Languages, Year 7 transition*, networking and sharing of ideas and resources for the classroom.

The feedback from participants was again positive and indicated that the TDS Languages met its brief of providing best practice professional learning in Languages opportunities for Department of Education (DoE) teachers.

SIDE will continue as a Teacher Development School in 2015.

### Language Assistant Program

In 2014 SIDE Languages was supported by two Indonesian language assistants (one in Semester 1 and one in Semester 2), employed through the DoE Language Assistant Program.

Students from 1-12 were motivated by the presence of these young native speakers in

their online classrooms and through face to face interactions which added immeasurable value to the language learning program.

Native speaker tutors employed through the DoE Native Speaker Tuition program assisted French, Italian and Japanese senior secondary students to improve their language and be fully prepared for the WACE practical exam.

### **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 2014 the percentage of lower secondary students achieving the expected C grade standard or above was:

- Year 8 French 78%
- Year 9 French 75%
- Year 10 French 80%
- Year 8 Indonesian 89%
- Year 9 Indonesian 100%
- Year 10 Indonesian 100%
- Year 8 Italian 82%
- Year 9 Italian 80%
- Year 10 Italian 83%
- Year 8 Japanese 100%
- Year 9 Japanese 48%
- Year 10 Japanese 64%

\*Note: Japanese Year 9 and 10 grade distribution was affected due to a country school enrolling mid-year with the cohort of at beginner level.

#### *Senior Secondary*

In 2014 the Languages Department at SIDE continued to offer a variety of pathways for students including Stage 2 and 3 WACE courses across all languages, Indonesian Background Speakers course and the VET Certificate II in French and Japanese.

Against the WACE Proficiency Band, the percentage of senior secondary SIDE Languages students achieving satisfactory or above results was:

- French 100%
- Indonesian 100%

- Italian 100%
- Japanese 100%

### **Highlights of 2014**

#### *Staff achievements*

- Veronika Popp attained Level 3 Classroom Teacher status
- Kathy Lamberto obtained the Certificate IV in Training & Assessment TAE40110 for teaching of VET
- Karen Bailey successfully upgraded her Cert IV Training and Assessment
- Justine Daly and Veronika Popp also successfully completed the Language, Literacy and Numeracy skills module of the TAE40110.

A variety of school visits were undertaken particularly to schools in the Primary Languages Program.

### **Focus areas for 2015**

#### *Staff*

Effective and efficient work practices remain a focus in order to:

- ensure teachers have adequate time to prepare appropriately for their classes and produce new curriculum resources
- encourage sharing of teacher resources and ideas both in-house and via local, national and international networks.

#### *Teaching and learning*

- Teaching and learning happens as per the school plan with a hybrid model of :
  - Asynchronous – Moodle
  - Synchronous – Saba.
- Saba lessons are a weekly part of all students learning program and as an adjunct to their Moodle classroom. All 7-12 courses are in Moodle with increasing numbers of K-6 languages programs in Moodle as well.
- Languages learning area incorporates best practice online languages methodology in line with the needs of students.
- Languages teachers remain up to date with key messages regarding the Australian Curriculum - Languages as materials are released.

- Teachers continue to review assessment and moderation practices.
- Curriculum development aligns to School, State and National agendas:
  - Literacy
  - Numeracy
  - Aboriginal Education
  - Australian Curriculum.



## MATHEMATICS

The 2014 school year concluded with 13 Mathematics teachers engaged in a teaching load of 8.4 full time equivalent (FTE) teachers. A total of 496 students were enrolled in a SIDE maths subject at the conclusion of the year which represented a 2.9% decrease on the numbers at the same time in 2013. The teaching load of 8.4 FTE represented a 2.4% increase compared with the previous year. All Maths teachers taught lower and upper secondary classes.

Key priorities for 2014 were:

*Lower Secondary:*

- Preparation for Australian Curriculum (AC) Years 7 and 10 in 2015
- Movement towards standard courses with variations handled with Individual Education Programs (IEPs)
- 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:*

- 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.

### **Teaching and Learning**

Teaching programs in 2014 included:

*Moodle Courses:*

All Senior 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.

All lower secondary courses were also provided in Moodle. Years 8 and 9 students worked on Australian Curriculum using Lesson Guides and a text book by Dr Dwyer, both of which were available within Moodle. SIDE subscribes to a site licence enabling students to access the pdf of the Dr Dwyer text book for each year group.

Anecdotal feedback from students, parents and supervisors, supported the model of:

- Text book with accompanying Lesson Guide.
- Moodle course structure

Reasons given were:

- The Guide was clear and easy to use
- The Moodle course structure was easy to navigate.

2014 was the last year that Year 10 students worked on WA curriculum.

*PDF markup of student assessments:*

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

*Print Materials:*

There was a significant reduction on the reliance of print materials. However, SIDE Mathematics teachers are able to



accommodate the student who is unable to access electronic courses or who has infrequent or unreliable Internet connection.

#### *Saba Lessons:*

All teachers presented lessons both scheduled and ongoing, to a broad range of students where practicable.

#### *Maths Enrolment Units:*

Pre-entry tests continue to be used for counselling students into appropriate courses. These can be:

- completed within SIDE Connect, a Moodle course which is accessed via the SIDE web page OR
  - emailed to supervisors in pdf for printing.
- The former is the preferred method as it is computer marked and provides electronic storage of the work.

#### **Data: student achievement Years 8,9,10**

Student enrolments in lower secondary concluded with 269 students, which was a 10% decrease on enrolments at the conclusion of the previous year.

The National Assessment Program Literacy and Numeracy (NAPLAN) showed improvement on previous years.

#### **NAPLAN numeracy testing of Year 9 students**

	2014	2013	2012	2011	2010
Mean (Aust)	588	584	584	584	585
Mean (school)	606	584	582	615	574
Diff%	+3.1%	0%	-0.34%	+5.5%	-1.9%
# SIDE students	45	29	29	14	39
% SIDE Students above min standard	87%	70.0%	72.4%	78.6%	87.2%
% SIDE Students at min standard	13%	24.1%	20.7%	21.4%	2.5%
				3 stud	1 stud
% SIDE Students below min standard	0%	6.9%	6.9%	0%	10.3%
		2 stud	2 stud		

The SIDE school mean was 3.1% higher than the Australian mean which suggests that:

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

Teachers use NAPLAN questions in Saba lessons and the Moodle course directs students to practice questions.

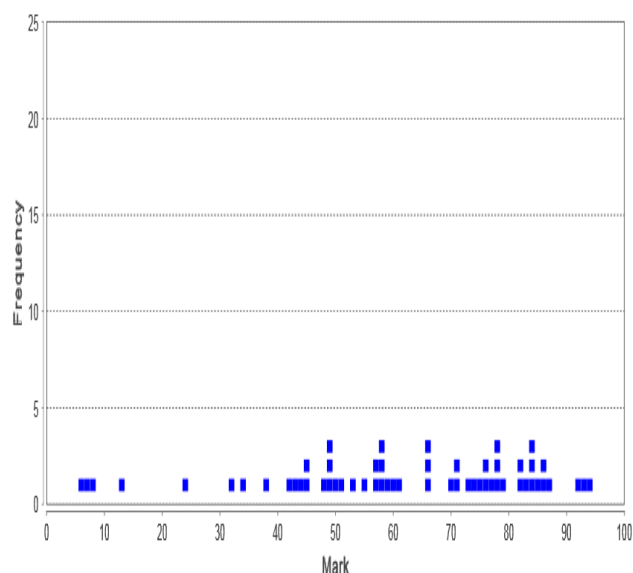
For the first time, student marks were able to be recorded on a standard assessment outlines within Reporting to Parents (RTP) and a merged list was created to rank the students within the year group.

The following graphs on analysis revealed

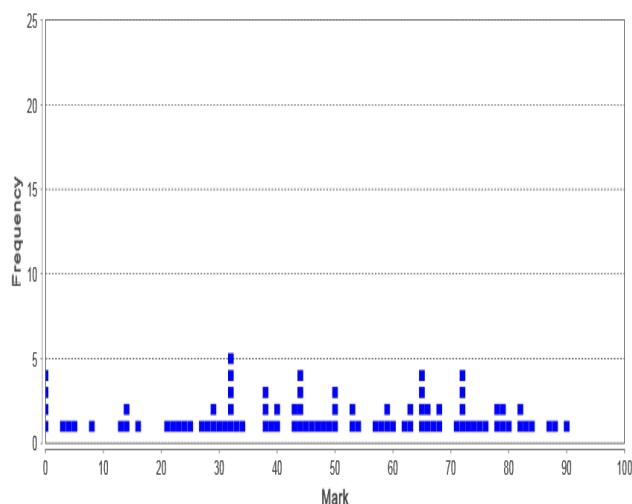
- a large spread of marks
- mean values close to the median

No conclusions could be drawn about differences between individual classes as placement into the classes was not random. The data does not reflect the placement of students working on non-standard curriculum.

**Unit Mark Distribution**  
**Schools Of Isolated & Distance Education**  
**Cumulative Total - Semester 2 2014 - 8MATH**



**Unit Mark Distribution  
Schools Of Isolated & Distance Education  
Cumulative Total - Semester 2 2014 - 9MATH**

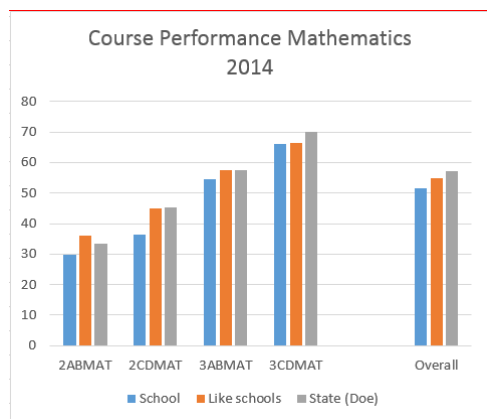


**Data: student achievement Years 11 & 12**

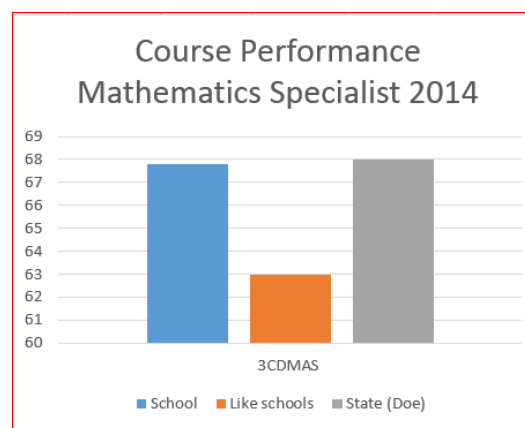
Student enrolments in Years 11 and 12 were 227 at the conclusion of the year which represented a 7% increase on the numbers from the conclusion of 2013.

