



SCHOOLS OF ISOLATED  
AND DISTANCE EDUCATION

## 2015 ANNUAL REPORT



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

Schools of Isolated and Distance Education  
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[www.side.wa.edu.au](http://www.side.wa.edu.au)

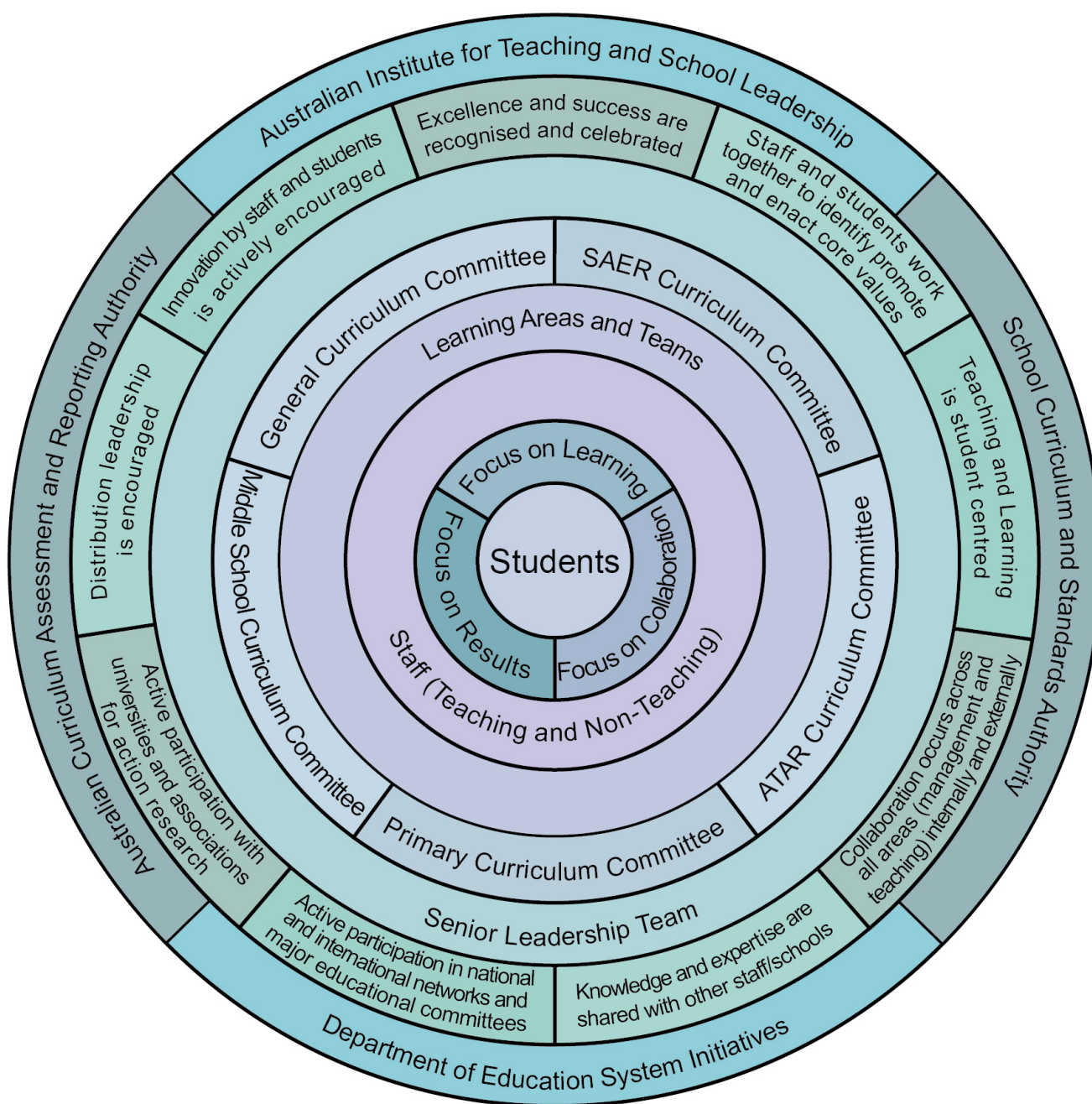
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# SECTION 1 INTRODUCTION

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 2015 school year saw enrolments decrease to approximately 1,289 students in the Secondary School, 147 in the Primary School and 685 students in Primary Languages. 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.

## 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.

The following chart illustrates the community economical background of the student families enrolled at SIDE:

Student background 2015	
Index of Community Socio-Educational Advantage (ICSEA)	
School ICSEA value	1081
Average ICSEA value	1000
Data source	Parent information

Distribution of students				
	Bottom quarter	Middle quarters		Top quarter
School Distribution	10%	19%	29%	41%
Australian Distribution	25%	25%	25%	25%

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 6 as well as secondary school language programs for Years 7 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, and 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 focused, state-of-the-art facility that delivers outstanding e-learning opportunities, strongly focused 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.

## ***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.

## ***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.

## WHOLE SCHOOL PROGRAMS

### ONLINE TEACHING AND LEARNING

#### INTRODUCTION

The Online Teaching and Learning team continued to focus on supporting systems and pedagogy to meet the needs of students and teachers.

In 2015 the OTL team consisted of four staff:

- 1 x Level 3 program coordinator
- 2 x special duties teachers working 0.6 FTE
- 1 x support officer – attached to SIDE ICT but focusing on OTL and web services needs.

Additional contracted staff included:

- 1 x content editor/database administrator
- 1 x multimedia developer.

Also, SIDE's media studio audio specialist came under the management of OTL, in preparation for greater integration of our work.

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 Classroom web conferencing, and the Electronic Resources Online (Erol) content management system.

In 2015, we specifically focused on:

- implementing key actions identified in the learning area operational plan
- commencing a program of redevelopment and rigorous quality assurance of our courses in response to developments in the WACE and WA Curriculum
- 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
- streamlining systems of online course enrolment, account creation and maintenance, and support

for students and their teachers and supervisors.

This included refining auto-enrolment functionality for students, thus decreasing the time taken for students to commence lessons

- expanding and refining processes for our content repository
- modernising our intranet
- 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.

#### TEACHING AND LEARNING

- Synchronous (Saba Classroom) teaching and learning continued in 2015. Students received regular, scheduled instruction, participating in multiple lessons per week across their learning programs. In 2015, 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 Classroom to encourage collaboration amongst students, and to target high-level learning behaviours, was embedded in teaching practice.
- Bandwidth limitations in some client schools, however, continued to frustrate us. A number of schools running large classes proved highly problematic in maintaining successful teaching and learning. Saturated networks, poor infrastructure and a lack of technical knowledge and support in the schools impacted on our capacity to deliver seamless, engaging lessons. Some client schools, especially in Primary Languages, left the program. The expanded rollout of the DoE-managed SOE4 into schools helped the situation, although bandwidth is still in critically short supply. It is hoped the imminent rollout of the NBN will improve this situation.
- Changes in browser and operating system technology meant heightened risk management for the Saba Classroom web-conferencing platform. Saba Classroom uses the Java application language in concert with a modern web-browser. Increasing security issues identified across the internet meant a series of patches for browsers were rolled out. It was becoming increasingly difficult to offer a system-agnostic web experience for SIDE client schools and home-based students. The predicted demise of Java means Saba Classroom may well stop functioning entirely at some point in the near future. The need for an alternative has become critical.

- Our learning management system, Moodle, remains the core of our asynchronous presence, with more than 2000 active users of Moodle and more than 500 courses. Just like Saba Classroom, a Moodle “classroom” for every course is a matter of routine. 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 2015 focused on ensuring sound pedagogical and instructional design practices. A series of guidelines and QA processes were focused on ensuring a consistent, user-friendly experience for our students. There was a consequent improvement in the quality of our 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 Moodle 2 in 2011 with some anticipation. Moodle was redesigned from the ground up so as to ensure even better stability, modularity and extensibility. SIDE’s Moodle 2 went live in Term 4 of 2012, and by 2014 the platform was entrenched in all aspects of teaching and learning. The legacy Moodle 1 platform was finally phased out at the end of 2015, just in time for us to start planning for a future migration to Moodle 3. Thankfully, the upgrade to Moodle 3 should not require any manual migration of courses. We will undertake a careful testing program before implementing the new version in 2016.
- Our approach to professional learning continued to evolve. Whilst basic training in core applications still occurred in extended, lab-based sessions, we continued to use Saba Classroom as our main 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 PL at point-of-need.
- The need for consistency and sustainability in course materials meant we made much greater use of Erol, our content management system. Freya Desebrock was contracted as editor and administrator. Processes were streamlined, and business rules developed to ensure all developed content was sharable and reusable. The integration of this CMS with Moodle, our learning management system, meant a much higher degree of “future-proofing” of our systems.
- SIDE’s intranet was long overdue for migration to a database-driven platform. In Term 3, Kon

Koutroubas was contracted to commence a full redevelopment, with the brief of building a “one-stop shop” for SIDE staff that will reflect the standards we expect of our web presence, and incorporate the pedagogical practices of a distance education school. By the end of 2015, the basic framework was established, with work to continue in 2016.

- The relationship between the SIDE ICT team, led by Gavin Rogers, and the OTL team continued to evolve. At the beginning of 2015, with the reduction of OTL team members from 4 to 3, responsibility for technical support of Saba Classroom was transferred to ICT. In practice, this was a collaborative arrangement, with the ICT team handling the technicalities, and passing over responsibility once issues proved to be a matter of pedagogy and practice. It was a very successful move, allowing greater OTL concentration on teaching and learning, especially in our push to improve standards in our asynchronous courses.

## OTL HIGHLIGHTS OF 2015

- 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 Classroom.
- Angela Melia coordinated and managed the School Curriculum Standards Authority practical exams in EADL using Saba Classroom. This saw over 1000 students in 7 countries in Asia use Saba to complete the practical interview component for their ATAR.
- New OTL team member Veronika Popp took over management of SIDE’s introductory courses, Launchpad and Essentials. These Moodle courses greatly improved communication with our widely distributed cohort. The process of getting students started in learning at SIDE is complex, and the use of the introductory courses has proven indispensable in ensuring a smooth start.
- Our fully searchable, database-driven knowledge base system, KnowIt, came into wide use across the school. Through reinforcement of its importance in professional learning sessions, it became the go-to place for teachers to find help and information on teaching and learning systems.
- We trialled Helix, a media repository, for integration into our web-based systems. A little like a small “YouTube”, it meant a much more streamlined and bandwidth efficient way of managing and delivering video and audio. SIDE’s media studio audio specialist, Stephen Dans, was assigned the day-to-day management of the system. It is intended to extend this rollout in 2016.
- Scitech brought their travelling “hands-on” science show “Element of Surprise” to SIDE for the first time in Term 4. OTL worked with Learning Support staff

to translate what is a live show to an online event in Saba Classroom.

- A series of cybersafety online sessions was conducted for upper-primary students by the Commonwealth Government's office of eSafety in collaboration with OTL staff. This national program (delivered through Saba Classroom) proved highly successful, and it is intended to extend the program in 2016.
- The OTL team continued its important role in supporting SIDE's status as a "state-of-the-art", e-learning school.

## FOCUS AREAS FOR 2016

- Implement key actions identified in the 2016 Online Learning Plan.
- Continue to refine professional learning, quality assurance, and business practices to focus on sustainable resource development and pedagogy.
- Support the school in adopting the WA Curriculum and translating it for an online context.
- Fully implement our web-based video and audio repository.
- Complete redevelopment of the SIDE intranet.
- Migrate to Moodle 3.
- Continue the implementation of streamlined practices in the use of content repositories to ensure ongoing sustainability of our course materials.

## LIBRARY RESOURCE CENTRE INTRODUCTION

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

LRC services include:

- Teacher librarians who provide advice to students and their families about resources and services.
- Online services including a catalogue of print and e-books, which can be ordered or downloaded online.
- An online "one-stop shop" of services and online resources in Moodle.
- Subscription services such as online newspapers and magazines.
- Learning spaces at SIDE Leederville where visiting students and their families have access to digital technologies and a congenial place to work and talk to teachers.

The LRC staffing includes:

- 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 2015 with groups of students working in the library. LRC staff liaised with student coordinators

and teachers to ensure all students worked to maximum capacity.

## TEACHING AND LEARNING

LRC collaborative teaching and learning programs were delivered in Saba and Moodle to:

- HaSS – Year 8 and 9 classes (Focus: Inquiry Process)
- English – Year 7–10 classes (Focus: Reading to extend literacy)
- Primary – All Saba classes (Focus: Literacy).

Learning strategies focused on opportunities for collaboration in Saba classroom, and structured sharing in Moodle.

The Authors Online program continued to be developed and is highly supported by students, teachers and parents. Students provide feedback on every session and it is clear that it is valued by all who participate. Although this program is closely integrated with English year level descriptors, it has extended beyond this learning area and provides an extra curricular program to students in English, Learning Support, Art and the Primary School.

Sessions are presented in Saba, recordings are made to allow students who cannot attend to participate, and a range of online support materials are made available so that teachers and students can prepare for the sessions.

In 2015 support and advice was also provided to Health and Physical Education teachers who incorporated a guest speaker program in some of their courses.

An LRC representative continues on the Literacy Committee. Whole-school literacy strategies have been embedded in Saba and Moodle courses.

## LEARNING SYSTEM INTEGRATION

- All LRC Moodle courses were migrated to Moodle 2.
- Logins for online services were streamlined so that new services used a single login and could be accessed from a single point.

## LEARNING ENVIRONMENT

Online services purchased through the LRC cost centre were reviewed by the LRC team and the Resource Centre Committee. In 2015 services were discontinued after considering the usage data, or the structure of service was changed to better reflect the needs of students and teachers. More furniture was purchased to enable a larger number of students to use the LRC while maintaining amenity within the facility.

## LEADERSHIP

The LRC team provides publicly available agendas and minutes are made on all meetings.

The Resource Centre committee provides advice to the LRC team and is representative of teaching teams within SIDE.



Agendas and minutes are available in Moodle.

## CURRICULUM AND RESOURCES

LRC teacher librarians have considered TRBWA Teacher Professional Standards and have developed strategy to log compliance with standards. A team member attended PL provided by AISWA and was able to share the types of evidence required within the teacher librarian context.

The LRC team invited teachers and the OTL team to view courses and provide advice on improving instructional design.

## RELATIONSHIPS

The LRC team is developing the use of social media within the school context to better share information with students and parents. In July 2015 a LRC blog was redeveloped. By December 2015 it had 1098 views. The Library Technician worked with the OTL team to develop the school's Facebook account to promote school activities.