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 as too few enrolments would have required small group moderation.

The following graph illustrates SIDE performance in each of the Mathematics Courses, against like schools and state schools. This suggests that school performance compares favourably with the others but that there is comparatively more room for improvement with 2CDMAT.



Mathematics Specialist is treated separately and the following chart shows school performance almost equal to state performance.



Course	# students	Correlation	Mean mod SM- Mean SM
2ABMAT	4	NA	NA
2CDMAT	12	0.66	-3.14
3ABMAT	21	0.92	-0.83
3CDMAT	13	0.86	-0.42
3CDMAS	9	0.91	0.15

A 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 but 0 to -4 is adequate.

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 involved:

- data analysis to examine areas of weakness and address them through targeted teaching. The data is obtained from Maximizing Feedback from School Curriculum and Standards Authority (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 SCSA.

### Highlights of 2014

- Development of learning materials for instruction at SIDE for Year 10 Australian Curriculum for 2015. The Year 10 course has three pathways to cater to different ability levels.
- Development of learning materials for instruction at SIDE for five new WACE courses for Year 11 Australian Curriculum in 2015.
- Sharing of team resources to support smart work practices.

### Focus areas for 2015

#### *Senior Secondary:*

- Consolidation and improvement of new WACE courses.
- Preparation of new Year 12 courses for implementation in 2016. A total of five new courses are to be developed. Teachers will be following the model of instruction established for the new Year 11 courses which consists of:
  - Moodle course with details for each lesson housed within the term and the week
  - Lessons containing links to other web sites, activities and work sheets
  - Lessons based on content from commercial publications via pdf/e-book or hard copy text.
- Greater use of Task Reports to be generated from Reporting to Parents.
- Formal feedback on new courses.

#### *Lower Secondary:*

- Consolidation and improvement of the courses now in use across years 7 to 10.
- Refinement of IEPs to suit students requiring (including provision of Moodle courses)
  - Support
  - Extension.

- Exposure to and discussion around NAPLAN type test questions for both Year 7 and Year 9 students.
- Greater student participation in Saba and Moodle.
- Access to quality support materials from commercial publishers and free sources.
- Provision of standard curriculum across Year 7 to 10 with ranking of students in the same year group.
- Formal feedback on new courses.

#### *OLNA*

Preparation for the Online Literacy and Numeracy Assessment (OLNA) for Year 10 and Year 11 students yet to qualify. Students will be directed to an OLNA section within their Moodle Courses and teachers will use Saba lessons to discuss strategies with answering multiple choice non-calculator questions.

## SCIENCE

In 2014 the Science Learning Area enrolled 831 students. The majority of these students were school based enrolments. By the end of the year 533 students were still enrolled and 298 had withdrawn. The Science Learning Area commenced the year with 9.4 teaching FTE and 0.4 Laboratory Technician FTE. Additional teachers were employed during the year resulting in 10.0 teaching at the conclusion of the school year. There were a number of staff changes in 2014:

- Julie Weber returned to the Science Learning Area in the role of Head of Science
- Leonie Wilson took leave for 2014
- Darrel Rowbottam took leave before retiring mid-year
- Gerry Nolan became fulltime in Science. He taught 0.8 and took Long Service Leave 0.2
- Ian Wallace commenced the year 0.6, which increased to 0.8 during the year
- James Marshall returned to Science from Learning Support full time
- Natalie Cooper, replaced teachers on long service leave and picked up a 0.2 teaching load in Term Four before increasing to full time to replace a teacher on sick leave

- Wilhelmina Dadour commenced teaching 0.2 in Term Four relieving a staff member who was on sick leave
- During the year science teachers took approximately 170 days of Long Service Leave to reduce their leave liability.

### **The key priorities for 2014:**

#### *Senior Secondary*

1. Incorporate exam type questions for practise, revision and course specific exam techniques into senior secondary Stage 2 and 3 course lessons
2. Preparation of teaching and learning programs for the new Year 11 WACE courses to be offered in 2015.

#### *Lower Secondary*

1. Preparation of teaching and learning programs for Year 7 for 2015.
2. Review and refinement of Year 8-10 teaching and learning programs.
3. Increasing the submission rate of lower secondary tasks to endeavour to reduce the number of E grades awarded due to lack of work submission.

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 updating lower secondary courses.

During the year lower secondary teams reflected on course materials and made adjustments ready for 2015.

Once WACE course documents were available senior secondary teams prepared Year 11 teaching and learning programs, assessment and course materials in preparation for 2015.

### **Teaching and Learning**

#### *Senior Secondary*

In 2014 a wide range of courses were offered to senior school students (Table 1). There were 344 students who completed senior secondary courses, with 82 students withdrawing during the year.

**Table 1: The number of students studying science courses Semester Two 2014**

Course	Stage 1	Stage 2	Stage 3
Biological Sciences	6	35	24
Chemistry	N/A	34	21
Earth & Environmental Science	5	N/A	N/A
Human Biological Science	10	43	15
Integrated Science	2	N/A	N/A
Physics	N/A	33	21
Chevron PCiE- endorsed course	10		

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 Department of Education (DoE) schools 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, Human Biological Science, 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.

It was notable that 36% of the Biology students, 40% of the Chemistry students, 45% of the Human Biology Students and 36% of the Physics students, used their Science subjects offered as their 1<sup>st</sup> or 2<sup>nd</sup> best score in the calculation of their ATAR score.

Overall, the results of the Year 12 Science courses were impressive due to the teaching/learning strategies that staff implemented with their students. The whole school literacy approach further supported this

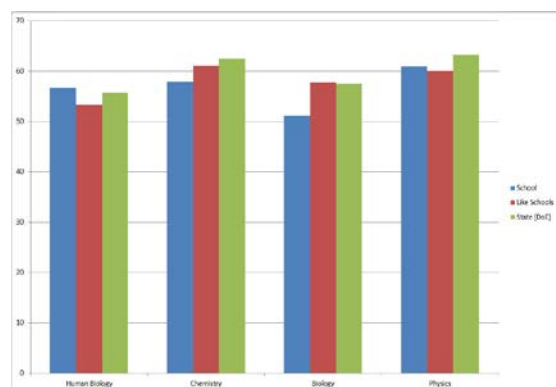
with staff actively using the explicit teaching of scientific literacy skills in their Saba lessons and Moodle classrooms. This supported students in their learning of difficult scientific concepts which translated to positive results in their exams. This was evident in the improvement shown particularly in the Stage 3 Physics results. In 2013, the differential of Physics as compared to student performance in other courses was -9.0. This was reduced to -3.5 in 2014.

**Table 2: WACE Moderation differences in 2014.**

Course	Number students*	SIDE	DoE	Like schools
BIO - Stage 3	18	-6.9	-5.3	-5.7
CHE - Stage 3	20	-8.2	-6.0	-5.9
HBS - Stage 3	15	-3.9	-4.0	-5.2
PHY - Stage 3	20	-4.8	-3.0	-4.4

\* number of students sitting WACE exam

	School	Like Schools	State (DoE)
Human Biology	56.7	53.3	55.8
Chemistry	57.9	61.1	62.5
Biology	51.2	57.8	57.6
Physics	61.0	60.0	63.3



### Lower Secondary

In Semester Two 2014 there were 285 students enrolled at SIDE in Years 8 -10, with about 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
2014	64	100	88

**Table 4: Science grades**

#### a) Year 8

	GRADE					
	NA	E	D	C	B	A
School	2% (1)	17% (11)	11% (7)	17% (11)	26.5% (17)	26.5% (17)
Like School	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
DoE	2.3% (107)	6.2% (286)	15.9% (730)	28.2% (1295)	24.6% (1131)	22.8% (1049)

#### b) Year 9

	GRADE					
	NA	E	D	C	B	A
School	1% (1)	11% (11)	10% (10)	27% (27)	24% (24)	27% (27)
Like School	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
DoE	5.9% (307)	7.8% (407)	17.6% (912)	28.9% (1501)	19.8% (1029)	19.9% (1033)

#### c) Year 10

	GRADE					
	NA	E	D	C	B	A
School	5% (4)	16% (14)	17% (15)	27% (24)	19% (17)	16% (14)
Like School	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
DoE	5.5% (304)	8.1% (449)	15.6% (865)	30% (1661)	20.4% (1127)	20.4% (1127)

The above data indicates there are a higher number of E grade students within the Science learning area when compared to the rest of the state. The majority of students who achieved an E grade have attendance concerns or do so because they fail to submit the required tasks. Teachers have been following the SIDE Lower Secondary Assessment policy rigorously recording a mark of zero for

students who don't meet the required deadlines. Consideration is given to students with special circumstances, on Individual Education Plans or negotiate due dates with their teacher.

### Staffing Highlights for 2014

- Alex Berentzen was accepted to attend the National Science Teachers' Summer School held in Canberra in January 2015. He is currently enrolled in a Master of Science (Science and Mathematics Education) at Curtin University and was on the organising committee for the state conference of the WA Science Teachers' Association.
- Julie Clark - a member of the School Curriculum and Standards Authority Curriculum and Assessment Committee for Human Biology.
- Natalie Cooper - an Independent Review for the Stage 3 Biological Sciences WACE Exam, a team leader for the marking of Stage 3 Biological Sciences WACE Exam, and was on the School Curriculum and Standards Authority Standards Setting Panel for Biology Stage 3. Natalie was also a member of the School Curriculum and Standards Authority Curriculum and Assessment Committee for Biology
- Diana Tomazos - on the organising committee for the state conference of the WA Science Teachers' Association.
- Julie Weber - a member of the WA Science Teachers' Association (STAWA) Council and Chair of the Science Talent Search. She was also a member of the Science ASSIST Online Teacher Expert Group and a member of the ABC Science Reference Group.
- Science teachers participated in regional visits, school visits, student visits to SIDE.

### Focus areas for 2015

#### *Senior Secondary*

1. Continue to incorporate exam type questions for practise, revision and course specific exam techniques into senior secondary ATAR Year 11 and Stage 3 course lessons.

2. Preparation of teaching and learning programs for the new Year 12 WACE courses being offered in 2016.
3. Investigating different teaching strategies to improve results of the tail-end students particularly in external exams.

#### *Lower Secondary*

1. Review of teaching and learning programs for Year 7 students to be implemented in 2015.
2. Ongoing review and refinement of Year 8-10 teaching and learning programs.
3. Continue to communicate with students, parents and SIDE supervisors to increase the rate of student submission of lower secondary tasks with the aim of improving grades awarded.
4. Continue to regularly monitor student attendance as per SIDE policy to identify SAER students and to ensure early intervention and improve student learning and grades awarded.



## HUMANITIES AND SOCIAL SCIENCES

In 2014 the Society and Environment Department expanded to encompass the subjects of Accounting and Finance, Business Management and Enterprise and the vocational certificates of Business and Financial Services. The newly formed department became the Humanities and Social Sciences Department (HaSS) with two staff members migrating from the Technology and Enterprise Department.

The year began with 358 students enrolled in HaSS courses. The teacher allocation was 6.6 full-time equivalent (FTE) distributed between nine teachers. By August the student numbers had grown to 497 taught by 8.6 FTE distributed between eleven teachers.

The development of course material employed the energies and expertise of our HaSS



teachers throughout 2014 with all staff being required to contribute. The development of Moodle courses also required considerable time and effort.

Key priorities were:

#### *Lower Secondary (LS)*

- Development of all support materials for 7HaSS Ancient History.
- Writing all Geography courses for Years 7 to 10.
- Improving staff course development capabilities to meet the learning needs of LS students.
- Integrating Economics & Business Studies and Civics & Citizenship into the Year 7 to 10 program.
- Developing better assessment practices.
- Creating more easily navigable Moodle Courses with assessment tables on the front with hyperlinks to assessment tasks for easy upload.

#### *Senior Secondary (SS)*

- Creating pathways to meet the needs of all students while transitioning to the new WACE.
- Developing course materials for General and ATAR streams for three General Courses and five ATAR Courses.
- Developing new courses that reflected the new flavour of the SCSA interpretation of the Australian Curriculum.
- Quality assurance of course development and Moodle classroom design.
- Working alongside teachers to support their various needs.

### **Teaching and Learning**

#### *Lower Secondary (LS)*

The Australian Curriculum History and Geography was delivered to all students in Years 8 to 10 at SIDE. Course materials developed in 2013 were reviewed, modified and improved throughout the year.

The integration of Economics & Business Studies was presented as two units of study; Consumer Smarts in Year 9 and The Sharemarket in Year 10. These modules

worked well and developed a lot of interest amongst students.

Civics & Citizenship was also introduced through the Year 8 Humanities program with the Local Area Study and the Research Project run in conjunction with the Resources Centre team.

All LS Course materials are delivered through Moodle with a shift away from the reliance on print materials. Print materials were also available to students who have limited or unreliable access to the internet. Teachers have created new courses in Moodle2 for all LS materials. There has also been an emphasis on creating more easily navigable Moodle courses.

All teachers are working well in Saba and two lessons are often being offered to students each week wherever practicable.

#### *Senior Secondary*

The expansion of the range of subjects being offered in this department has required careful consideration of pathways. Three General Course offerings will be available in 2015; Business Management and Enterprise, Geography and Modern History. Five ATAR Course options will be offered; Accounting and Finance, Economics, Geography, Modern History and Politics and Law. Additionally there will be Certificates in Business Services and Financial Services to Certificate II level.

Throughout 2014 considerable effort was put into creating these courses for delivery in 2015 to Year 11 students.

### **WACE Results**

Senior student numbers were lower than those for 2013 across the five subjects that are currently taught in HaSS; Accounting and Finance, Economics, Geography, Modern History and Politics and Law.

#### **2014 Results: Year 12**

Course	No. of Students	Correlation School Score-Exam Score	Mean School Score-Exam Adjustment



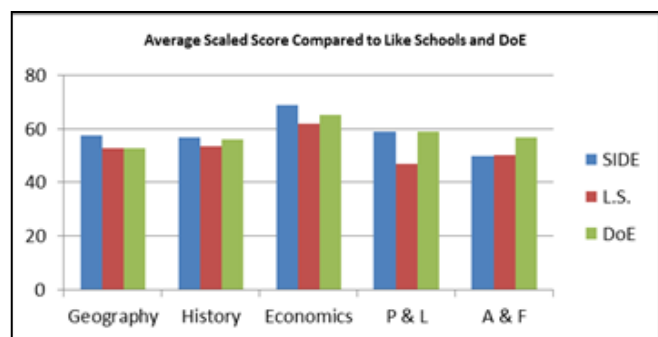
<b>3XACF</b>	7	0.94	-2.61
<b>3XECO</b>	3	N/A	-4.0
<b>3XGEO</b>	12	0.74	-1.20
<b>3XHIM</b>	19	0.92	-0.22
<b>3XPAL</b>	6	0.99	+4.02

NB: A correlation of 0.8 or greater is desirable for HaSS subjects. This data clearly indicates teachers are well skilled in terms of alignment of examination and school marks, and minimising potential for negative moderation processes, with maximal benefit to students.

#### Overall Course Performance 2012-14 (Average final scaled scores)

Subject	2012	2013	2014
<b>3XACF</b>	50.7	41.8	49.9
<b>3XECO</b>	56.0	52.3	68.6
<b>3XGEO</b>	53.4	50.4	57.6
<b>3XHIM</b>	51.5	56.8	56.6
<b>3XPAL</b>	55.2	57.9	59.1

The improvement in overall course performance from 2013 to 2014 can be attributed to the excellent work from the teachers of these courses.



Note should also be made of the exceptional efforts by two SIDE Geography teachers; Beverley Meneghello and Adele Clarke. They willingly took on 15 students from Eastern Goldfields College in the latter part of the

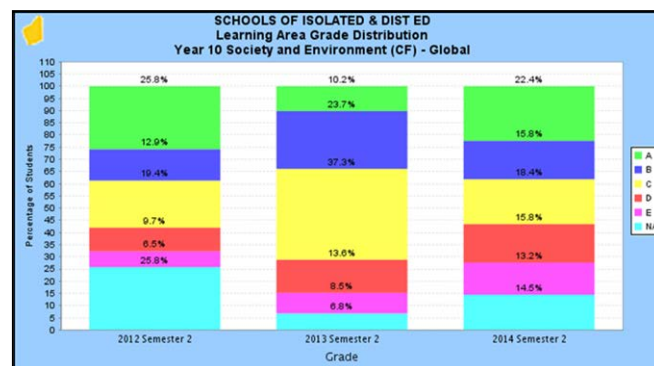
academic year and carried these students through to a high level of performance. These students attained an Average Final Scaled Score of 53.1 with a correlation mean school score-exam adjustment of -2.7 and a correlation between school and exam score of 0.76. The scores for these students were not included in the analysis of SIDE scores.

#### LS Result Analysis from SAIS Data

Some positive impacts as a learning area were experienced in S & E in 2014:

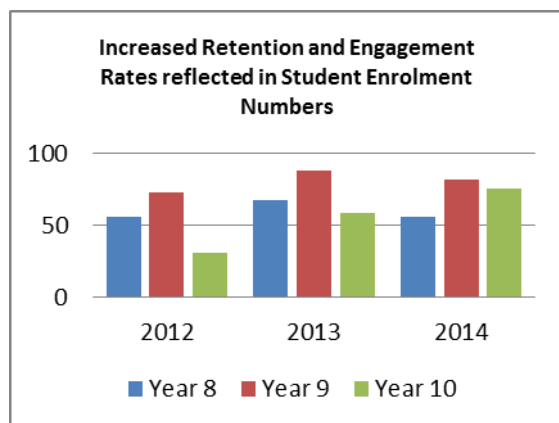
- a significant increase in the number of students attaining an 'A' grade. (eg see graph Year 10 below)
- the retention of students in our courses and in particular those who were under-achieving.

An analysis of the Year 10 student grade distribution over three years illustrates the result of improvements in the validity and reliability of assessments. The data also reflects improvements in academic rigour across the HaSS learning area, with students - particularly those who are more capable - given clear and high expectations with respect to effort and achievement.



Of concern is the number of students receiving less than a 'C' Grade. This is mainly due to a change in assessment policy. Students who have not submitted a piece of work, and were able to, now receive zero for that task and not an average of their other marks. This, according to the evidence, has contributed to a higher level of engagement overall and marks that reflect effort as well as ability.

The number of students enrolled in S&E at SIDE in Years 8 to 10 has increased from 2012 to 2014 (see graph below). There was an overall increase of 34% which has been sustained for 2013 and 2014. The greater retention and engagement rates correspond to the introduction of new course materials.



### Focus for 2015

Again the focus for 2015 will be upon course development and improved outcomes for all students irrespective of circumstances. Strategic goals for the HaSS Department will include:

- Further development of resources to support the intent of the Australian Curriculum objectives. This includes improving general capabilities of literacy, numeracy and ICT.
- Further development of SCSA materials and work on subject committees to meet the needs of ongoing curriculum design and improvement.
- Further develop the capability of the HaSS team to meet the needs of students.

### Staffing

Staffing priorities will focus upon three staff who are new to the department. We welcome Simon Bourke teaching Politics and Law who is replacing Lindy Precious, Caroline O'Sullivan teaching Economics and a new graduate Caitlin Thomson who is teaching History and Year 9 HaSS.

The teachers of the HaSS Department are to be congratulated for their dedication to the continuous improvement of their teaching and the learning achievements of our students.

## TECHNOLOGIES

This year, minor structural changes to learning areas at SIDE resulted in some staffing adjustments to the profile of the Technologies Learning Area. These changes aligned the subject disciplines to that of the Australian Curriculum and consisted of:

- Digital Technologies (IT) courses moving back into the Technologies Learning area. In 2014 there were 2.2 FTE teachers for these courses.
- Home Economics retained 1 FTE.
- Design and Technology staff remained the same (1.5FTE) including the Head of Learning Area.
- Business Education courses and staff moved to Humanities and Social Sciences Learning Area.

Senior student enrolments in 2014 were consistent with previous years. Photography, Automotive studies and Children Family and Community remained as popular upper school non ATAR subjects and Applied Information Technology enrolments were strong in both the Stage 2 and 3 ATAR courses.