## FOCUS AREAS 2016

- Review and extend the teaching programs with HaSS, English and Primary students, emphasising opportunities for students to collaborate in Saba and Moodle.
- Continue to develop the Authors Online program.
- Explore opportunities to share the collaborative programs with other learning teams.
- Development of classroom observation strategies on regular basis across all LRC teaching and learning programs.
- Identify ways to share PL undertaken by LRC team with others in the school.

# STUDENT SERVICES

The Student Services team amalgamated with the Careers and VET team in Term Two 2015. The Student Coordinators and school psychologists are co-managed by two Program Coordinators responsible for all aspects of establishing and monitoring educational programs, student and supervisor support and career education. Responsibilities include:

- 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 in exploring 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.

All Student Coordinators have a teaching role in their area of specialisation. There are five teachers of Careers and VET within the Student Services team.

## SENIOR SECONDARY COUNSELLING/SUPPORT

- Counselling of students was based on educational pathways which met the individual needs of students. All student pathway planning was based on data in Reporting to Parents, SIRS and SAIS.
- 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 cater 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.
- General careers and training advice and information was presented to students via Moodle courses. Targeted career and training advice, information and support was given to students, parents and partner school staff on request.
- The Moodle Essentials course 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 Subsidised 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.

## WACE AND ATAR MONITORING

- Student Coordinators tracked 39 Year 12 students aspiring to university entry. 28 students responded to emails requesting destination data; 18 were accepted to university (including 6 deferred and 3 bridging), and 2 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. All student pathway planning was based on data in Reporting to Parents, SIRS and SAIS.
- Individual program plans were created for students whose elite program, illness or circumstance prevented successful engagement in a full-time load.

## STUDENT ATTENDANCE AND ENGAGEMENT

- Attendance of all students at risk was monitored and documented and students were referred to relevant personnel/agencies as appropriate.
- SIDE attendance and students at risk (SAR) policies and flowcharts were followed.
- Spreadsheet of attendance data for SAR was created and maintained. Student Contact and Interventions Log (SCILS) and report data was used in addition to other information from teachers to construct an overview of student participation, issues and actions.
- Documented plans were created as appropriate.
- High attendance expectations were set for Aboriginal students through work with students, parents, schools and communities to understand how culture and experiences shape the learning of each Aboriginal student.

## COMMUNITY RELATIONSHIPS

- Engaged with parents/carers in their children's learning and well-being.
- Successful partnerships were created with approximately 150 schools to support student learning and provide pathways to university and training by delivering courses and programs otherwise unavailable at the base school.
- Year 7 and new students to SIDE in 2016 were invited to participate in an onsite Orientation to SIDE program.
- A Course Information catalogue was created on the SIDE website.
- Brochures, including Guide to SIDE, Fastrack to SIDE, 2016 Year 11 and 12 Curriculum Information were developed as resources for parents, supervisors and students.
- A streamlined Getting Started at SIDE process was implemented in collaboration with OTL to support students and supervisors in the challenges of online learning
- 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.
- Implementation of online enrolment portal

Filebound for new student enrolments.

- 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, Waikiki Family Centre, Gilmore College – Young Parenting Program and Banksia Hill Detention Centre.

## STUDENT LEADERSHIP AND OPPORTUNITIES

Students were identified, supported and subsidised to participate in a range of leadership and educational events including:

- Young Leaders Day
- WACE Revision Seminar support
- Individualised SIDE visit programs
- Scholarship support
- Regional seminars for students in partner schools.

## 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.
- In line with the amalgamation document and to increase capability, staff completed or commenced a Certificate IV Training and Assessment qualification.

## FOCUS AREAS FOR 2016

- Expect student-by-student high performance, high care culture based on strong individual case management.
- Improve ATAR student exam preparation and performance skills by adopting a streamlined approach to an online study skills and exam preparation Saba program.
- Create opportunities for students to demonstrate leadership and care in school and community.
- Counsel and monitor students toward WACE achievement.
- 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.
- Further develop Filebound online enrolment processes.
- 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.

- Continue liaising and working with OTL on Launchpad and Essentials.
- Raise awareness of the SIDE Student Coordinator role and student cohort by presentations of information and case studies at staff meetings.

## CAREERS AND VET 2015

Vocational Education and Training Annual Reflection – 2015  
SIDE offered seven certificate courses in 2015 ranging from Certificate I to Certificate III level, across a broad range of interest/employment areas. These are spread across four Learning Areas and include:

- Certificate I Business
- Certificate I Work Preparation (Community Services)
- Certificate II Applied Languages (French)
- Certificate II Applied Languages (Japanese)
- Certificate II Business
- Certificate II Creative Industries (Media)
- Certificate II Financial Services.

Areas of study which showed an increase in enrolments were Business and Creative Industries (Film and Audio), with a focus on Certificate II courses to enable students to achieve WACE.

In 2015, of all VET Year 12 students in CVET who enrolled in a full VET qualification, 90% attained a full certificate qualification. This was a 10% improvement on 2014 and a testament to students' dedication and interest in the courses being offered and studied, and staff undertaking the "continual reflection and improvement" outlined in the Australian Quality Training Framework.

Partnerships were developed with three Registered Training Organisations (RTOs) for 2015 delivery with planning undertaken with a fourth RTO for implementation in 2016. Partnerships were developed with Remote Community Schools, which meant an increase in enrolment of Aboriginal students across four certificate courses, such as 10 to 20% in Certificate II Creative Industries (Media) and 100% attainment in Certificate I Work Preparation (Community Services) and Certificate II Financial Services.

Development and planning was undertaken for an additional certificate offering in 2016, with the inclusion of the certificate course IDMT – Information Digital Media and Technology – in the 2016 Course catalogue online through the SIDE website.

2015 saw the introduction of the Unique Student Identifier (USI), which students had to obtain and provide to SIDE for inclusion in their enrolment information to RTOs.

Qualification attainment (Certificate IV Training and Assessment) by staff has shown an increase rising to 26%, allowing staff to continue their professional growth within their profession.

With the amalgamation of Student Services and Careers VET, seven additional staff commenced professional learning towards their Certificate IV in Training and Assessment, with planned completion in 2016.

## WORKPLACE LEARNING

Authority Developed Workplace Learning (ADWPL) in 2015 continued to provide students with the opportunity to gain skills in a workplace situation.

Workplace Learning Coordinators through the use of the SIDE online learning platform (Moodle) were able to deliver Workplace Learning successfully to students. The use of Saba provided a level of individualisation necessary when placing students in a work environment within their community. The use of these platforms facilitated the completion of necessary documentation and the opportunity to work through the Skills Journals, which formed part of the assessment, along with hours at placement.

The introduction of RTP WPL towards the end of the year allowed for the planning necessary to move towards a centralised system for generation of documentation, moderation of placements and monitoring of student progress.

Jiig-Cal was utilised within this course as well as within Year 10 Work Studies as it provided students with the opportunity to explore a range of career options and investigate the pathway necessary to achieve in these areas.

## CAREER AND ENTERPRISE

Career and Enterprise began delivery of the Foundation and General 1 and 2 courses in 2015, following course development by staff in 2014. The implementation of the course was successful with planning and preparation with Moodle and Saba resources in place.

Further Curriculum Development was undertaken to resource the Foundation and General courses 3 and 4 over the course of the year.

### Focus areas for 2016

- Professional learning for staff to ensure continual reflection and improvement in teaching and learning programs within Certificate courses and adherence to the AQTF Standards.
- Completion of Certificate IV Training and Assessment by staff within Student Services.
- Review of courses being offered by SIDE and future planning based upon predicted areas of growth in the job/careers sector.
- Refinement of the Career and Enterprise courses, utilising internal and external moderation partnerships.
- Implementation of the RTP WPL module for monitoring Workplace Learning.

# SECTION 2

# CURRICULUM LEARNING AREA REPORTS

## *PRIMARY SCHOOL*

### INTRODUCTION

#### STAFFING

In 2015 the highly experienced Primary staff consisted of a Level 4 Deputy Principal, a Level 3 Deputy Principal, five Level 3 Classroom Teachers, and of the remaining nine teachers, six held Senior Teacher status. Two part time education assistants were employed to support students with special needs and the ECE team. One full-time administrative assistant provided clerical support, organised travel for staff from K-12 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 2015, 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. The majority of our students in Kindergarten to Year 6 made use of this facility. 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. These issues will be further addressed in 2016.

### 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.

In Semester One, 2015, six curriculum writers were employed to produce learning materials for the Early Childhood years. Year 1 Australian Curriculum Mathematics was completed. Seven modules of Pre-primary Australian Curriculum Mathematics were completed. Eight modules of Pre-primary and six modules of Year 2 Australian Curriculum English were completed. The final seven modules of Pre-primary Mathematics were completed in Semester Two by SIDE teachers.

Major achievements in curriculum in 2015 included:

- Continuing to update learning materials to Western Australian Curriculum standard in English, Mathematics, Science and History.
- The completion of Pre-primary Australian Curriculum Mathematics.
- The completion of Physical and Chemical Sciences modules across the primary years.

### HIGHLIGHTS FOR 2015

The highlights for 2015 included:

- The increased numbers of students involved in Saba lessons.
- The completion of Western Australian Curriculum Physical Science for Years 2, 3, 4, 5 and 6 Moodle courses.
- The completion of Western Australian Curriculum Chemical Science for Years 5 and 6 Moodle courses.
- The completion, by Curriculum Resource Development writers, of Western Australian Curriculum Year 1 Mathematics course for use by SIDE and Schools of the Air.



- The outstanding NAPLAN results from a large number of our students indicating educational growth between testing.
- The excellent job our teachers are doing, which was reflected in the parent survey responses and the NAPLAN results.

## FOCUS AREAS FOR 2016

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

- All Primary, K–6, home-based students will be offered daily online lessons in Literacy and Numeracy.
- An audit of all learning materials for compliance with Phase 3 Western Australian Curriculum will be undertaken in Term 1. Learning opportunities will be developed and implemented ready for reporting.
- Year 1 Integrated/English will be scoped and a program developed by teachers.
- A Mathematics program for Kindergarten students will be developed and trialled.

# HEALTH AND PHYSICAL EDUCATION

## INTRODUCTION

The 2015 school year started with 2.2 (FTE) teachers delivering curriculum across Years 7–12. In late March another full time teacher joined the team. Subsequent to that another 0.6 position became available and a graduate teacher took up the position.

## FOCUS AREAS 2015

- Development of Year 7 HPE course mapped to the WA Curriculum.
- Combining of HPE contexts in Moodle and Saba delivery.
- Examination of all syllabus changes from SCSA.
- Creation of new and or modified tasks and marking keys across Years 7–12.
- Development of Year 11 and 12 Teaching and Learning materials for General and ATAR courses for delivery in 2016.
- Working with new Saba delivery for Physical Activity context through activity logs.
- Assessment rigour in all lower school courses from Years 7–10.
- Accountability checklists.
- Understanding of the WA Curriculum.
- Assessment review across Year 7–12.
- Deletion of redundant Moodle courses.

- Trialling of groups in Moodle (2 courses for following year: one lower school and one senior school).
- Enhancement of moderation processes.
- Consistency of Documented Plans.

## TEACHING AND LEARNING

Teaching programs in 2015 included:

### LOWER SECONDARY:

All Lower Secondary HPE Moodle Courses were restructured to include:

The Health Education curricula encompassed a variety of focus areas including self-esteem, coping, help seeking strategies, cyber-safety, nutrition, alcohol and other drugs, relationships, fitness, assertiveness, resilience, goal setting, communication, peer pressure, along with many more.

During this year students in Years 7–10 participated in physical activity by working 'with' a physical activity log that was incorporated into all HPE courses. The log was used as a motivator to encourage students to get active.

The Nelson *Fit for Life!* workbooks were introduced into the curriculum to assist and encourage learning.

### 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

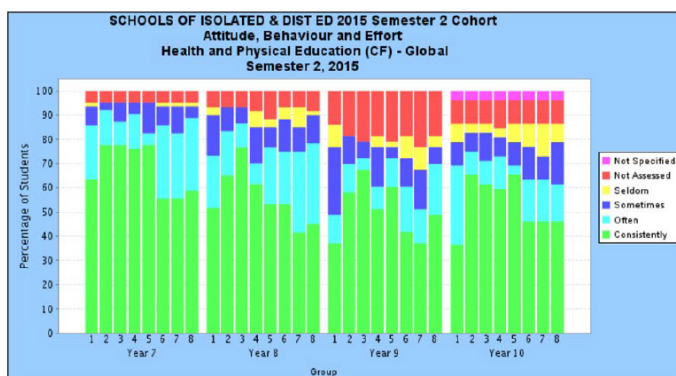
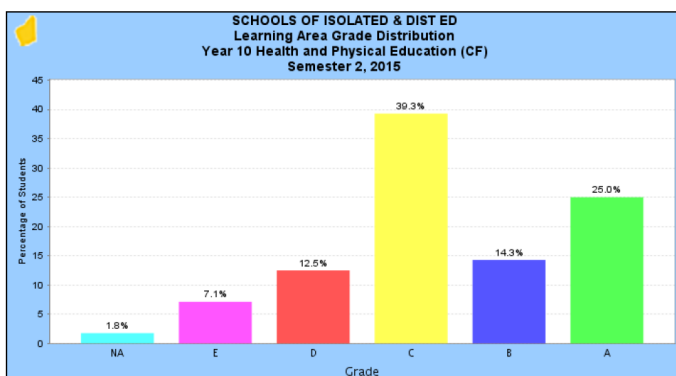
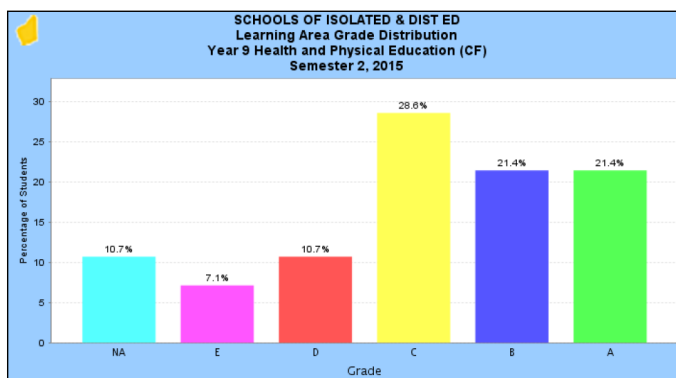
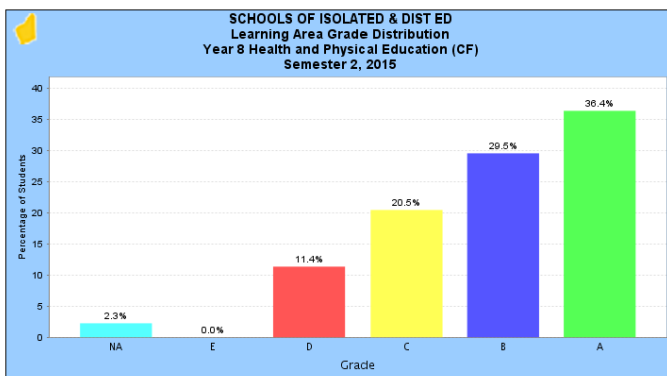
In 2015 Year 11 students were able to choose from the ATAR or General syllabus and Year 12 students were able to choose the 1CD or the Stage 3 course.