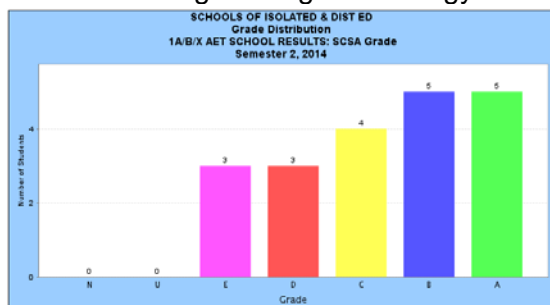
In lower school, Design & Technology and Home Economics enrolments were similar to the previous year. Information Technologies enrolments were very strong in lower school – there is a compulsory requirement for all new SIDE students and year 7 and 8 students to do the introductory IT unit. In Years 9 and 10 IT courses are optional.

### Design & Technology

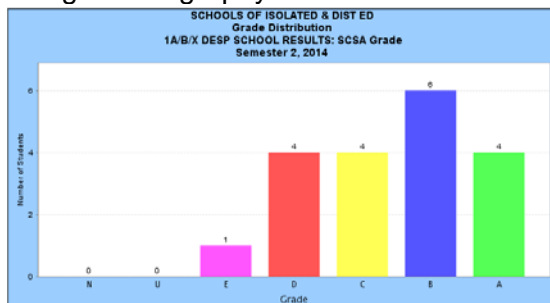
Upper school Design and Technology results were generally consistent with those attained in previous years.

The following graphs show Semester 2 student achievement and grade distributions for Automotive Engineering Technology, Design Photography, Design Technical Graphics and Materials Design and Technology Wood.

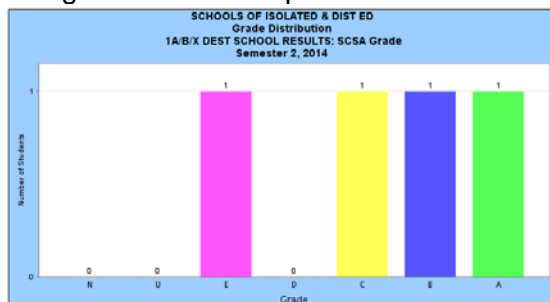
## Automotive Engineering Technology



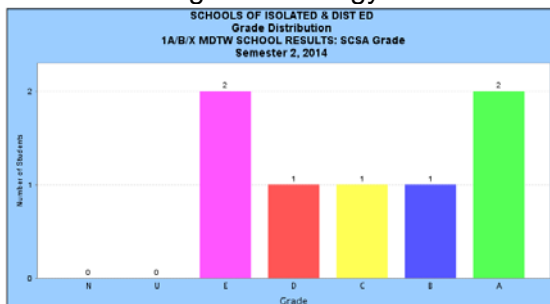
## Design Photography



## Design Technical Graphics



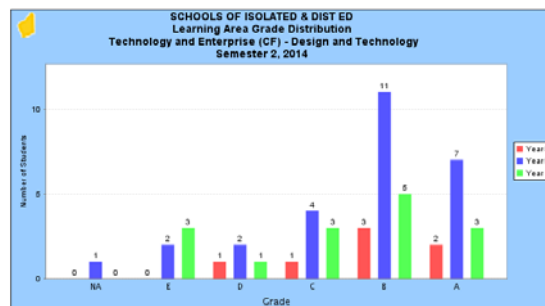
## Materials Design Technology Wood



During 2014, out of hours meeting time and the use of contract writers were used to develop teaching and learning materials for new WACE courses in Moodle for Year 11 D&T subjects for use in 2015. A similar process will be used in 2015 to develop a new Year 12 Automotive course to follow on from the very successful Year 11 Automotive course. In addition all existing Year 12 courses

will be reviewed and adapted to meet the new WACE requirements.

The lower school Design and Technology subjects of Wood Design, Electronics, Photography and Technical Graphics continued to be popular and successful for their respective cohorts in 2014. The combined grade distribution for all these subjects can be seen in the following graph.



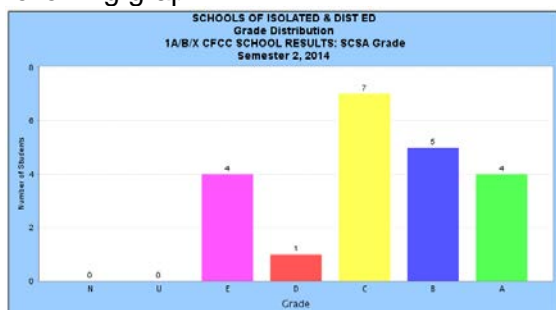
Moodle courses and online learning lessons were at an appropriate level for the students. Teachers regularly review and update teaching and learning materials to match the individual needs of students to ensure the best possible learning outcomes.

Students used a range of Computer Aided Design (CAD) programs across the different subjects. Students were able to transfer this knowledge and skills into other subjects and use a commercial laser cutter and CNC router in a number of projects. These are contemporary skills aligned to industry practices.

## Home Economics

Children, Family and the Community (CFC) Year 11 students were enthusiastic, participated well throughout the year achieving good results with five students achieving A grades and five achieving B grades. Positive feedback resulted in four students choosing to enrol into the Year 12 course as a result of their experience and career destinations. A number of students successfully completed the CFC Preliminary course with one student successfully completing CFC1B in Semester Two.

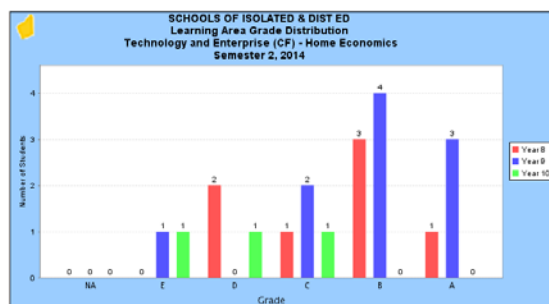
The grade distribution for CFC is shown in the following graph.



For 2015 the CFC Year 11 course has been updated to cater for the new General Units 1 and 2. The Year 12 General course will be developed in 2015 for introduction in 2016.

Food units continued to be the most popular and successful subjects in Years 9 and 10 although some students continue to choose Textiles and Childcare units.

A new Year 7 Home Economics course based on the Australian Curriculum was written and included both the Foods and Textiles content. This unit will be taught in Semester Two of 2015. The Year 8 course was modified to reflect more current practices in the subject. The combined grade distribution for all these subjects can be seen in the following graph.



## Digital Technologies

Stage 2 and 3 Applied Information Technology (AIT) initial student enrolments were sound most significantly in Stage 2 which had 27 students, although this group had a high rate of withdrawals with 18 completing the course. Stage 3 started with 17 students and was relatively stable with 14 students completing. Stage 3 results were very good with results above the state average as shown in the following table.

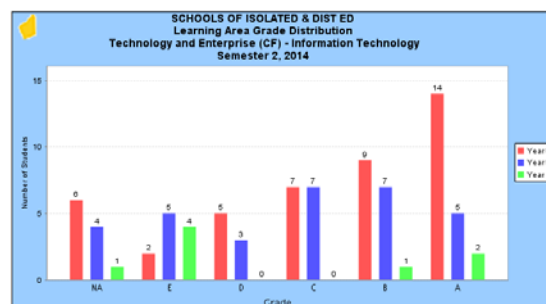
Stage 3 AIT	U	E	D	C	B	A
Class			7.1% (1)	42.9% (6)	28.6% (4)	21.4% (3)
Like Schools		12.5% (2)	25.0% (4)	31.2% (5)	12.5% (2)	18.8% (3)
DoE		1.5% (3)	8.5% (17)	48.3% (97)	25.9% (52)	15.9% (32)

Final Stage 2 grades comprised one A, six B's, nine C's and two E's with a mean mark of 65%. There were very low student enrolments in either AIT 1AB (5) or 1CD (3) courses.

Two new courses have been developed for Year 11 ATAR and General and will be introduced in 2015. The subsequent Year 12 course will be developed for 2016 implementation. It is planned that the Certificate II in Information, Digital Media and Technology will be developed in 2015 for 2016 introduction.

The compulsory lower school IT unit continues to be a valuable introduction to studying at SIDE with students gaining skills and knowledge that are utilised throughout their study program. In 2014 all Year 7 and 8 students studied Unit 1 with the majority of these students continuing on with Unit 2. A more advanced third unit was developed during Semester Two with a trial group of Year 9 students and this will be further developed, along with a fourth unit, in 2015. There are longer term plans to also have a lower school programming unit developed to cater for those students who wish to study more specialist coding techniques.

Lower school Information Technology grade distribution for Semester Two IT units is shown in the following graph.



## LEARNING SUPPORT

### Introduction

#### Staffing

At the start of 2014 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 2014 the team had expanded to 8.2 FTE teachers and 0.6 education assistant providing service to approximately 320 students.

#### Focus Areas for 2014:

- Curriculum is differentiated based on the educational needs of individual students, with the aim of students accessing mainstream curriculum as their understanding of key knowledge, skills and attributes are developed.
- Curriculum is designed and modified to enhance outcomes for Indigenous students, with a focus on literacy, numeracy and life skills.
- Curriculum takes into consideration the geographical location of the student so that the student's contexts are part of the individualised lessons in relevant learning areas.
- Teacher/student relationships are positive and effective.
- Teachers use effective online pedagogy and a range of instructional strategies so that quality teaching and learning resources are produced by teachers.
- Online teaching and learning occurs through carefully planned and individualised Saba lessons.
- Each student has a documented education plan. Students with Special Educational Needs (SEN) are reported in SEN Reports or through Reporting to Parents (RTP).
- Implementation of reflective teaching practices as per the Australian Institute for Teaching and School Leadership (AITSL).
- Inaugural year for trialling of Award Scheme Development and Accreditation Network (ASDAN) programs of study for

identified Learning Support/Education Support/ and re-engagement students.

### Teaching and learning

The Learning Support Team 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 online and collaborative instructional strategies to assist student learning.
- Teachers attended professional learning opportunities to further develop their knowledge and skills to develop effective teaching and learning programs. This included Understanding Dyslexia and Significant Difficulties in Reading, ASDAN and Preliminary Stage and Foundation Year 11 courses.
- Team members developed individualised Moodle Classrooms and engaged students in regular online activities.
- Teachers developed smart goals for students in order to support their students' achievement of goals.
- 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 development, reviewing and refining, and implementation of the Australian Curriculum Phase One learning area curriculum materials – English, Mathematics, Science and HaSS (History).
- Implementation of ICT General Capabilities and HaSS (Geography) strands of the Australian Curriculum.
- Continued development and implementation of Health curriculum materials.

- Continued development of curriculum materials and implementation of ASDAN Transition Challenge and selected ASDAN Towards Independence Modules.
- 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 Saba.
- Literacy and numeracy remained a priority in all learning areas.
- In preparation for 2015, continued development of curriculum materials for Preliminary stage English and Mathematics courses.
- Reviewing and refining curriculum materials for Foundation English and Mathematics courses that is currently being developed to meet the needs of students in Learning support.
- Continued development of Year 7 curriculum materials - English, Mathematics, Science, Health, HaSS and ICT.
- Team members engaged in PL in the area of developing documented plans and integrated the use of IEP's in their classroom practice.
- Some of the intervention strategies 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 SIDE student coordinators, parents/carers and partner school supervisors.
- Team members implemented SIDE Reporting and Assessment procedures effectively. This was completed through SEN planning within the Reporting to Parents data base.
- Teachers included the level of reasonable adjustment that was made to the teaching and learning program for students. This was trialled by some staff in the SEN Plan and will be incorporated into all SEN plans in 2015.

### **Achievement data**

Students engaged in NAPLAN, OLNA and ACER tests. In the ACER tests, students attempted the English Reading, Writing, Comprehension Test and the Numeracy Test. Results were used to support students and set goals for improvement in areas of need in literacy and numeracy.

### **Highlights of 2014**

Each team member demonstrated a commitment to their students that was highly commendable. The collaborative team environment ensured that teachers were engaged in case-management of students, shared successful teaching and learning strategies and engaged in highly effective reflective practices. This culminated in positive student outcomes, as evident in student engagement in Saba lessons, Moodle Classrooms and the re-engagement and retention of students in the teaching and learning programs.

### **Specific highlights included:**

- High levels of engagement by students in learning programs.
- All team members utilised Saba/Moodle/email/phone to make regular contact with students.
- Team members delivered teaching programs via Saba 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 documented plans and SEN reports that were used to monitor and report on student performance.
- Staff used Mathletics and Literacy Planet to support literacy and numeracy initiatives.
- 5 students had 8 ASDAN modules sent in for moderation. They all passed and the



external moderators commended the students and SIDE's learning support staff on the very professional way in which the portfolios were presented. This is an achievement as the entire course is developed and delivered in an online medium.

- Some students have successfully moved on from Learning Support to mainstream schools or mainstream programs at SIDE.
- We had one staff member, Susan Taylor, achieve her Level 3 Classroom Teacher status.

### **Focus Areas for 2015**

Areas that the Learning Support Team will focus on in 2015 are:

#### ***Lower Secondary***

- Carefully monitoring and making adjustments wherever necessary, as the Year 7 students transition to secondary school.
- Ongoing development and implementation of the ASDAN program.
- Ongoing development of high quality Moodle resources in all learning areas.
- Continued implementation and reporting of the Australian Curriculum Phase One learning area curriculum materials – English, Mathematics, Science and History.
- Implementation of ICT General Capabilities, Health and Physical Education 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.
- Ensuring staff have attended relevant professional learning to support the teaching learning program eg. Understanding Dyslexia and Significant Difficulties in Reading and Understanding Autism Spectrum Disorders.

#### ***Senior Secondary school:***

- Ongoing development and implementation of ASDAN programs of study for suitable Learning Support students.
- Implementation of Preliminary courses for English, Maths and Visual Arts.
- Implementation of Foundation courses for English and Maths.
- Working closely with students to ensure they meet OLNA requirements so that they can attempt courses commensurate with their ability.
- Work with Student Services and develop suitable pathways for senior school students.
- Greater collaborative student participation in Saba Classroom lessons.
- Greater student participation in Moodle courses.
- Access quality support materials to support teaching/learning program.
- Ongoing collaboration with 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.
- Ensuring staff have attended relevant professional learning to support the teaching and learning program eg. Understanding Dyslexia and Significant Difficulties in Reading and Understanding Autism Spectrum Disorders.



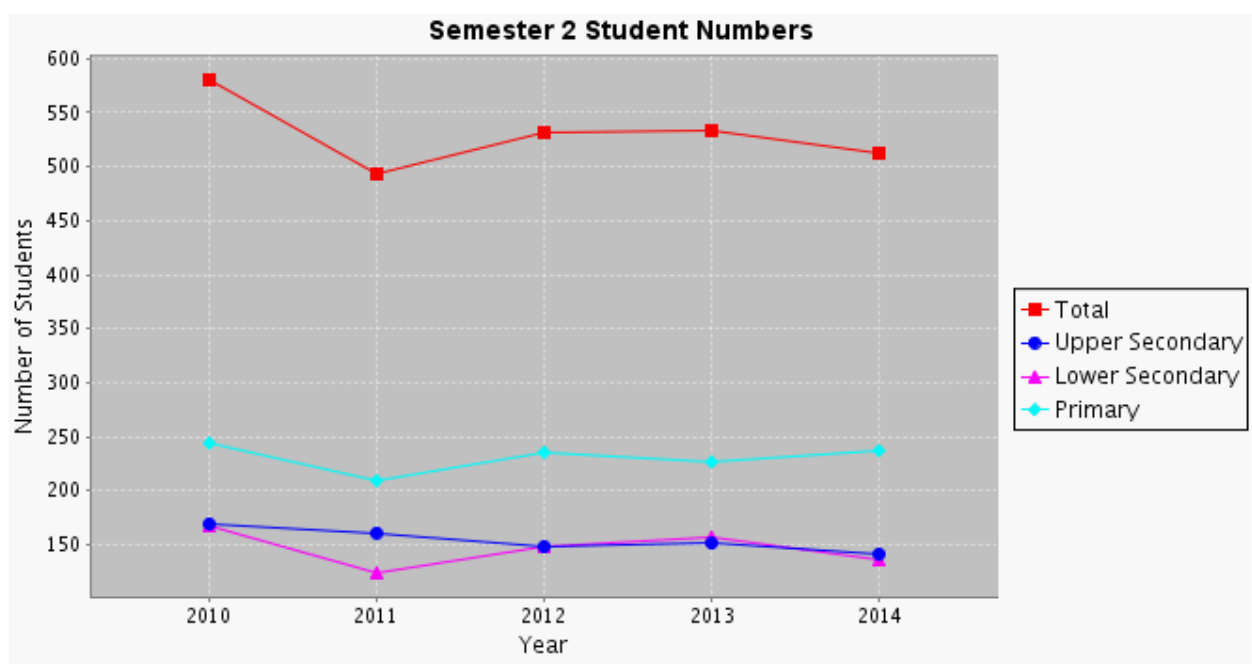
## SECTION 3 STUDENT PARTICIPATION AND ACHIEVEMENT

### STUDENT PARTICIPATION

Apparent retention and progression rates – secondary area:

	Years 8-10	Years 8-12	Years 10-12	Years 10-11	Years 11-12
2012	155%	156%	75%	148%	59%
2013	169%	191%	136%	149%	91%
2014	150%	169%	109%	139%	73%

### Student Numbers – Trends for Primary and Secondary for Current Roll Students



Semester 2	2010	2011	2012	2013	2014
Primary (Excluding Kin)	244	209	236	226	237
Lower Secondary	168	124	148	156	135
Upper Secondary	169	161	148	151	141
Total	581	494	532	533	513

## YEAR 12 ACHIEVEMENT

Code	Course	A	B	C	D	E	U	Total Grades	No Grade	Grade Average	
ACF	Accounting and Finance	4	2	6	2	4	0	18	0	3.00	
AIT	Applied Information Technology	8	8	13	2	1	0	32	0	3.62	
AET	Automotive Engineering and Technology	5	1	3	1	0	0	10	0	4.00	
BIO	Biological Sciences	10	10	24	2	4	0	50	0	3.40	
BME	Business Management and Enterprise	1	0	1	0	0	0	2	0	4.00	
CAE	Career and Enterprise	5	4	8	1	0	0	18	0	3.72	
CHE	Chemistry	10	0	22	8	0	0	40	0	3.30	
CFC	Children, Family and Community	0	1	7	2	5	0	15	1	2.27	
DES	Design	5	7	6	2	0	0	20	0	3.75	
EES	Earth and Environmental Science	1	2	1	0	0	0	4	0	4.00	
ECO	Economics	3	4	2	0	0	0	9	0	4.11	
ENG	English	21	22	55	3	1	0	102	4	3.58	
FRE	French	4	3	0	0	0	0	7	0	4.57	
GEO	Geography	5	16	21	1	0	0	43	0	3.58	
HEA	Health Studies	8	12	23	6	3	0	52	0	3.31	
HBS	Human Biological Science	5	9	19	6	0	0	39	0	3.33	
IBS	Indonesian: Background Speakers	0	2	0	0	0	0	2	0	4.00	
ISC	Integrated Science	3	1	0	0	0	0	4	0	4.75	
ITA	Italian	4	8	6	0	0	0	18	0	3.89	
JSL	Japanese : Second Language	0	2	2	0	0	0	4	0	3.50	
LIT	Literature	4	8	6	0	0	0	18	0	3.89	
MDT	Materials, Design and Technology	2	1	1	0	0	0	4	0	4.25	
MAT	Mathematics	35	31	64	37	9	0	176	4	3.26	
MAS	Mathematics Specialist	4	6	8	2	0	0	20	0	3.60	
MPA	Media Production and Analysis	2	1	2	0	0	0	5	0	4.00	
HIM	Modern History	2	8	24	8	0	0	42	0	3.10	
PHY	Physics	8	8	10	14	0	0	40	0	3.25	
PAL	Politics and Law	2	0	2	8	0	0	12	0	2.67	
VAR	Visual Arts	3	11	10	7	0	0	31	2	3.32	
WPL	Workplace Learning	0	0	2	0	0	0	2	0	3.00	
<b>Totals</b>		164	188	348	112	27	0	839	11	3.42	
<b>Percentage</b>		19.5	22.4	41.5	13.3	3.2	0.0				

## WACE DATA 2014

### 1. Students achieving WACE

Year	Eligible Year 12 Students	Percentage achieving WACE
2010	29	79
2011	28	93
2012	24	71
2013	34	94
2014	18	100