- There were lower numbers in Year 12 with only 15 students studying 1CD but 24 students studied Stage 3.
- Eighteen students studied the Year 11 ATAR course while 32 studied the General Course.
- It is thought there will be a large uptake of students enrolling into the General Courses in 2016.

### 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 students doing ballet. For a number of students with intense schedules the Saba playbacks were used.

## Student achievement Years 8, 9, 10

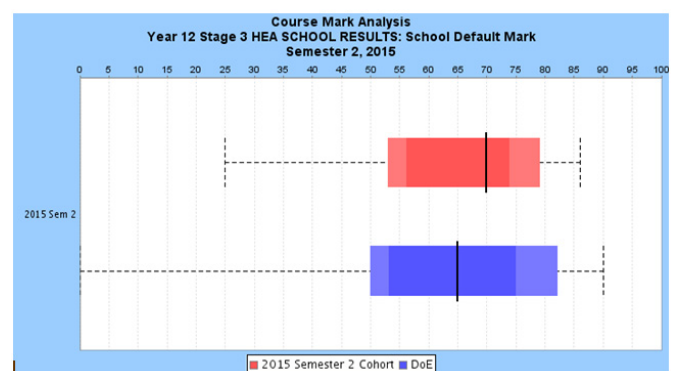
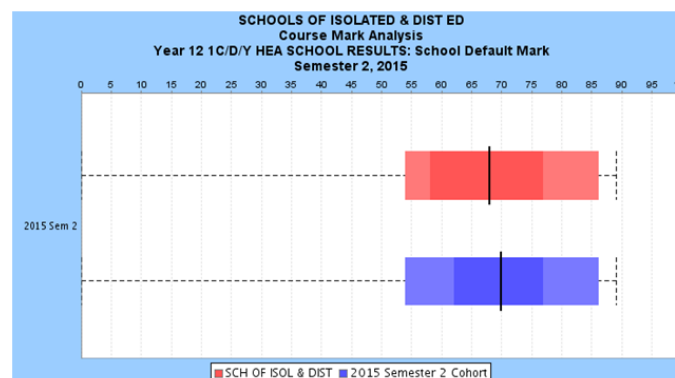
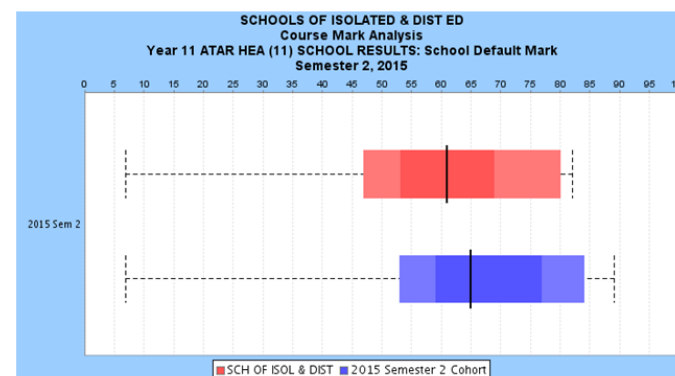
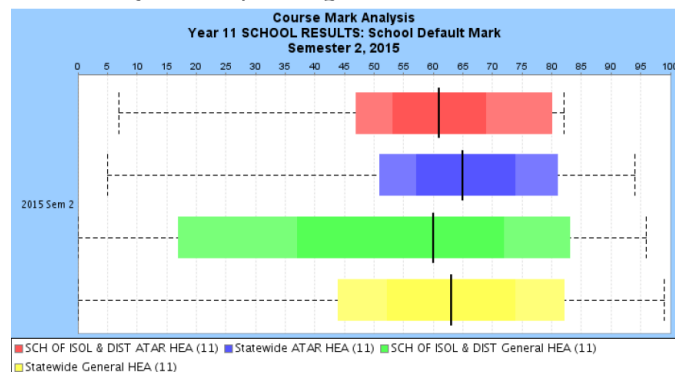


It is important to monitor the achievement of the Health and Physical Education learning area outcomes to ensure the provision of quality experiences to enable students to make responsible judgements about health and physical activity. Student achievement in a grade related distribution tended to be skewed to the right in Year 8 but more evenly distributed

in Years 9 and 10. However, when the attributes for attitude, behaviour and effort are viewed there is a consistency across all year groups.

## STUDENT ACHIEVEMENT YEARS 11 AND 12

The graphs below display the marks spread for students in a course. They are compared against like schools.



**A. Overall Course Performance****Course Performance (average final scaled scores)**

Average Scaled Score	School	Like Schools	State (DoE)	Expected Performance
2013	49.6	51.0	47.4	
2014	51.9	54.6	44.1	
2015	51.1		49.3	

**Stage Performance - average final scaled score (number of students)**

Stage	School	Like Schools	State (DoE)
Stage 3 HEA	51.1(22)		52.1(215)

## SCIENCE

In 2015 the Science Learning Area enrolled 500 students at the start of the year. The majority of these students were school-based enrolments. By the end of the year 528 students were still enrolled in Science courses. The Science Learning Area commenced the year with 9.6 teaching FTE and 0.4 Laboratory Technician FTE. Additional teachers were employed during the year resulting in 9.8 teaching FTE in the Science Learning Area at the conclusion of the school year. There were a number of staff changes in 2015:

- Suri Naidoo commenced her role as Head of Science.
- Julie Weber was appointed to Byford Secondary College as Head of Science.
- Gerry Nolan, Julie Clark and Dianne Saunders taught 0.8 and took Long Service Leave 0.2 for the year.
- Ian Wallace was appointed full time and primarily taught Physics.
- Natalie Cooper, who replaced teachers on Long Service Leave picked up a 0.4 teaching load at the start of the year. This increased to 0.8 during the year as enrolments increased.
- Paul St Quintin started the year at 0.6 but left at the end of Term 1 to take up employment at another school.
- Wilhelmina Dadour commenced teaching 0.6 in Term Two.
- Alex Berentzen took long service leave in Term 1.
- Diana Tomazos took long service leave in Terms 2 and 3.
- During the year Suri Naidoo, James Marshall and John Stritof also took Long Service Leave.

The key priorities for 2015:

**SENIOR SECONDARY**

1. Incorporate exam type practice questions, revision and course specific exam techniques into senior secondary ATAR and Stage 3 course lessons.
2. Preparation of teaching and learning programs, including the Moodle course design, for the new Year 12 ATAR and General courses being offered in 2016.

**LOWER SECONDARY**

1. Implementation of teaching and learning programs for Year 7 students.
2. Review and refinement of Year 7–10 teaching and learning programs.
3. Increasing the submission of lower secondary tasks to endeavour to reduce the number of E grades awarded due to lack of work submission.
4. Internal moderation of assessment tasks to ensure comparability of grades allocated to Lower School students.

During the year lower secondary teams reflected on course materials and made adjustments ready for 2016.

As WACE course documents were available senior secondary teams prepared Year 12 ATAR and General teaching and learning programs, assessment and course materials in preparation for 2016.

**TEACHING AND LEARNING****SENIOR SECONDARY**

In 2015 a wide range of courses were offered to senior school students (Table 1). There were 257 students who completed senior secondary courses.

Table 1: The number of students studying science courses Semester Two 2015

Course	Stage 1	General Year 11	ATAR Year 11	Stage 3
Biological Sciences	N/A		37	22
Chemistry	N/A		27	29
Earth & Environmental Science	6			N/A
Human Biological Science	14	18	25	20
Physics	N/A		26	23
Chevron PCiE-endorsed course	10			

SIDE has been granted permission from SCSA to increase the weightings in Stage 3 subjects for tests/exams to those similar to previous D and E code subjects. These revised weightings are clearly stated in the Stage 3 course Assessment Outlines and the Guidelines received by students.

Table 2: WACE Moderation differences in 2015

Course	No of students*	SIDE	DoE
BIO - Stage 3	22	-6.2	-4.0
CHE - Stage 3	29	-9.1	-6.6
HBS - Stage 3	20	-7.3	-4.6
PHY - Stage 3	23	-1.3	-3.0

\* number of students sitting WACE exam

Table 2 summarises the moderated differences in SIDE Year 12 courses and these are then compared with the Department of Education schools (DoE) and all schools in the state (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. It was notable many of the Year 12 Science students used their Science subjects offered as their 1st or 2nd 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. Development of numeracy skills was also explicitly taught in the Saba and Moodle classroom. This supported students in their learning of difficult scientific concepts which translated to positive results in their exams.

Staff incorporated typical exam type practice questions, revision and course specific exam techniques into their Moodle courses and Saba lessons.

The instructional strategies staff adopted resulted in an overall improvement in the Stage 3 results.

#### LOWER SECONDARY

In Semester Two 2015 there were 299 students enrolled in science with SIDE in Years 7–10. Many of these students were whole classes of students who were part of the Elite program, some were from District High Schools, Remote Community Schools, and regional and Remote Primary Schools.

Table 3: Lower School enrolments

	Year 7	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
2015	57	80	75	87

Table 4: Science grade

#### a) Year 7

	GRADE					
	NA	E	D	C	B	A
School	15.8% (9)	3.5% (2)	7% (4)	21.1% (12)	26.3% (15)	26.3% (15)
Like School	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
DOE	3.2% (530)	6.6% (1083)	16.5% (2698)	33.3% (5439)	22.2% (3625)	18.2% (2976)

#### b) Year 8

	GRADE					
	NA	E	D	C	B	A
School	8.8% (7)	7.5% (6)	12.5% (10)	23.8% (19)	26.2% (21)	21.2% (17)
Like School	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
DOE	3.8% (611)	7.3% (1184)	18.4% (2982)	31.5% (5123)	21.2% (3444)	17.9% (2900)

#### c) Year 9

	GRADE					
	NA	E	D	C	B	A
School	14.7% (11)	8% (6)	12% (9)	18.7% (14)	25.3% (14)	21.3% (16)
Like School	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
DOE	3.9% (631)	9.5% (1561)	18.6% (3051)	30.6% (5015)	19.1% (3120)	18.2% (2985)

#### d) Year 10

	GRADE					
	NA	E	D	C	B	A
School	13.8% (12)	6.9% (6)	19.5% (17)	19.5% (17)	13.8% (12)	26.4% (23)
Like School	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
DOE	3.8% (600)	11.2% (1779)	19.2% (3040)	32.6% (5174)	18.4% (2925)	14.8% (2341)

One of the aims of the Science Learning Area over the last few years has been to reduce the number of students receiving an NA on their report. The data shows this has now been achieved. Some of the NA grades were obtained from students in Learning Support as they received a Special Education Needs report. The number of E grade students is also comparatively low when compared to the rest of the state. The majority of students who achieved an E grade had attendance concerns or failed to submit the



required tasks. Teachers have been following the SIDE Lower Secondary Assessment policy more rigorously, recording a mark of zero for students who don't meet the required deadlines. Consideration is given to students with special circumstances, such as those on Individual Education Plans, where due dates are negotiated with their teachers.

reduce the number of E grades awarded due to unsatisfactory attendance.

## HIGHLIGHTS FOR 2015

- Alex Berentzen attended Conasta 2015 which was held in Perth. He was on the organising committee for the state conference of the WA Science Teachers' Association.
- Julie Clark is a member of the School Curriculum and Standards Authority Curriculum and Assessment Committee for Human Biology.
- Natalie Cooper was 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 is on the School Curriculum and Standards Authority Standards Setting Panel for Biology Stage 3. Natalie is also a member of the School Curriculum and Standards Authority Curriculum and Assessment Committee for Biology and final checker for the Stage 3 Human Biology WACE exam.
- Diana Tomazos was involved with the organisation of the Australian Science Teachers Association (ASTA) conference, she was awarded a scholarship from Northrop Grumman to attend and present at the International Council of Association for Science Education (ICASE) Global Conversations on Science Day in the US. Diana has written articles that have appeared in the newsletters of these organisations.
- Dianne Saunders achieved Senior Teacher status in 2015.
- Science teachers participated in regional visits, school visits and student visits to SIDE.

## FOCUS AREAS FOR 2016

### SENIOR SECONDARY

1. Incorporate exam type practice questions, revision and course specific exam techniques into senior secondary ATAR Year 11 and 12 course lessons.
2. Review of teaching and learning programs for the Year 12 courses being offered in 2016.
3. Look at different strategies to improve student results in their external exams.

### LOWER SECONDARY

1. Review of teaching and learning programs for Year 7 which were implemented in 2015.
2. Ongoing review and refinement of Year 8–10 teaching and learning programs.
3. Continue to increase the submission of lower secondary tasks to endeavour to reduce the number of E grades awarded due to lack of work submission.
4. Regular monitoring of student attendance as per SIDE policy to identify SAER students and ensure early intervention and therefore endeavour to

# ENGLISH

## INTRODUCTION:

The English Learning Area (LA) staff worked collaboratively during 2015 to seek innovative ways to respond to the unique needs of our students. The English team consisted of 13 English teachers engaged in a teaching load of 8.10 fulltime equivalent (FTE) of teaching and administration time.

## TEACHING AND LEARNING:

The focus for 2015 was to offer our students a rich and inclusive English curriculum that promoted equity and excellence and provided the opportunity for all students to reach their full potential.

## PRIORITIES YEAR 7–10

- Delivery of Australian Curriculum (AC) Years 7, 8, 9 and 10. All English staff were involved in the Action Research and delivery of AC through in-house and other professional learning and action research.
- Reading: the academic year commenced with the provision of a range of new and engaging reading resources, including E-books and graphical reading resources with the aim of engaging and supporting a wide range of students at each year level.
- The Wide Reading Program included two Teacher Librarian collaborations per term in all Year 7, 8, 9 and 10 Saba classes with follow-up in Moodle Forums and Blog responses.
- Reflective processes and strategies were utilised by staff in the ongoing review of Curriculum, Assessment and Reporting practices.
- Embedding of Common Tasks for each year group facilitated internal moderation of Achievement Standards.
- Shared Moodle courses were used for collaboration, moderation and differentiation and also enabled a greater sense of the year cohort.
- AC Achievement Standards were used as a point of comparison during Common Task Moderation meetings.
- National Assessment Program Literacy and Numeracy (NAPLAN) practice opportunities from different contexts embedded in the Year 7 and 9 English courses throughout Term 1.
- Moodle Grade Book was used in Moodle courses.
- Embedding of interactive instructional strategies and tactics into Moodle and Saba, with the aim to increase student participation in lessons, continued.
- Feedback and survey questions were used in some courses.