### 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
2014	12	5	41

### 3. Year 12 Participation

Year	Eligible Year 12 students	Number acquiring an ATAR		VET – Number of students	VET – Number of students completing a Cert I	VET – Number of students completing a Cert II or higher		Total Qualification Attainment (All Qual Levels I - IV)
2011	28	25	89%	46	14	18	40%	70%
2012	24	20	83%	57	18	9	16%	47%
2013	34	14	41%	69	27	17	25%	64%
2014	18	11	61%	24	6	15	62%	88%

### 4. Year 12 Destinations Survey

Deferred Study/Training	2.1%	Return to School	0
University	33.3%	RAGE	0
Apprentice/Traineeship	14.6%	TAFE	33.3%
Employment	4.2%	Employment Assistance	12.5%
Other	0		0

## SECTION 4 SCHOOL MANAGEMENT

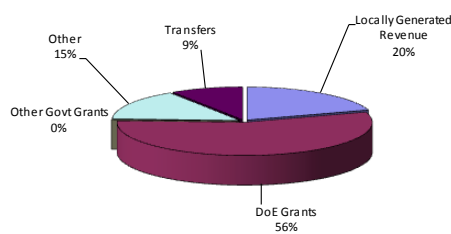
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### Schools of Isolated & Distance Education

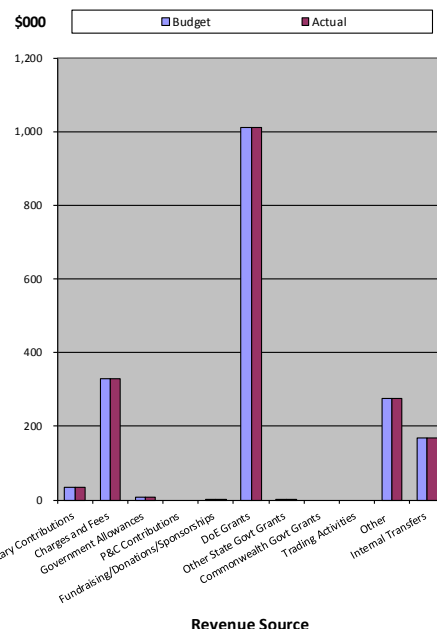
Financial Summary as at  
31 December 2014

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 35,197.00	\$ 35,197.25
2	Charges and Fees	\$ 330,306.00	\$ 330,306.69
3	Government Allowances	\$ 6,345.00	\$ 6,345.00
4	P&C Contributions	\$ -	\$ -
5	Fundraising/Donations/Sponsorships	\$ 118.00	\$ 117.70
6	DoE Grants	\$ 1,011,392.00	\$ 1,011,392.22
7	Other State Govt Grants	\$ 683.00	\$ 682.73
8	Commonwealth Govt Grants	\$ -	\$ -
9	Trading Activities	\$ -	\$ -
10	Other	\$ 274,781.81	\$ 274,783.05
11	Internal Transfers	\$ 168,105.00	\$ 168,105.00
	<b>Total</b>	<b>\$ 1,826,927.81</b>	<b>\$ 1,826,929.64</b>
	<b>Opening Balance</b>	<b>\$ 744,043.00</b>	<b>\$ 744,042.61</b>
	<b>Total Funds Available</b>	<b>\$ 2,570,970.81</b>	<b>\$ 2,570,972.25</b>

Current Year Actual Revenue Sources

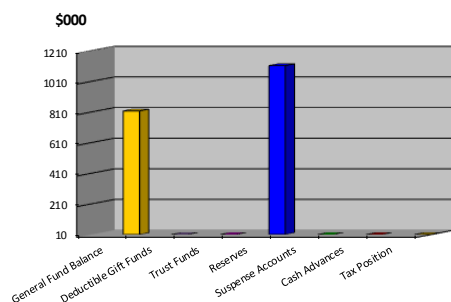


Revenue - Budget vs Actual

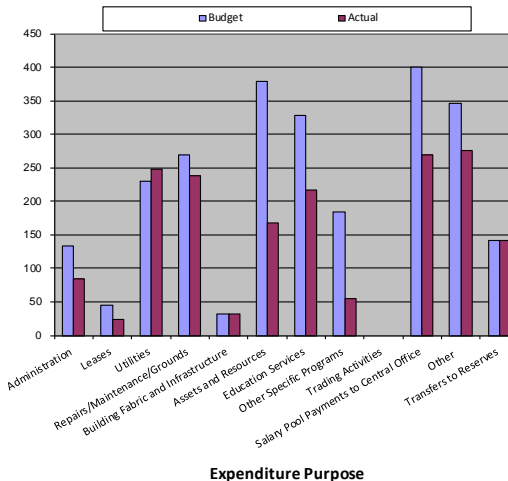


	Expenditure	Budget	Actual
1	Administration	\$ 132,890.93	\$ 84,779.22
2	Leases	\$ 45,000.00	\$ 24,064.36
3	Utilities	\$ 229,916.00	\$ 247,498.46
4	Repairs/Maintenance/Grounds	\$ 269,635.44	\$ 237,733.81
5	Building Fabric and Infrastructure	\$ 31,315.00	\$ 32,646.02
6	Assets and Resources	\$ 378,448.00	\$ 167,493.40
7	Education Services	\$ 327,885.47	\$ 217,443.31
8	Other Specific Programs	\$ 184,179.00	\$ 54,549.88
9	Trading Activities	\$ -	\$ -
10	Salary Pool Payments to Central Office	\$ 400,060.00	\$ 270,000.00
11	Other	\$ 346,751.91	\$ 274,980.82
12	Transfers to Reserves	\$ 142,271.18	\$ 142,271.00
	<b>Total</b>	<b>\$ 2,488,352.93</b>	<b>\$ 1,753,460.28</b>

Cash Position



Expenditure - Budget vs Actual



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 1,923,130.04</b>
Made up of:	-
1 General Fund Balance	\$ 817,511.97
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Reserves	\$ 1,113,083.58
5 Suspense Accounts	\$ 472.49
6 Cash Advances	\$ 780.00
7 Tax Position	\$ 7,158.00
<b>Total Bank Balance</b>	<b>\$ 1,923,130.04</b>

### Staff Attendance

	2012	2013	2014
Teaching Staff	96%	96%	90%
School Support Staff	95%	95%	90%
All school staff	96%	96%	90%

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 2014. SIDE then employs a number of teaching staff on a fixed term basis as the need arises according to enrolment demands.

It should be noted the lower attendance rate for 2014 can be attributed to the number of staff both teaching and support staff who were required to take LSL during the year.

	2013	2014
Total base Teaching staff numbers	119	108
Permanent staff retained from previous year	98%	75.65%
New permanent teaching staff	1	3
Staff retention rate 2014 - 2015	100%	97%
Number of Retirements		5

### Teacher Qualifications

All teachers employed at SIDE meet the professional requirements to teach in WA schools and all are registered with the Teachers Registration Board of WA.

### Staff Attending Professional learning

	2013	2014
Number of Teachers and Support Staff	130	149
Total professional learning expenditure	\$27,780	\$38,402

### Student Attendance

At SIDE, attendance for home-based students is documented by:

- Student participation in online Saba 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 2014 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 (Saba) 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.

### Home Based Student Numbers

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

	2010	2011	2012	2013	2014
Primary (Excluding Kindy)	244	209	236	226	245
Lower Secondary	168	124	148	156	135
Senior Secondary	169	161	148	151	141
Total	581	494	532	533	513

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

The National School Opinion Surveys are a Federal requirement implemented in 2014.

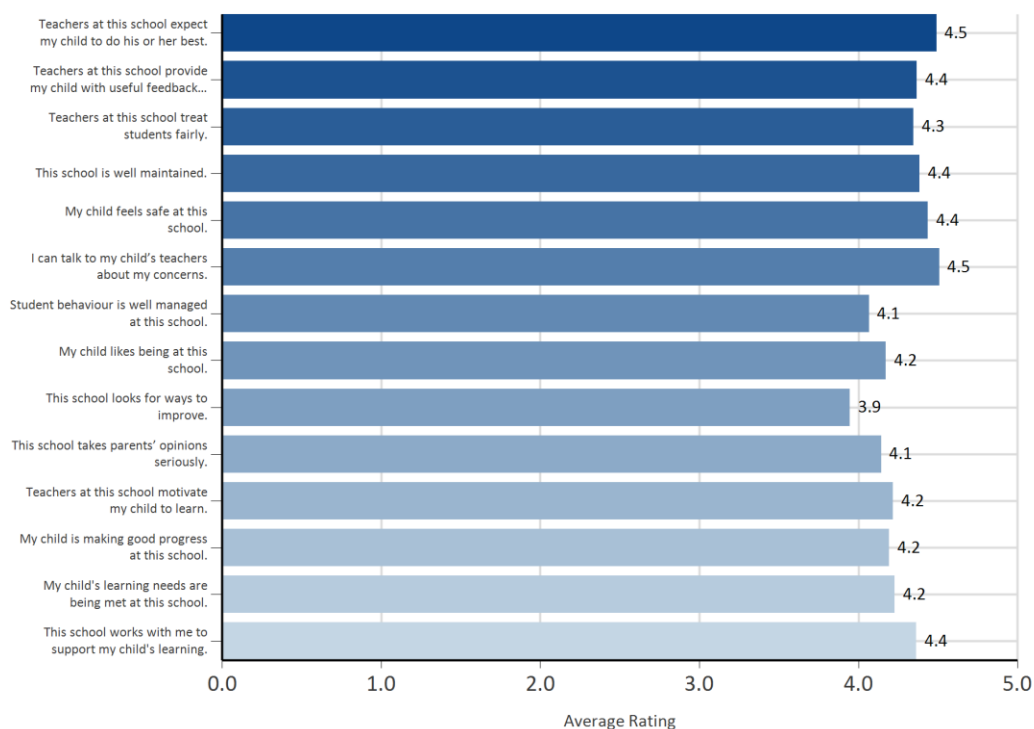
## PARENT SURVEY

### Introduction

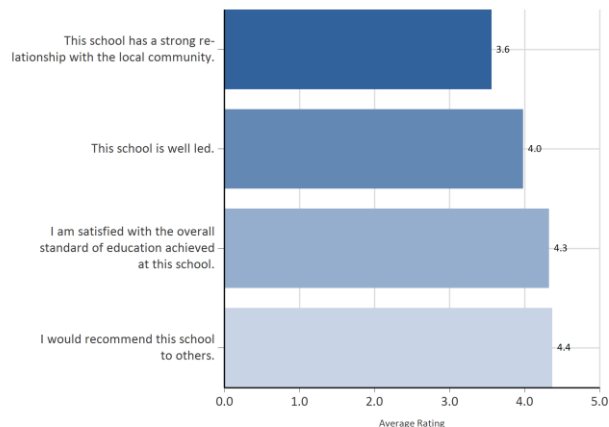
The parent survey was sent to parents/caregivers of all SIDE home-based students in September 2014. 58 people responded. Respondents were asked to rate using the following scale.