- Data from ACER diagnostic reading online tests enabled English teachers to quickly and accurately determine student literacy needs, both across the cohorts and at the individual level, so that curriculum, teaching and learning could be adjusted.
- Eligible Year 10 students were provided with practice OLNA test questions.
- Documented Plans with an increased focus on data were provided for students requiring learning adjustments.

#### PRIORITIES YEAR 11–12

- Strategic planning and preparation continued for Australian Curriculum (AC) new WACE courses in Year 12 for 2016, including English Foundation, English General, English ATAR and Literature ATAR. This was ongoing and handled in-house, using the curriculum expertise and experience within the English Learning Area team.
- Working in agreed collaborations, English staff developed, reviewed and refined Assessment Outlines, assembled learning activities and created assessment tasks.
- Increased participation and engagement in Saba lessons and Moodle activities was achieved via online instructional strategies
- Increased teacher engagement with online marking of student tasks allowed for marked work to be returned electronically and stored in Moodle for easy access for students to timely feedback.
- Continued teacher use of SAIS and other system data analysis.
- Embedding of Common Tasks and Assessment and Moderation strategies for all WACE courses.

#### LEARNING AREA HIGHLIGHTS

##### ONLINE AUTHORS

The Authors Online program, a highly successful collaboration between the English Learning Area and the Resource Centre Teacher Librarians, is a unique program which 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 hear or see them.

This program:

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

In 2015, students across a wide range of abilities and classes were in the lucky position to be part of this Online Authors program:

- Term 1: Years 10 and 11, Craig Silvey author of *Jasper Jones*.
- Term 2: Year 7-10 Mark Greenwood and Frane Lessac, author and illustrator for Picture Books: *Ned Kelly and the Green Sash*, *Jandamarra*, *Simpson and his Donkey*.
- Term 3: Year 7-9, Dianne Wolfer author of historical fiction texts: *Photographs in the Mud* and *Lighthouse Girl*.

#### CURTIN UNIVERSITY CONFERENCE 2015

On the final two days of Term 2 groups of Year 12 students from Stage 3 English and Stage 3 Literature, along with English teachers Pippa Tandy and Jenny Crowe, attended the 2015 English and Literature Conference held at Curtin University.

This important day provided the students with the opportunity to revise their understandings of texts and key concepts in preparation for their Semester Two and WACE exams. Key conference understandings were also shared with the students who could not attend in Saba lessons in Term 3.

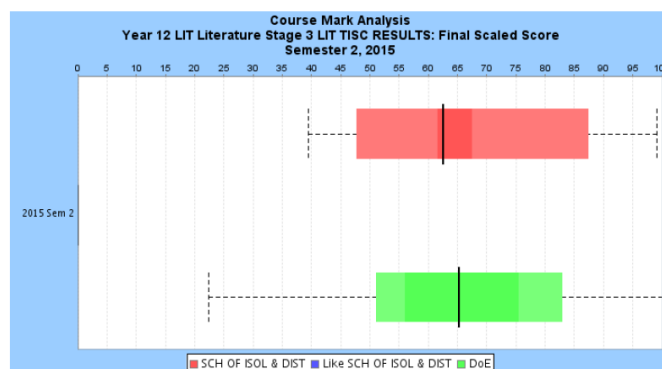
#### STUDENT ACHIEVEMENT

In 2015 Year 12 SIDE student performance was consistent with expectations. Congratulations are extended to all students who managed to complete their courses. Special congratulations are extended to our highest achieving students in the English and Literature WACE courses.

#### COURSE AND EXAM ANALYSIS

##### Year 12 Stage 3 Literature

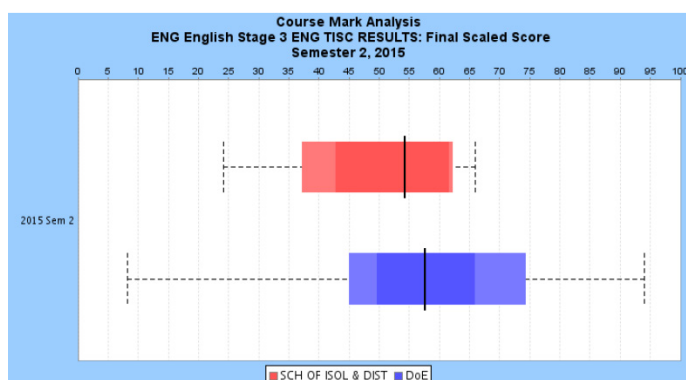
Four of the thirteen students achieved an A grade, and two of these maintained their excellent performance in the WACE examination. We were pleased, however, that our top student achieved a scaled score of 99.19, and was awarded a Certificate of Distinction for Literature. All students achieved at least a C grade, although students at the lower end did not perform strongly enough in examinations to mitigate the effects of scaling. SIDE students performed more strongly than like schools and DoE schools in general course work, but not as strongly in examinations.



Future students need to be reminded about the necessity for consistency and maintenance of a high performance in all tasks, but also more practice in examination techniques. We aim to continue to manage this in such a way that we do not put our students off. The kinds of student who come to SIDE are those who will benefit a great deal from the study of Literature (regardless of examination performance), but must overcome many hurdles to stay with the course.

### YEAR 12 STAGE 3 ENGLISH

SIDE Stage 3 English students performed as expected. The majority were enrolled in the appropriate stage but those who were identified as likely to perform below the standard remained in the course. Some students performed unexpectedly in the exam due to personal circumstances.



There is an ongoing need to carefully counsel future students to choose a course they are likely to succeed in given their circumstances. Students continue to need to be reminded about the necessity for consistency and maintenance of high performance in all tasks; in addition, more practice in examination techniques is required.

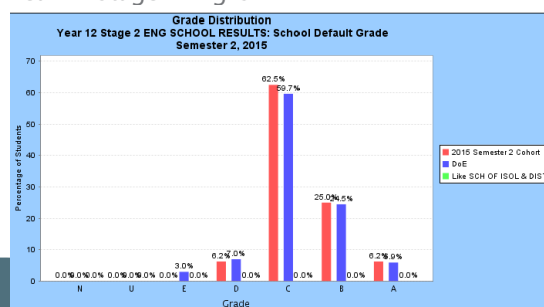
### SENIOR SECONDARY

Data continues to indicate 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:

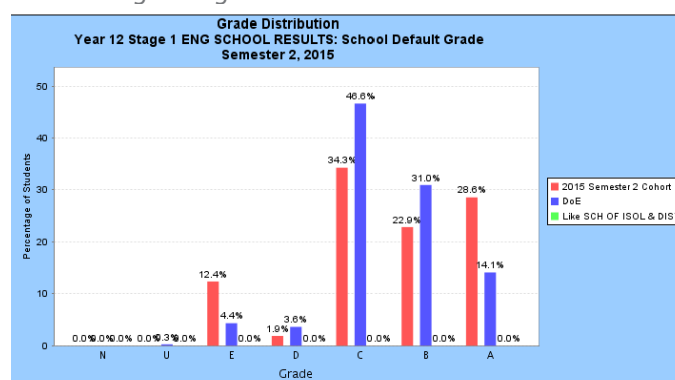
- Teamwork: formal and informal internal moderation procedures, sharing of scripts, establishing a dialogue that promoted sharing of ideas and teaching methodologies.
- Increased use of interaction via online pedagogies in Moodle and Saba.
- Use of internal exams and tests, marking keys and past SCISA Standards Guides.

### Year 11–12 Teacher Judgements:

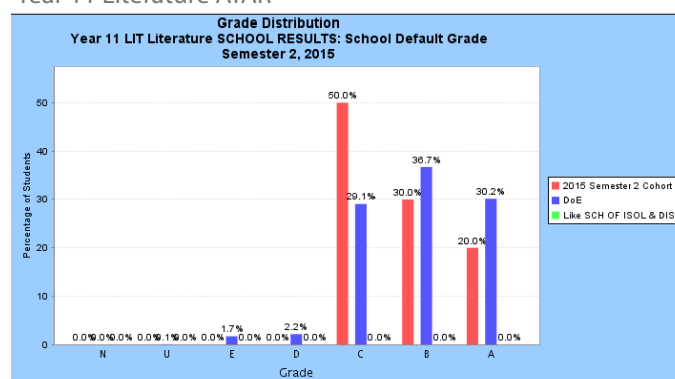
#### Year 12 Stage 2 English



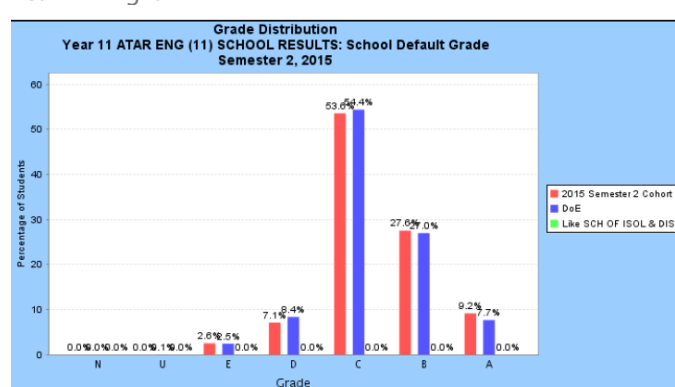
#### Year 12 Stage 1 English



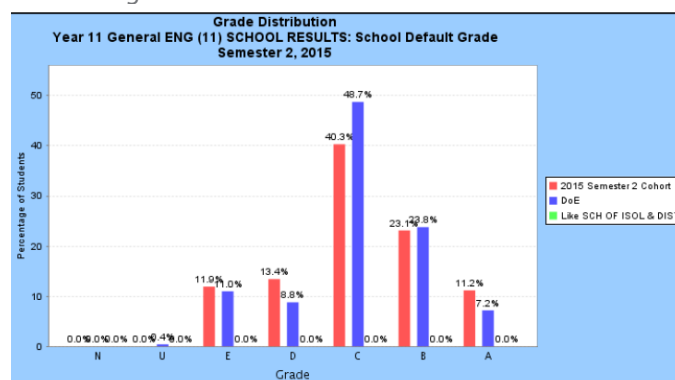
#### Year 11 Literature ATAR



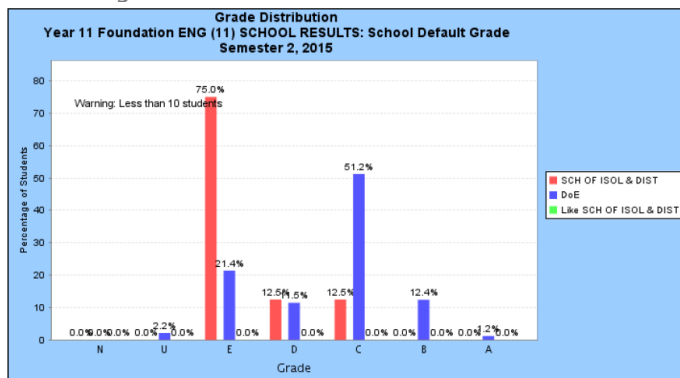
#### Year 11 English ATAR



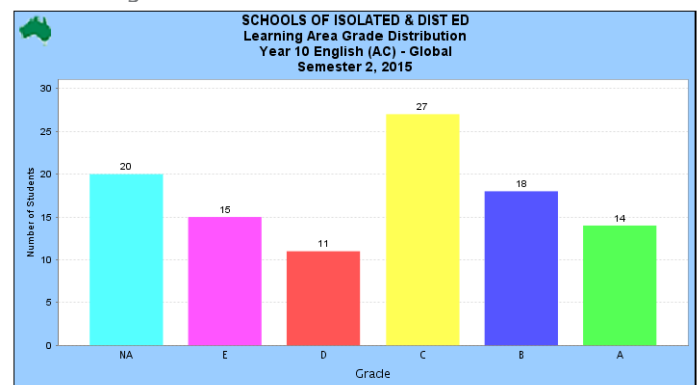
#### Year 11 English General



## Year 11 English Foundation

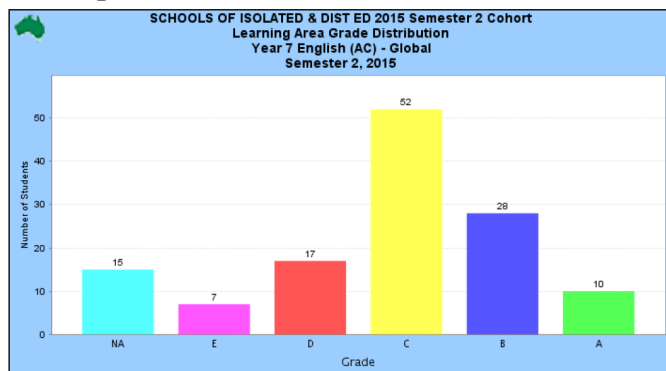


## Year 10 English AC

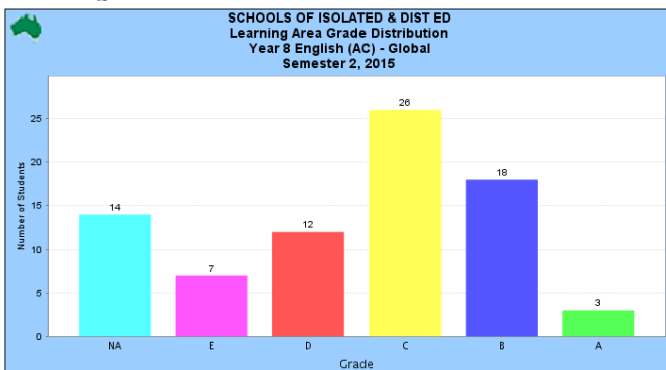


## Year 7–10 Teacher Judgements:

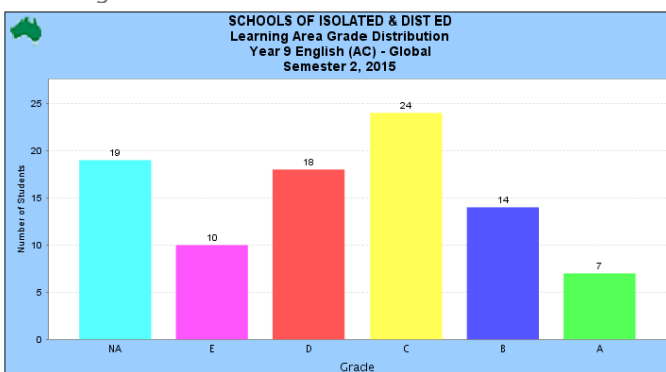
## Year 7 English AC



## Year 8 English AC



## Year 9 English AC



## Data Analysis

The (NAPLAN) data continued to show improvement on previous years. The 2015 SIDE school means for Reading and Writing were higher than the 2015 Australian means. These results suggest that SIDE curriculum materials and strategies for Reading and Writing are appropriate and that student improvement is occurring.