Strongly agree	5	Disagree	2
Agree	4	Strongly disagree	1
Neither agree or disagree	3		

The questions and results are below.



Parents were also asked to rate, using the same scale as above, four additional questions.



The survey also asked parents to write *'The one aspect I like most about SIDE is?'*

- The majority of the positive responses related to program flexibility, the relationships the teachers had with their students, the excellent teacher feedback, and good communication.

The responses to the question *'The one aspect I would like to see SIDE improve is?'*

- Parents commented the need for conformity in course design in some areas within Moodle and ongoing parent access to student results in the secondary years.

2015 school planning has taken into account parent feedback in addressing some of the issues.

## STAFF SURVEY

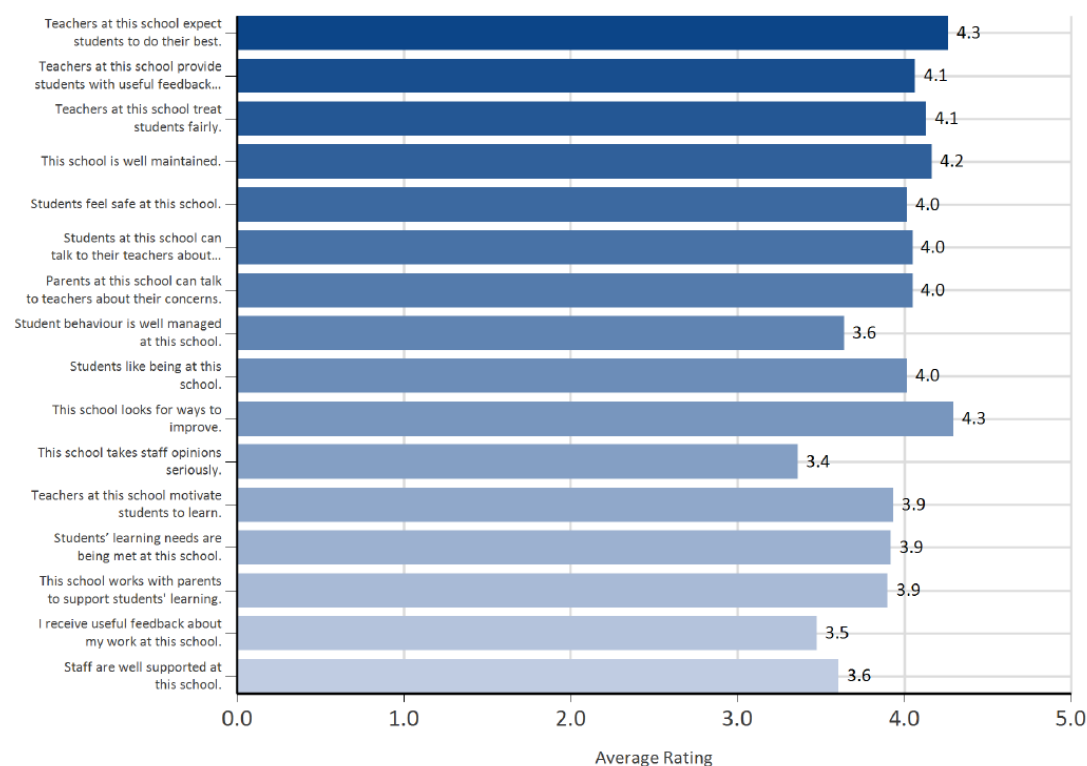
The survey of staff occurred during Term 3 2014.

### Snapshot of respondents:

- 67 staff responded
- 69% were full time, 31% part time
- 72% were permanent employees, 26% fixed term employees and 2% casual employees.
- 75% Female, 25% Male
- 15% held leadership positions, 85% did not
- 75% of respondents held teaching positions.

## Responses

### 1. National staff questions





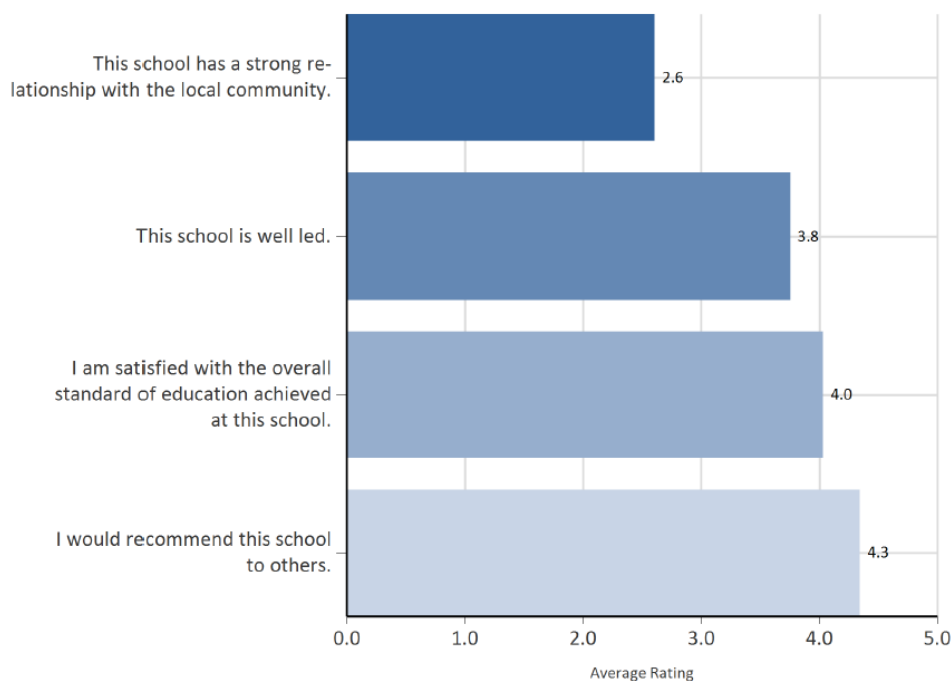
## Analysis

- Above average responses in all areas, with staff self-evaluating their work highly
- The lowest ratings were for student behaviour, staff opinions and staff receiving useful feedback and support.

## Areas to be addressed:

- Investigate the specific areas of student behaviour that need to be addressed
- Provide greater opportunities for staff to share views and opinions
- Increase the level of useful feedback to staff about their work
- Investigate the level of support to staff at this school.

## 2. WA Public Schools - Staff Survey Items



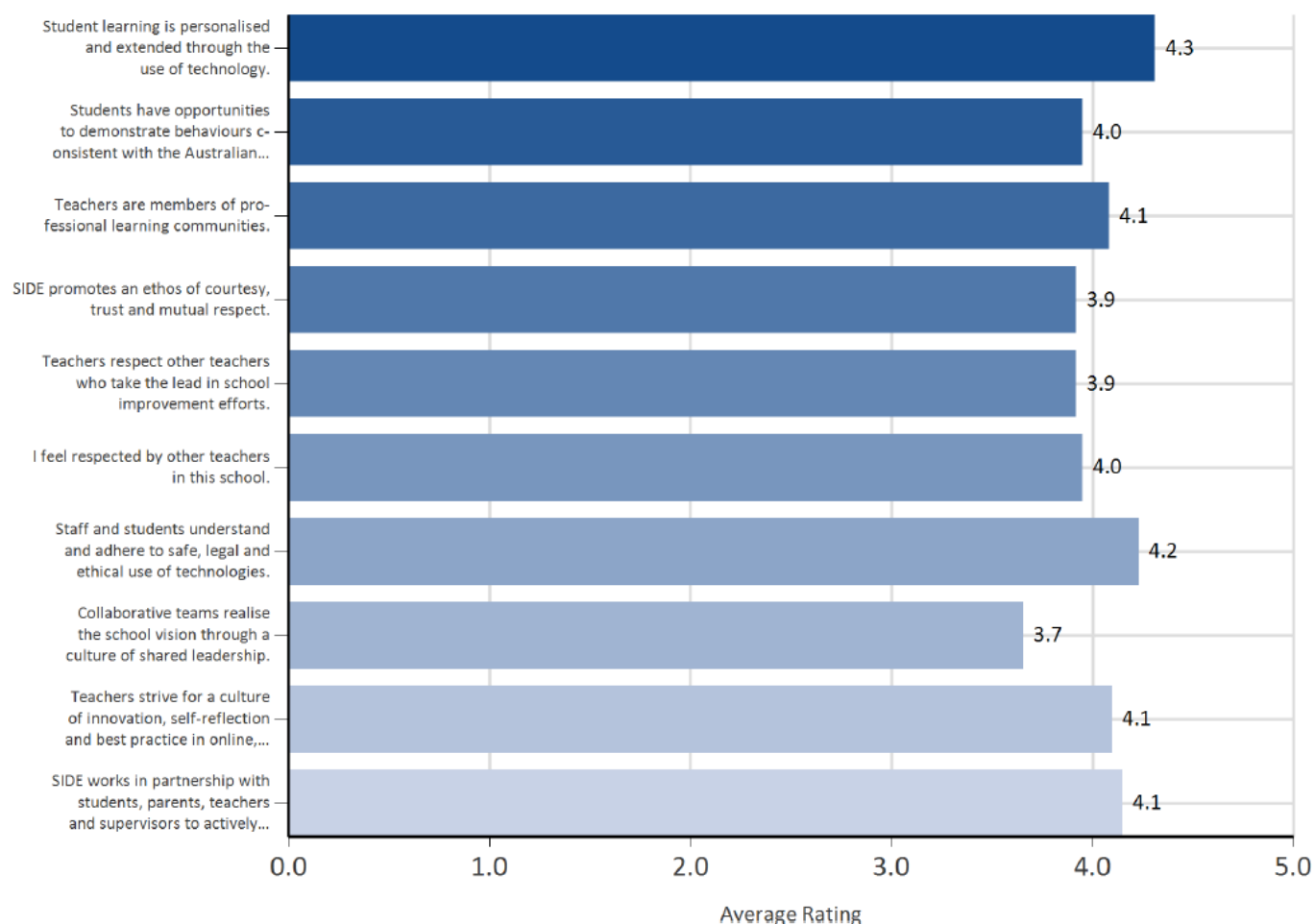
## Analysis

- Unsurprisingly for a distance education school, local community connection receives only an average rating.
- Staff report satisfaction with the leadership and educational standards of the school with a strong majority of staff recommending SIDE to others.