## MATHEMATICS

## INTRODUCTION

The 2015 school year concluded with 14 Mathematics teachers engaged in a teaching load of 9.9 full time equivalent (FTE) teachers. A total of 555 students were enrolled in a SIDE Maths subject at the conclusion of the year which represented a 12% increase on the numbers at the same time in 2014. The teaching load of 9.9 FTE represented a 17.9% increase compared with the previous year. This was mainly due to the enrolment of Year 7 students in the secondary school. Most Maths teachers taught across lower and senior secondary classes.

## KEY PRIORITIES FOR 2015:

## LOWER SECONDARY:

- Implementation of new West Australian curriculum (based upon Australian Curriculum) in Years 7 and 10.
- Consolidation of West Australian curriculum (based upon Australian Curriculum) in Years 8 and 9.
- Use of standard courses with variations handled with Documented Plans.
- Implementation of Common Assessment Tasks across Years 7 to 10.
- Offering of three levels of difficulty in Year 10.
- 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:**

Implementation of new WACE courses for Year 11:

- ATAR: Mathematics Application
- ATAR: Mathematics Methods
- ATAR: Mathematics Specialist
- General: Mathematics Essential
- Mathematics Foundation was delivered by the Learning Support team
- greater student participation in Saba Classroom lessons
- greater student participation in Moodle classes
- continued teacher use of data analysis to steer programs such as conditional spreadsheets, analysis of previous year's exam data
- 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 2015 INCLUDED:

**MOODLE COURSES**

New WACE courses were delivered without dependence upon hard copy materials, however text books were available for purchase or library loan where preferred. SIDE purchases a site licence for the text books by Sadler which are used for the ATAR courses.

Teachers and students appreciated the comprehensive facilities in Moodle such as provision of pdf of text books, pdf of lesson guides, announcements, discussion forums, a grading page, links to internet sites and electronic submission and return of work.

All Lower Secondary courses were provided in Moodle. Years 7 to 10 students worked on Australian Curriculum using Lesson Guides and a text book by Dr Terry 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 was clear and easy to use
- Moodle course structure was easy to navigate.

**Mathematics numeracy skills – Moodle**

The Mathematics department introduced a new course designed to assist students with numeracy skills, in particular with preparation for OLNA and NAPLAN. It focuses on strategies and practice on how to answer multiple choice questions.

**PDF markup of student assessments:**

It is now the norm that work is marked using pdf or Moodle mark-up tools and then returned electronically via Moodle.

This means that the turnaround time for student feedback is 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.

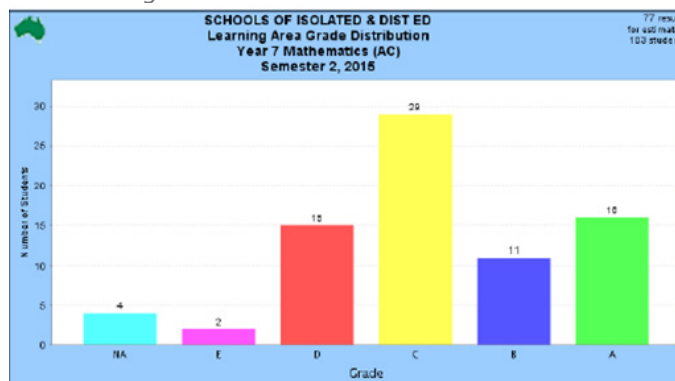
**DATA: STUDENT ACHIEVEMENT YEARS 7, 8, 9, 10**

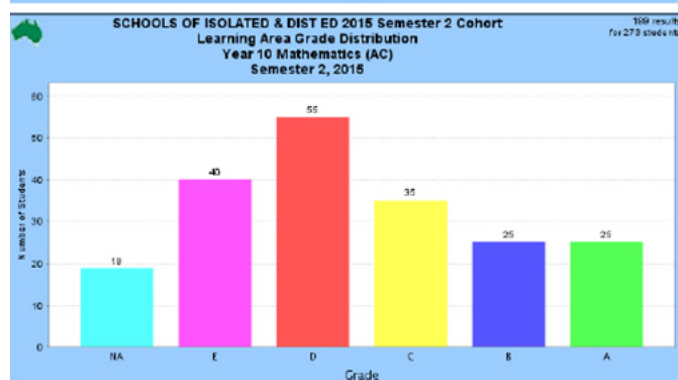
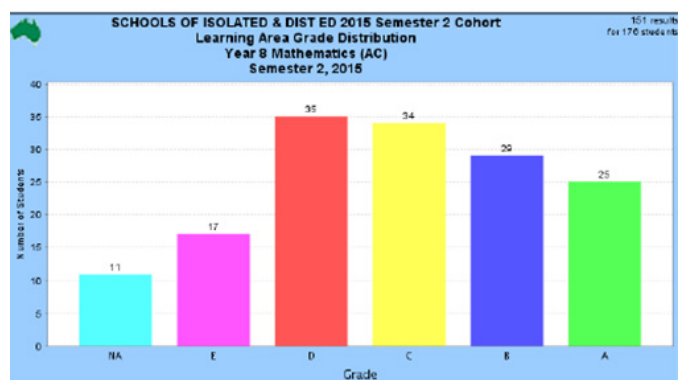
Student enrolments in lower secondary concluded with 284 students, which was a 6% increase on the enrolments at the conclusion of the previous year.

**GRADES DISTRIBUTIONS**

As students are now working on standard curriculum, marks were able to be recorded on a standard assessment outline within Reporting to Parents (RTP) and a merged list was created to rank the students within the year group. Grading was done in consideration to the ranking but also in conjunction with the descriptions relating to Achievement Standards. This is the fairest way to grade many of the SIDE students who have unique circumstances.

Grades distributions at the conclusion of the year showed the following:





#### Observations

- Years 7 to 9 shows C grade comprises the largest proportion, which is to be expected.
- Year 10 shows the largest proportion with D grade. This is something to work on and could be partly explained by the practice of administering Common Assessment Tasks and the natural diversity of the year group. The content of Year 10 becomes more challenging and more demanding.
- The large number of NA is most likely attributable to the students in Learning Support who have a different method of reporting.
- The dip of B grades in Years 7 and 9 could be as a result of assessment tasks that do not provide enough scope for demonstration of student achievement. This is something to work on.

Data: student achievement Years 11 and 12

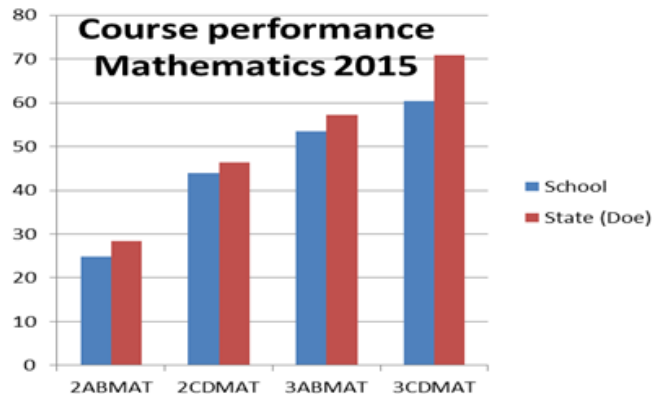
Student enrolments in Years 11 and 12 were 271 at the conclusion of the year which represented a 19.4% increase on the numbers from the conclusion of 2014.

The table below shows some summary information for the WACE courses Stages 2 and 3. Due to low enrolments Maths specialist 3AB was not offered in 2015.

Course	# students	Correlation	Mean mod SM-
2ABMAT	2	NA	NA
2CDMAT	15	0.84	-5.5
3ABMAT	29	0.57	1.3
3CDMAT	20	0.97	-2.2
3CDMAS	25	0.95	-1.4

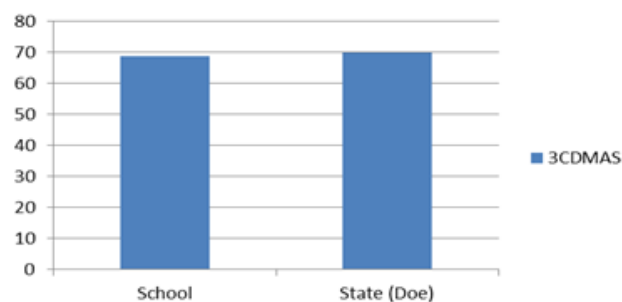
A high correlation (closeness to 1.0) indicates that the ranking of students in the school marks was a good match to the ranking of the students in the WACE exam. A value over 0.7 shows "reasonable consistency between the school marks and the standardised exam marks". The last column shows the difference between the Mean Moderated School Mark and the Mean School Mark. A positive value is desirable but 0 to -4 is adequate.

The following graphs illustrate SIDE performance in each of the Mathematics Courses, against other state schools. Average final scaled scores are used and the graphs suggest that school performance follows state trends.



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

#### Course Performance Mathematics Specialist 2015



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 Maximising Feedback from School Curriculum and Standards Authority (SCSA) (and in-house spreadsheets of tests and exams with conditional formatting).
- Scaling (by standardising) investigations, tests, exams and final scores to conform to state mean and standard deviation targets set by SCSA.

## HIGHLIGHTS OF 2015

- Further 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.
- Implementation of new WACE courses for Year 11 2015.
- Development of learning materials for instruction at SIDE for four new WACE courses for Year 12 in 2016.
- Sharing of team resources to support smart work practices.

## FOCUS AREAS FOR 2016

### SENIOR SECONDARY:

Consolidation and improvement of new WACE courses.

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 websites, activities and worksheets.
- Lessons based on content from commercial publications via pdf/ebook or hard copy text.
- Greater use of Task Reports to be generated from Reporting to Parents.

### LOWER SECONDARY:

- Provision of standard curriculum across Year 7 to 10 with ranking of students in the same year group but with room for variation according to the Achievement Standards.
- Focus on Achievement Standards when designing tests and reaching consensus with grading.
- Consolidation and improvement of the courses now in use across years 7 to 10.
- Refinement of Documented Plans to suit students requiring (including provision of Moodle courses) support.
- Extension: Particularly Year 10 Advanced course.
- 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.

### YEARS 7–12

- Preparation for the Online Literacy and Numeracy Assessment (OLNA) for Year 10 and Year 11 students yet to qualify. Students will be directed to the Moodle Course Mathematics numeracy skills, which are targeted to teach and practise the skills required to answer multiple choice questions, such as the time in OLNA. Teachers will use Saba lessons to discuss strategies with answering multiple choice non-calculator questions.
- Formal feedback on new courses.

## LEARNING SUPPORT

### STAFFING

At the start of 2015 the Learning Support Team consisted of 5.1 FTE teachers and 0.6 FTE education assistant providing service to approximately 100 students, ranging from diagnosed Education Support through to students at risk of underachieving due to social, emotional or physical factors. By the end of 2015 the team had expanded to 10.2 FTE teachers and 0.6 education assistant providing service to approximately 200 students.

In Term 4 Richelle Troode became the new Program Coordinator of Learning Support and Kylie Bradford moved into Careers and VET.

### Focus/priorities/targets for 2015:

- Curriculum is differentiated based on the educational needs of students.
- Curriculum is designed and modified to enhance outcomes for Indigenous students enrolled at SIDE.
- Curriculum takes into consideration the geographical distribution of students.
- Teacher/student relationships are positive and effective.
- Quality teaching and learning resources are produced by teachers.
- Teachers use effective pedagogy and a range of instructional strategies in the teaching/learning program.
- Development of excellence in teaching and learning through engagement and use of online teaching strategies.
- Online teaching and learning occurs through carefully planned Saba lessons and is embedded in teachers' practice.
- Each student to have a well-developed Documented Plan.
- Students with Educational Needs (SEN) planning and reporting to provide effective assessment and reporting for students.
- Implementation of reflective teaching practices as per the Australian Institute for Teaching and School Leadership.
- Continuing and further developing the Award Scheme Development and Accreditation Network (ASDAN) programs for suitable Learning Support students.

### TEACHING AND LEARNING

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

- Teachers utilised a range of instructional strategies to assist student learning.

- Teachers attended professional learning opportunities, eg Understanding Dyslexia and Significant Difficulties in Reading, and ASDAN training and Webinars dealing with Preliminary stage and Foundation Year 11 courses. They utilised this professional knowledge in the development of their Saba lessons and Moodle classrooms.
- Team members developed individualised Moodle Classrooms and engaged students in regular online activities.
- Teachers developed smart goals for students in order to support 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

- 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 that 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 2016, continued development of curriculum materials for Preliminary stage English and Foundation stage Mathematics courses.
- Reviewing and refining curriculum materials for all courses that have been developed to meet the needs of students in Learning Support.
- Continued to develop Year 7 curriculum materials for English, Mathematics, Science and HaSS.

## INDIVIDUAL PROGRAMS

- Team members engaged in collaboration in developing Documented Plans and integrated the use of these plans in their classroom practice.
- Teachers developed smart goals for individual students in order to support students' achievement of goals.

- Continuing with SIDE Reporting and Assessment procedures effectively. Using SEN planning and reporting within the Reporting to Parents database.

## ACHIEVEMENT DATA

Students engaged in the NAPLAN, OLN tests for some Year 10 students, and ACER tests. In the ACER tests, students attempted the English Reading, Writing, Comprehension and Numeracy tests. Results were used to support students and set goals for improvement in areas of need in literacy and numeracy.

## HIGHLIGHTS OF 2015

All members of the Learning Support Team worked extremely hard throughout 2015. Each team member demonstrated a commitment to their students that was highly commendable. The team were very supportive of one another and student outcomes were very positive. This was evident in student engagement in Saba lessons and with the Moodle Classrooms as well as retention in the teaching and learning programs. The size of the team grew steadily throughout the year.

Specific highlights included:

- Learning programs have been developed in P stage English and Foundation stage Mathematics.
- All team members utilised phone/email/Saba 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.
- Parents welcomed the detailed Documented Plans and SEN reports that were used to monitor student performance.
- Staff used Mathletics and Literacy Planet to support literacy and numeracy initiatives. This was supported by additional PL with Mathletics during Term 4.
- A very successful interactive Saba session was delivered by Scitech and this will be investigated again in 2016.
- Two more teachers were trained in ASDAN and further PL was undertaken to further develop teacher understandings.
- An ASDAN network was developed with Leeming ED support Centre with a number of staff attending out-of-hours PL.
- Three students had their ASDAN modules sent in for moderation. They all passed and the moderators commended the students and SIDE learning support staff on the very professional way in which the portfolios were presented.
- We had one staff member, Robin Williams, achieve her Level 3 classroom teacher status.

## FOCUS AREAS FOR 2016

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

### LOWER SECONDARY SCHOOL

- Whole learning area approach to improving student attendance and engagement.
- Carefully monitoring and making adjustments wherever necessary, as the Year 7 students transition to secondary school.
- Ongoing development and implementation of the ASDAN program in New Horizons and Transition Challenge.
- Ongoing development and reviewing of high quality Moodle resources in Mathematics, English, Science and Humanities learning areas.
- 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 mainstream learning areas in development of courses and moderation of student work samples.
- Ensuring staff have attended relevant professional learning to support the teaching and learning program and to further develop personal growth.
- All teachers to undergo peer observation and provide peer feedback throughout the year.
- Develop Phase 2 & 3 Australian Curriculum course material in partnership with mainstream teachers.

### SENIOR SECONDARY SCHOOL

- Whole learning area approach to improving student attendance and engagement.
- Ongoing development and implementation of ASDAN Towards Independence 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 student participation in Saba Classroom lessons.
- Greater student participation in Moodle courses.
- Access quality support materials to support teaching/learning program.
- Ongoing collaboration with mainstream learning areas in the development of courses and moderation of student work samples.

- Ensuring all senior secondary school courses are in Moodle 2.
- 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 learning program.
- All teachers to undergo peer observation and provide peer feedback throughout the year.

## THE ARTS AND TECHNOLOGIES

### INTRODUCTION

In 2015 the Arts and Technologies learning areas merged to form a combined team with two heads of department. Both areas have a very practical design and production-based focus with similar teaching, learning and resourcing requirements. This has enabled some staff to teach across both learning areas, namely in lower school Information Technology, which was required with the introduction of Year 7 students into the secondary school.

Staffing was increased to cater for the Year 7 students who took new programs in Information Technology, Visual Art, Media, Design & Technology and Home Economics. This was achieved by the appointment of several fixed-term teachers in a part-time capacity. New courses in senior school Media WACE and VET courses required additional staff who were transferred from other SIDE departments.

A key focus for the learning area was the implementation of the SIDE Literacy strategies with particular emphasis on the use of glossaries which were added to all Moodle courses. The nature of many of the subject disciplines in the learning area requires a specific language and key terms that form an integral part of the learning program to enable students to engage with the learning materials and be successful.

### HIGHLIGHTS FOR 2015

The Arts & Technologies staff consistently support students to succeed in selection to statewide awards that recognise excellence in Arts practice.

Four SIDE students were selected for the The Young Originals exhibition. This exhibition 'celebrates the creative and innovative arts programs taught in Western Australian public schools and delivered by many talented, enthusiastic and inspirational teachers'.

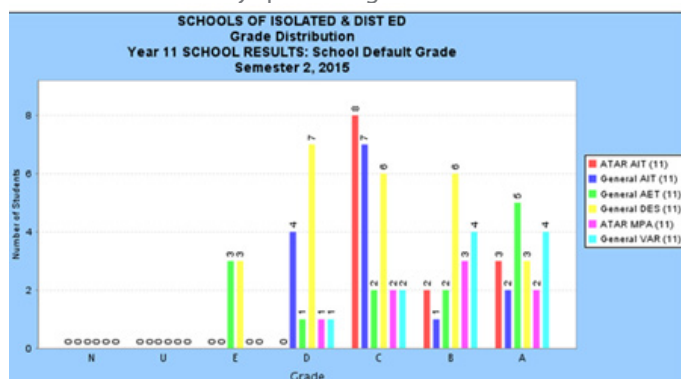
The Metamorphosis Exhibition had one SIDE student's work selected. This is a highly competitive exhibition open to all Year 12 students with imaginative and innovative artworks. In its first year of implementation the Year 12 Media Production and Analysis ATAR course practical production projects were of a high standard and one was submitted to the Australian Teachers of Media (WA) Media Perspectives.



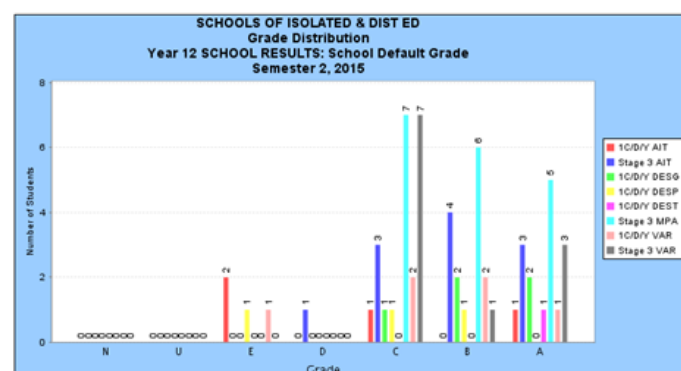
## TEACHING AND LEARNING

The new WACE courses for Year 11 students were introduced in a range of Arts and Technologies ATAR and General courses with new Moodle courses developed in 2014 in preparation for their introduction. Enrolments were consistent with or slightly lower than those of the previous year.

The Year 11 results are shown in the following graph and indicate a satisfactory spread of grades.

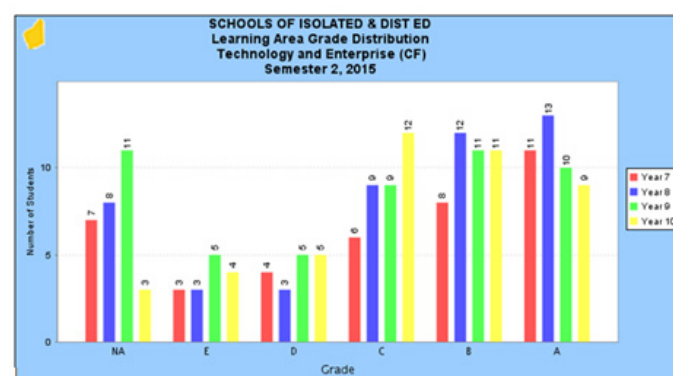
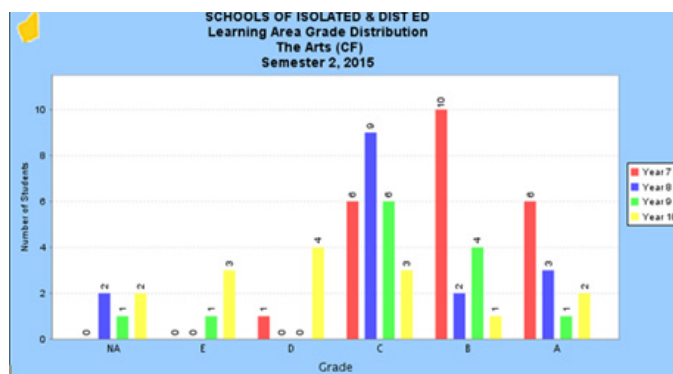


The Year 12 results shown in the following graph indicate a sound range of grades were achieved at C grade or better.



Analysis of Year 12 ATAR results by the same teachers who will be teaching these courses in 2016 provided opportunities to gain a common understanding of current moderation and assessment practices. It was deemed that course assessments needed to be of greater rigour with more emphasis placed on formal, timed tests and exams to ensure that school grades were reflective of their ranking at a state level.

Lower school subjects in both the Arts (Media and Visual Arts) and Technologies (Digital Technologies, Design & Technology, Home Economics) continue to attract strong enrolments. An introductory Digital Technologies module is compulsory for all new students at SIDE. The combined results for all Arts and Technologies subjects can be seen in the following two graphs. Students generally performed well across the range of subjects. The high number of NA results in the Technologies can be attributed to the number of Learning Support students not completing the compulsory Digital Technologies unit.



A significant amount of course development in Moodle for the new Year 12 WACE courses was undertaken, ready for 2016 implementation. This was achieved with the help of school funds that enabled the employment of course developers and also in-house development by some teachers. ATAR courses Applied Information Technology, Media Production, and Analysis and Visual Arts were completed as well as General courses Automotive Engineering Technology, Children, Family & the Community, Design Photography and Visual Arts. A partnership with a private provider was entered into to enable the Certificate II in Information Digital Media Technology VET course to be offered in 2016.

The Certificate II Creative Industries (Media) was introduced when a partnership with Central TAFE was established. A course structure suitable to the SIDE context was endorsed giving students greater choice for their WACE. Twenty-five Year 11 students chose the course. The second phase will be introduced in 2016 with the addition of the Year 12 units. Results were sound with 40% of the students completing four units of competency and another 28% completing three units.

In lower school a further Digital Technologies unit was developed and implemented with more of a focus on programming and coding in line with the Australian Curriculum.

## 2016 FOCUS AREAS

The Arts and Technologies K–10 West Australian Curriculum and Assessment outlines were released in 2015. Staff attended professional learning events to familiarise themselves with the new curriculum. This will continue to be a focus throughout 2016 and 2017 in readiness for implementation in 2018.

During 2015 staff prepared resources ready for implementation of the following new courses in 2016:

- Year 8 Media Arts
- Year 8 Design & Technology
- Year 8 Home Economics
- Certificate II Creative Industries extension to Year 12 program to new Registered Training Organisation requirements
- Certificate II Information Digital Media Technology
- Year 12 General Automotive Engineering Technology
- Year 11 and 12 Preliminary Visual Arts

# LANGUAGES

## INTRODUCTION

The SIDE Languages department offers programs at both Secondary and Primary levels, with four languages under its administration (French, Italian, Indonesian and Japanese). During 2015 there was a further 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 2015, the department was staffed with 19 teachers (14.68 FTE) and three language assistants under the leadership of the two Level 3 Heads of Learning Area with:

- four Level 3 Classroom teachers
- five Senior teachers.

## TEACHING AND LEARNING

All Languages teachers delivered synchronous lessons through Saba. Primary teachers delivered twice weekly Saba lessons to students. Secondary teachers delivered all Languages 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 remained at similar levels to the previous year.

## INTERACTIVE WHITEBOARDS

Interactive whiteboards continue to be used in conjunction with Saba in some Primary schools to maximise student

engagement where there is a shortage of computers or where a 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 SCSA WACE planning workshops and a range of professional association workshops and conferences during the year and shared their experiences with colleagues at SIDE.

**TEACHER DEVELOPMENT SCHOOL (LANGUAGES) (TDS)**  
Professional learning for Languages teachers across the State was provided by the SIDE Languages TDS team with the assistance of other teachers within the SIDE Languages department. In 2015 the TDS team initiated, planned and developed twenty professional learning events both online and face to face, covering topics such as Year 7 Transition, Differentiated Learning, Numeracy and Literacy across the Curriculum, and Aboriginal and Torres Strait Islander Cultures, Histories and Perspectives. The team worked collaboratively with outside agencies to host two other professional learning events including supporting the Willetton Languages TDS by organising language specific sessions.

The team also facilitated a successful series of network meetings to provide the opportunity for teachers to share knowledge, work collaboratively across languages and learn from examples of 'best practice'. The SIDE Languages TDS worked collaboratively with Statewide Services Key Languages Leaders Initiative to provide leaders with the opportunity to share their best practice projects through these network meetings.

The success of the high quality professional learning that SIDE TDS has provided in 2015 is demonstrated by the number of attendees, including a large proportion of repeat attendees and requests from teachers outside DoE to participate in SIDE TDS events. Professional learning offered by the SIDE TDS has also been advertised through the Australasian Association of Distance Education Schools website. SIDE will continue as a Teacher Development School in 2016 and 2017.

## LANGUAGE ASSISTANT PROGRAM

In 2015 SIDE Languages was supported by two Indonesian language assistants (one in Semester 1 and one in Semester 2), one French assistant and one Japanese assistant, all employed through the Department of Education Language Assistant Program.

Students from P–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 to be fully prepared for the WACE practical exam.

#### ACHIEVEMENT DATA

##### Primary Languages

SIDE Languages delivered programs in the four languages to approximately 700 students across the state.

In 2015 the percentage of Year 3–6 students achieving the expected C grade standard or above was:

- Year 3: 93%
- Year 4: 98%
- Year 5: 98%
- Year 6: 93%

The figures are consistent with or better than state-wide results.

#### LOWER SECONDARY

In 2015 there were approximately 180 Year 7–10 students studying a language through SIDE. Student learning programs were tailored to cater for entry into secondary as a new beginner of a second language or on a continuing pathway from primary school.

In 2015 the percentage of lower secondary students achieving the expected C grade standard or above was:

- Year 7: 80%
- Year 8: 97%
- Year 9: 58%
- Year 10: 75%

Small cohort sizes and a lack of continuity in enrolments make it hard to draw meaningful conclusions from lower secondary results. In addition, the results for Year 9 were affected by a large percentage of students at beginner level.

#### SENIOR SECONDARY

In 2015 the Languages department at SIDE continued to offer a variety of pathways for students including Year 11 ATAR and Year 12 Stage 3 WACE courses across all languages, the Indonesian Background Speakers course and the VET Certificate II in French and Japanese.

#### STAGE 3 COURSES

All Stage 3 SIDE Languages students achieved a C grade or better in their school assessments. However, some individual students and cohorts did not perform as well as expected in the external exams and as a consequence, some cohorts were adversely affected by the standardisation and moderation processes. In 2016, teachers will engage in additional moderation activities and focus on strategies to support students in effective exam preparation.

#### CERTIFICATE II IN APPLIED LANGUAGES

Six students achieved their Certificate II in Applied Languages – two students in French and four students in Japanese, representing a 100% attainment rate in this qualification.

#### HIGHLIGHTS OF 2015

##### Student awards/achievements

One of our Year 12 French students won a scholarship to participate in a year-long exchange program to France, based on her advertisement entitled “Why learn French?” and a video about why she would like to go on a French exchange.

#### FOCUS AREAS FOR 2016

- Implementation of new Year 12 ATAR and General courses.
- Early Childhood Education has been a growth area for Languages. Upskilling of staff in literacy strategies for this stage of learning will be a focus for 2016.
- Encourage sharing of teacher resources and ideas both in-house and via local, national and international networks.
- From 2018 SCSA have mandated language learning from Year 3. We anticipate an increase in demand for the SIDE Languages program. Focus will be on preparation to meet those needs.
  - K–10 print materials and Moodle courses will be written and updated.
  - Staff will become conversant in Western Australian Curriculum – Languages.
  - Marketing and promotion of Languages learning at SIDE to rural districts to aid in their implementation of the mandate.
- Peer review processes implemented to promote teacher best practice and reflection.