## Area to be addressed:

- Level of connection with school community.

### 3. SIDE questions linked to local school priorities



- Responses to question linked to SIDE priorities were positive.

#### Area to be addressed:

- Continue to develop the use of collaborative teams across the school.

#### Use of National School Opinion Survey data

The data was made available to all staff at the school development day held at the start of Term 4. The data was analysed by teachers and administrators with the purpose of celebrating success and identify priorities for the 2015.

## STUDENT SURVEY

Current roll students in Years 5 -12 were requested to complete the online survey.

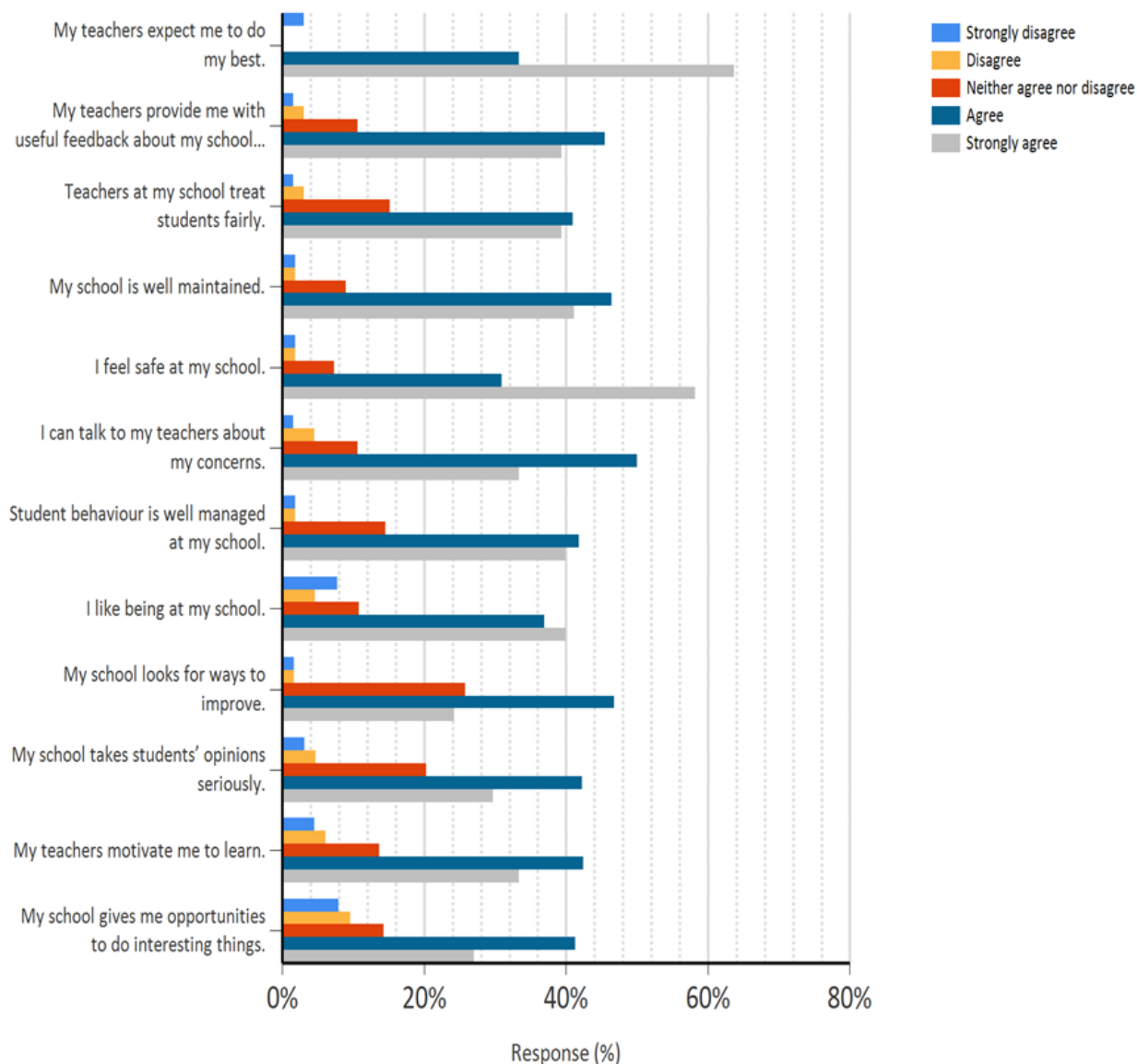
The information provided will help us to achieve our goal of making this school the best it can be for our students.

There were three sections to the survey:

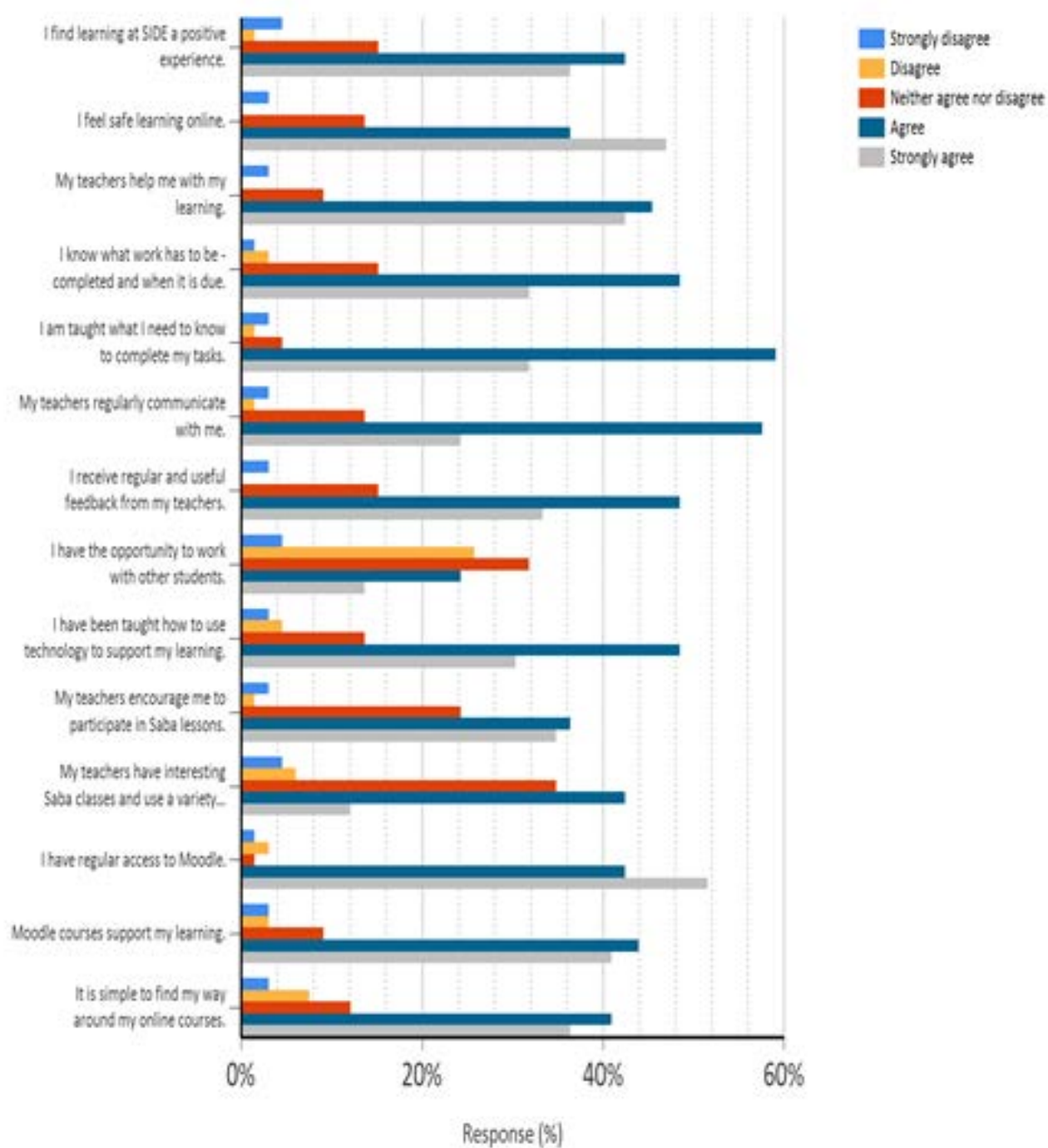
- National student questions – questions asked of all schools
- SIDE specific questions on e-Learning
- Demographic questions

65 students responded to the survey.

### National student questions



## SIDE specific questions on e-Learning



## Demographic details of students who completed the survey

Number of Male Students	Number of Female
24	41

Number of Year 5	Number of Year 6	Number of Year 7
2	2	7

Number of Year 8 Students	Number of Year 9 Students	Number of Year 10 Students	Number of Year 11 Students	Number of Year 12 Students
13	13	6	11	12

	Aboriginal	Torres Strait Islander	Both Aboriginal and Torres Strait Islander
% of Students of Aboriginal or Torres Strait Islander origin	3	2	2

	Home-based in WA	Travelling in Australia	Travelling overseas	Living overseas	Other
% of Students	72	6	4	15	3

The focus of SIDE's Strategic Plan 2014-17 for this year will be considering the students' learning experiences. In particular, three working parties have been established to undertake research and action learning on:

<b>Personalised Learning</b> <ul style="list-style-type: none"> <li>Student learning is personalised and extended through the use of technology</li> <li>Students have opportunities to demonstrate behaviours consistent with the Australian Curriculum General Capabilities</li> <li>Student participation and engagement is actively monitored using available school and systemic data and interventions planned proactively</li> <li>A specific teaching and learning approach, appropriate for Year 7 students, is in place</li> <li>New national standards for disability are implemented</li> <li>Programs are offered to students and the wider school community about the safe use of technologies</li> <li>Evidence of student digital literacy used to inform planning, teaching and learning programs and assessment</li> <li>SIDE offers experiences for students beyond the school curriculum.</li> </ul>	<b>K-12 Literacy and Numeracy Plan</b> <ul style="list-style-type: none"> <li>Whole school strategies to improve literacy and numeracy from K-12 are implemented.</li> </ul>
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