## ***HUMANITIES AND SOCIAL SCIENCES***

The 2015 school year concluded with 12 HaSS teachers engaged in a teaching load of 9.3 FTE (full time equivalent) teachers. Six of these were full time, with the remainder being part time. Two full time, permanent members of staff took leave for the duration of 2015, which led to the addition of two new staff members to the SIDE HaSS team.

A total of 490 students were enrolled in a SIDE HaSS subject at the conclusion of the year. This was on a par with 485 students enrolled in HaSS courses at the same time the previous year.

**KEY PRIORITIES FOR 2015:****LOWER SECONDARY (LS)**

- Implementation and refinement of Year 7 HaSS course.
- Informal assessment of ITC capabilities of Year 7 students.
- Preparation for AC courses for Years 7–10.
- Continued review of assessment practices.
- Improved instructional design throughout Moodle courses.

**SENIOR SECONDARY (SS)**

- Implementation and refinement of new WACE courses for Year 11.
- Preparation for AC new WACE courses for Year 12 in 2016 including ATAR Accounting and Finance, Economics, Geography and Modern History, as well as General Geography and Business Management and Enterprise. Writing projects were largely completed in-house and are ongoing in 2016 for General History and ATAR Geography.

**TEACHING AND LEARNING****LOWER SECONDARY (LS)**

The Australian Curriculum History and Geography was delivered to all students in Years 7 to 10 at SIDE. Course materials developed in 2014 were reviewed and modified throughout the year.

There was continued emphasis and discussion on the delivery of explicit literacy skills in all HaSS courses, specifically focusing on consistent paragraph structure and student understanding of directive verbs to assist them in accurately identifying assessment requirements.

Effort was made to develop AC materials in 2015, however in August the focus shifted to the WA Curriculum. This involved more thorough inclusion of content for Economic & Business and Civics & Citizenship and required considerable development of course materials. This is ongoing in 2016 and will see a completely new course structure for all HaSS subjects.

HaSS teachers successfully liaised with staff in Learning Support and the SIDE Resource Centre to develop moderation procedures and fundamental research skills programs that have provided supplementary support to HaSS students.

**SENIOR SECONDARY**

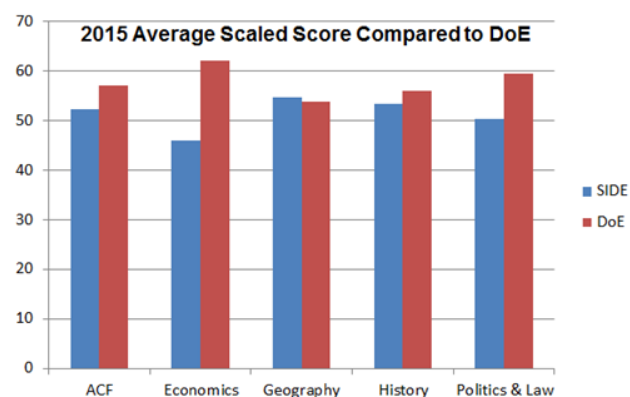
After considerable ground work and modifications by HaSS staff, 2015 saw the effective delivery of Year 11 WACE courses in all HaSS subjects.

**WACE RESULTS****2015 School Score vs Exam Score**

Course	No. of students	Correlation
3XACF	7	0.87
3XEco	8	0.88
3XGeo	20	0.88
3XHim	17	0.88
3XPAL	18	0.9

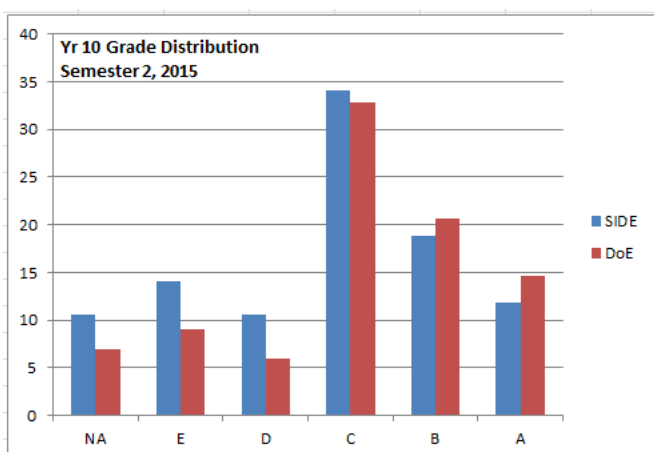
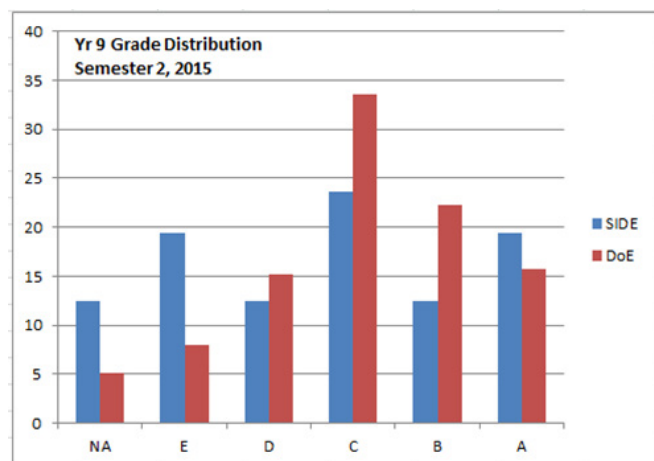
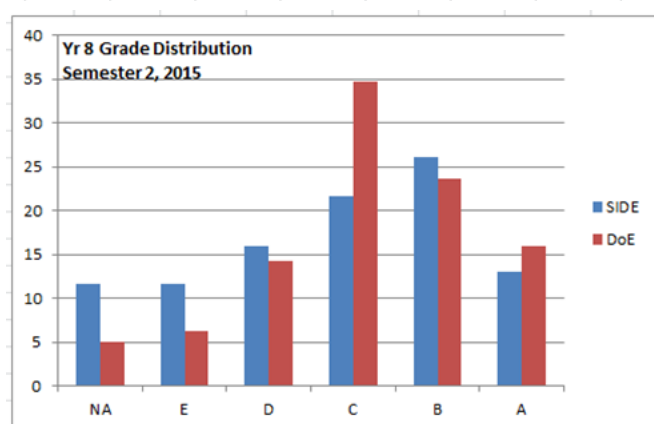
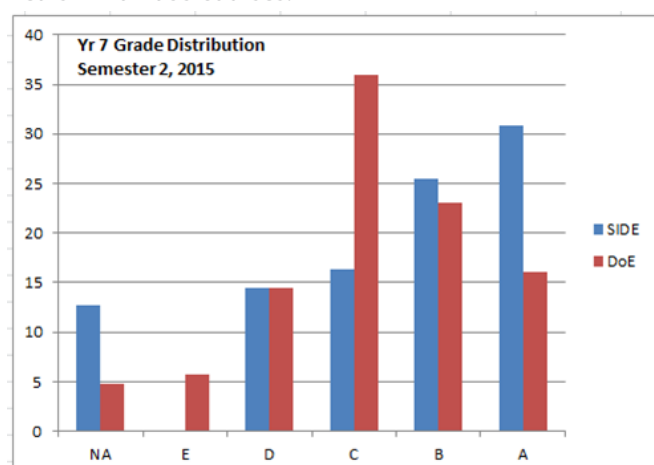
A correlation of 0.8 is expected in Humanities. This indicates that the rank order and distance between student school scores match student exam scores. Moreover, the school-based assessments have successfully replicated exam conditions.

The average scaled score compared to state results is varied throughout each HaSS subject. Particularly positive results were achieved in Geography and History, demonstrating that school performance was very close to state performance.



Politics & Law and Economics experienced negative results here with both courses demonstrating significant difference between school and state. Analysis has commenced on these results and strategies will be put in place to improve this differential in 2016. Primarily, this will involve investigation of assessment rigour, improved moderation processes and a greater focus on exam preparation skills.

Lower Secondary Result Analysis from SAIS Data  
The following graphs indicate the grade distributions for Years 7–10 HaSS courses:



The Year 10 grade distribution clearly indicates a successful correlation between school and state. Grades in Year 9 and 8 courses are evenly spread but have a higher occurrence of lower end grades which may be due, in part, to the sometimes transient nature of the SIDE cohort.

The Year 7 grade distribution does not compare as closely to state grades. This may be attributed to the first-time delivery of the Year 7 course as part of secondary school. This was a small cohort of 47 students.

## HIGHLIGHTS 2015

An exciting research project was commenced in 2015, with Year 7 students undertaking the Roe 8 Debate. This was a particularly current topic that students engaged in enthusiastically. Students were given a stance for or against the extension of Roe Highway through the Beeliar Wetlands. Students followed a formal debate structure and were assessed on research skills and an oral presentation either through Saba or on site. This was the group's first foray into Civics and Citizenship in Year 7.

## FOCUS FOR 2016

- Lower school HaSS courses will undertake a major restructure in 2016 to fully incorporate Civics & Citizenship and Economics & Business. This will require considerable development and modification by HaSS staff throughout the year. Key staff members will undertake professional learning to explore developments in Civics & Citizenship curriculum points to support Moodle development.
- Pivotal to this is the continued encouragement of collaborative teaching to improve student learning experiences.
- HaSS staff will continue to focus on the development of strategies to improve literacy and numeracy, with a particular emphasis on digital literacy.
- We will continue to plan for long term pathway opportunities for students – can we accommodate a Certificate II Tourism?
- Course development will continue in Senior Secondary school, whereby the ATAR Geography and General Modern History courses will be finalised. Ongoing refinement of new Year 12 WACE courses will also be of priority in 2015. Professional learning opportunities in instructional design offered by SIDE OTL staff will be embraced throughout the year to support our endeavours.



## SECTION 3

# STUDENT PARTICIPATION AND ACHIEVEMENT



### STUDENT PARTICIPATION

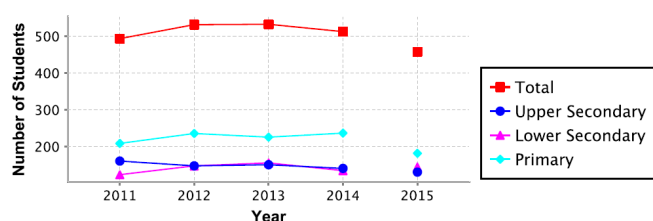
Primary	Kin	PPR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Full Time	(8)	32	24	35	18	29	18	26	190
Part Time	12								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	27	38	33	47	77	54		276

School	Total
Full Time	458
Part Time	13 (8)
Total	471 (466)

#### STUDENT NUMBER TRENDS



#### SEMESTER 2

	2011	2012	2013	2014	2015
Primary (Excluding Kin)	209	236	226	237	182
Lower Secondary	124	148	156	135	145
Upper Secondary	161	148	151	141	131
Total	494	532	533	513	458

Note: The graph and table include only full-time students

#### 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 2015 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.

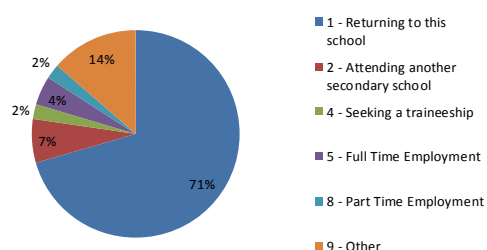
	2011	2012	2013	2014	2015
Primary (Excluding Kindy)	209	236	226	245	137
Lower Secondary	124	148	156	135	166
Senior Secondary	161	148	151	141	174
Total	494	532	533	513	477

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

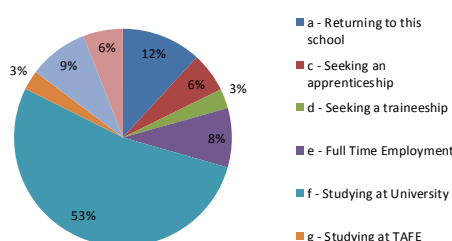
# STUDENT INTENTIONS AND SATISFACTION SURVEY 2015

What students intend to do next year

**Year 11**

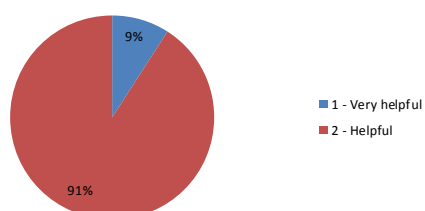


**Year 12**

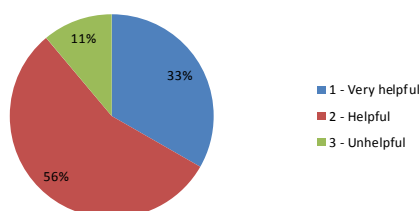


Overall, how helpful did you find the advice you received from the career counsellors or career advisors at your school?

**Year 11**

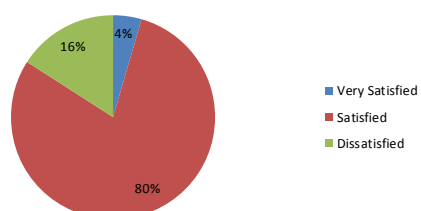


**Year 12**

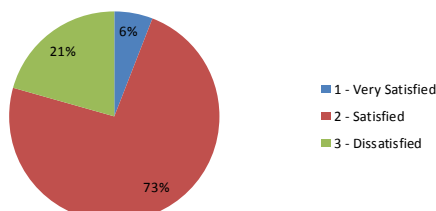


Overall, how satisfied are you with the availability of career counselling at your school?

**Year 11**

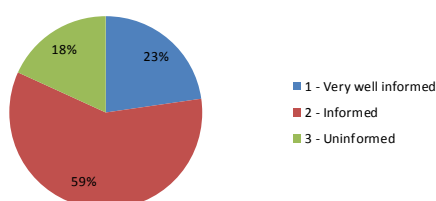


**Year 12**



How well informed do you feel about deciding what to do next year?

**Year 11**



## YEAR 12 ACHIEVEMENT

								Total
Code	Course	A	B	C	D	E	U	Grades
ACF	Accounting and Finance	0	1	4	1	1	0	7
AIT	Applied Information Technology	5	4	4	1	2	0	16
AET	Automotive Engineering and Technology	2	1	1	1	1	0	6
BLY	Biological Sciences	4	5	12	2	0	0	23
BME	Business Management and Enterprise	11	2	3	2	0	0	18
CAE	Career and Enterprise	3	1	1	1	5	0	11
CHE	Chemistry	5	4	4	8	1	0	29
CFC	Children, Family and Community	4	7	8	1	0	0	20
DES	Design	5	9	4	1	2	0	21
EES	Earth and Environmental Science	3	1	5	3	0	0	12
ECO	Economics	0	2	4	2	0	0	8
ENG	English	33	31	48	8	15	0	135
FRE	French	1	0	4	0	0	0	5
GEO	Geography	4	6	15	5	2	0	32
HEA	Health Studies	10	18	23	1	2	0	54
HBY	Human Biological Science	24	10	12	7	2	0	55
IBS	Indonesian: Background Speakers	0	2	3	0	0	0	5
ISC	Integrated Science							
ITA	Italian	4	6	3	0	2	0	15
JSL	Japanese: Second Language	0	4	7	0	0	0	11
LIT	Literature	5	4	4	0	0	0	13
MDT	Materials, Design and Technology	0	0	1	0	1	0	2
MAT	Mathematics	28	33	50	21	31	0	162
MAS	Mathematics Specialist	6	4	5	3	2	0	20
MPA	Media Production and Analysis	5	6	7	0	0	0	18
HIM	Modern History	2	9	12	3	0	0	26
PHY	Physics	4	5	9	4	3	0	25
PAL	Politics and Law	2	1	8	2	0	0	13
VAR	Visual Arts	5	6	11	0	1	0	23
WPL	Workplace Learning	0	2	2	0	0	0	4
Totals		170	179	281	76	73	0	776
Percentage		22%	23%	36%	10%	9%	0%	100%

## WACE DATA 2015

### 1. Students achieving WACE

Year	Eligible Year 12 Students	Percentage achieving WACE
2011	28	93
2012	24	71
2013	34	94
2014	18	100
2015	26	92

### 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+
2011	25	4	16
2012	20	7	35
2013	14	1	7
2014	12	5	41
2015	20	3	15

### 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%
2015	26	20	77					

### 4. Year 12 Destinations Survey

Deferred Study/Training	0	Return to School	4
University	18	RAGE	0
Apprentice/Traineeship	3	TAFE	1
Employment	3	Employment Assistance	0
Other	2	Other training	3

## LITERACY AND NUMERACY TESTING 2015

### NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY RESULTS (NAPLAN)

#### NAPLAN Primary Results

The following table provides a snapshot of performance for students in Years 3 and 5 in the 2015 NAPLAN testing. Year 3 and Year 5 students performed above or substantially above the Australian average in all areas of Literacy and Numeracy. SIDE continues to work with our students to provide educational enhancement programmes in literacy and numeracy in line with the Western Australian curriculum standards.

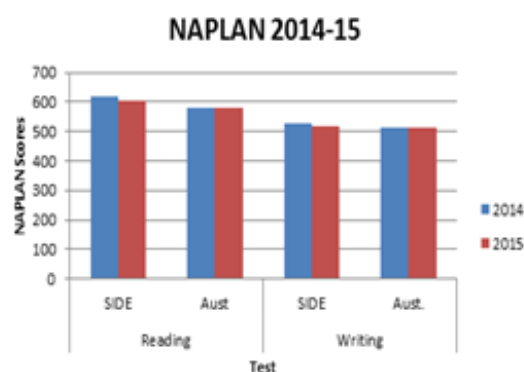
	Year 3		Year 5	
Reading	510		610	
	SIM 443	ALL 426	SIM 517	ALL 499
Persuasive Writing	435		511	
	SIM 430	ALL 416	SIM 490	ALL 478
Spelling	504		531	
	SIM 419	ALL 409	SIM 507	ALL 498
Grammar and Punctuation	547		571	
	SIM 445	ALL 433	SIM 518	ALL 503
Numeracy	538		555	
	SIM 408	ALL 398	SIM 502	ALL 493

SIM = Schools serving students from statistically similar backgrounds

ALL = Australian schools' average

## NAPLAN Secondary Results

The NAPLAN data showed improvement on previous years.



NAPLAN data indicates a moderate 2% improvement in Year 7 Writing and significant 5% improvement in Year 9 Writing.

## NAPLAN Year 7 Reading

- The 2015 SIDE school mean for Reading was higher than the 2015 Australian mean for Reading.
- The percentage of 2015 SIDE students at or above the minimum standard for Reading was higher than it was for 2014 and no SIDE student was below the minimum standard.

NAPLAN Year 7 Reading	2015	2014
Mean (Aust)	580	580
Mean (school)	603	617
% SIDE students above minimum standard	85%	83%
% SIDE students at minimum standard	15%	13%
% SIDE students below minimum standard	0%	3%

## NAPLAN Year 7 Writing

- The 2015 SIDE school mean for Writing was higher than the 2015 Australian mean for Writing.
- The percentage of 2015 SIDE students at the minimum standard for Writing was higher in 2015 than it was for 2014 and fewer SIDE students were below the minimum standard.

NAPLAN Year 7 Writing	2015	2014
Mean (Aust)	511	512
Mean (school)	517	529
% SIDE students above minimum standard	75%	77%
SIDE students at minimum standard	20%	15%
% SIDE students below minimum standard	5%	8%

## NAPLAN Year 9 Reading

- The 2015 SIDE school mean for Reading was higher than the 2015 Australian mean for Reading.
- The percentage of 2015 SIDE students at or above the minimum standard for Reading was higher in 2015 than it was for 2014.
- No SIDE student was below the minimum standard.

NAPLAN Year 9 Reading	2015	2014
Mean (Aust)	580	580
Mean (school)	603	617
% SIDE students above minimum standard	85%	83%
% SIDE students at minimum standard	15%	13%
% SIDE students below minimum standard	0%	3%

## NAPLAN Year 9 Writing

- The 2015 SIDE school mean for Writing was significantly higher than the 2015 Australian mean.
- The percentage of 2015 SIDE students above the minimum standard for Writing was higher than it was for 2014 SIDE students.
- Fewer SIDE students were at or below the minimum standard in 2015.

NAPLAN Year 9 Writing	2015	2014
Mean (Aust)	546	550
Mean (school)	594	593
% SIDE students above minimum standard	84%	79%
% SIDE students at minimum standard	12%	14%
% SIDE students below minimum standard	4%	7%

## NAPLAN Year 9 Numeracy

	2015	2014	2013	2012	2011
Mean (Aust)	592	588	584	584	584
Mean (school)	589	606	584	582	615
Diff%	-0.5%	+3.1%	0%	-0.34%	+5.5%
# SIDE students	28	45	29	29	14
% SIDE Students Above min standard	96%	87%	70%	72.4%	78.6%
% SIDE Students At min standard	4%	13%	24.1%	20.7%	21.4% 3 stud
% SIDE Students Below min standard	0%	0%	6.9%	6.9%	0%

The SIDE school mean was 0.5% lower than the Australian mean. Historically our mean has fluctuated around the Australian mean.

Preparation for Years 9 and 7 includes:

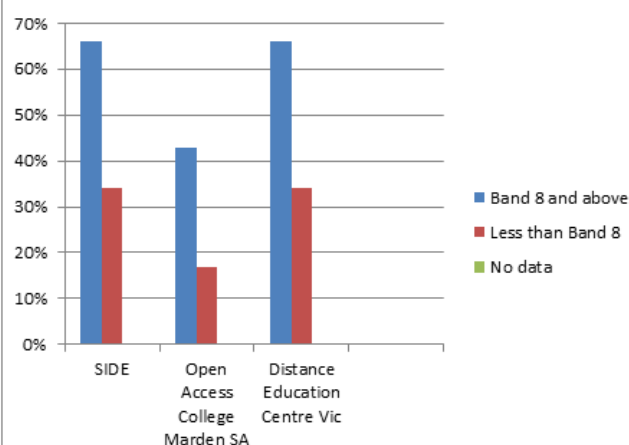
- NAPLAN type questions embedded into the learning materials
- teachers using NAPLAN questions in Saba lessons
- practice question papers in the Moodle course.

## NAPLAN numeracy testing of Year 7 students

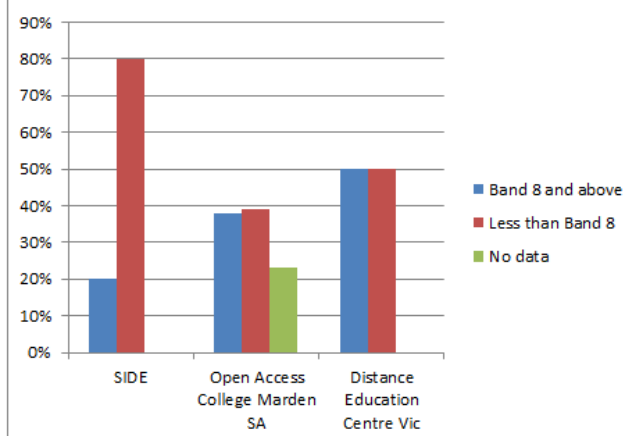
	2015
Mean (Aust)	543
Mean (school)	563
Diff %	+3.7%
# SIDE students	20
% SIDE students above min standard	100%
% SIDE students below min standard	0%



### NAPLAN proportions Year 9 Numeracy 2015



### NAPLAN proportions Year 7 Numeracy 2015



This was the first year that SIDE tested Year 7 students as part of the secondary program; consequently, there is no historical comparison for SIDE students.

There are no like schools within WA with which to compare SIDE but the graphs below show like schools within Australia as part of the AADES group. Queensland and New South Wales have been omitted as they have regional schools rather than one school catering to the whole state. The information from the Tasmanian eschool was not available.

## ONLINE LITERACY AND NUMERACY ASSESSMENT TESTING (OLNA)

Students in Year 10 and Year 11 who had not achieved Band 8 in literacy or numeracy in Year 9 NAPLAN were required to sit the relevant components – Numeracy, Reading or Writing – of the OLNA in March and/or September, 2015. The outcomes for our students are summarised in the tables below.

### OLNA status of 2015 enrolments

	Year 10	Year 11
Total number of students	50	92
Students who had pre-qualified in all components through Year 9 NAPLAN	15	19
Students required to sit one or more components	35	73

### OLNA results

	Year 10	Year 11
Students who achieved the minimum standard required for WACE through OLNA testing by passing one or more required components (category 3)	17	46
Students who sat OLNA testing but who still need to pass one or more components in order to be eligible for WACE (category 2)	11	24
Students who did not sit the tests (NSA)	7	13

### OLNA numeracy testing in Years 10 and 11

Students who had achieved Band 8 in numeracy testing in NAPLAN were not required to sit OLNA. SIDE had 24 current roll Year 11 students who were required to sit in March and/or September. Of these 24, 16 had not previously sat the assessment. Of these 16, six still did not sit (NSA) in March nor September.

The table following shows interrogation of the results for both sittings for Year 11 current roll students. This includes students in mainstream Maths and Learning Support. Of the 22 students 32% showed improvement and 6 of this group were successful in gaining a pass after the March sitting.

# SECTION 4

## SCHOOL MANAGEMENT

	Sat in March		Sat in Sept	
Year 11	Pass	2		
	Fail	15	Pass	5
	NSA	7	Fail	11
		24	NSA	6
				22
	No change in status			9
	NSA (Did not sit both occasions)			6
	Cat 2 to Pass			5
	Cat 1 to Cat 2			1
	NSA to Pass			1
	Total			22

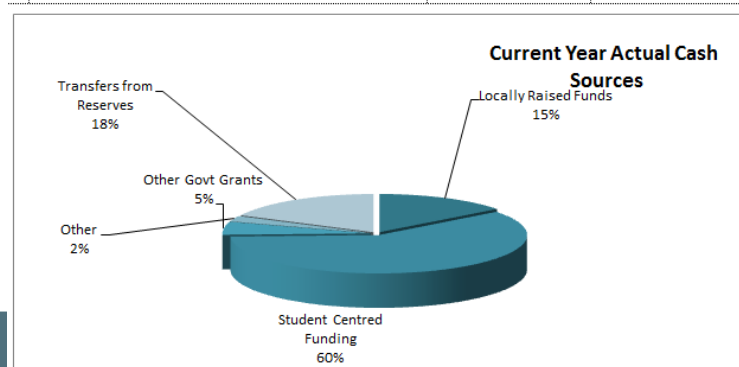
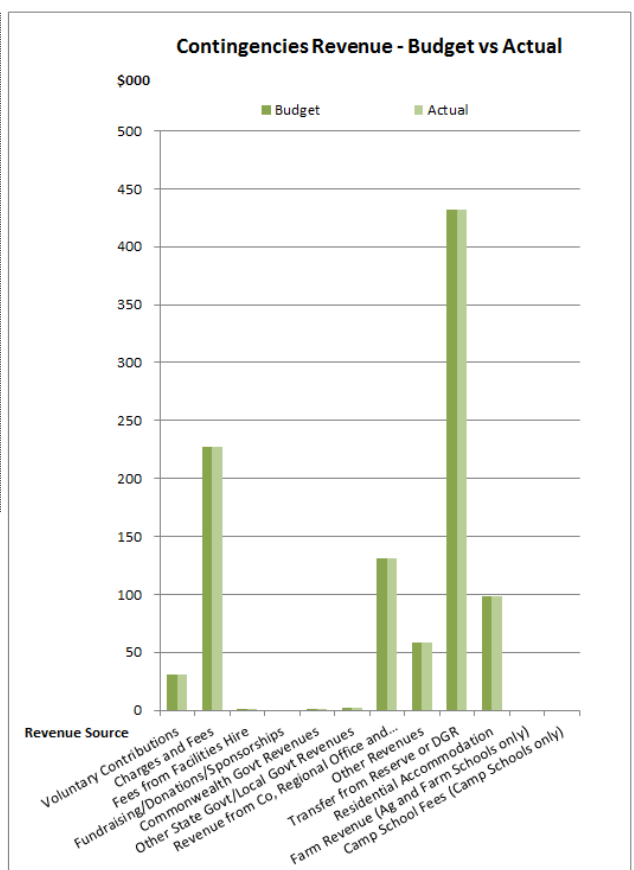
Strategies to assist students:

Students were enrolled in a Moodle course, Mathematics numeracy skills, which focuses on the techniques of answering multiple choice questions and provides practice in OLNA type questions.

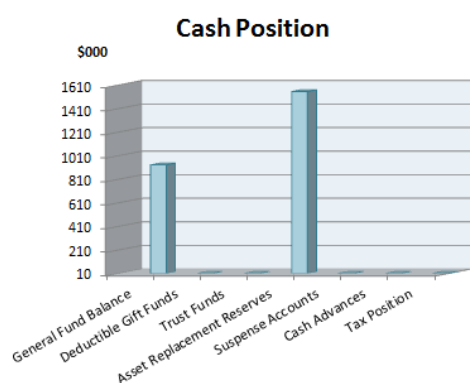
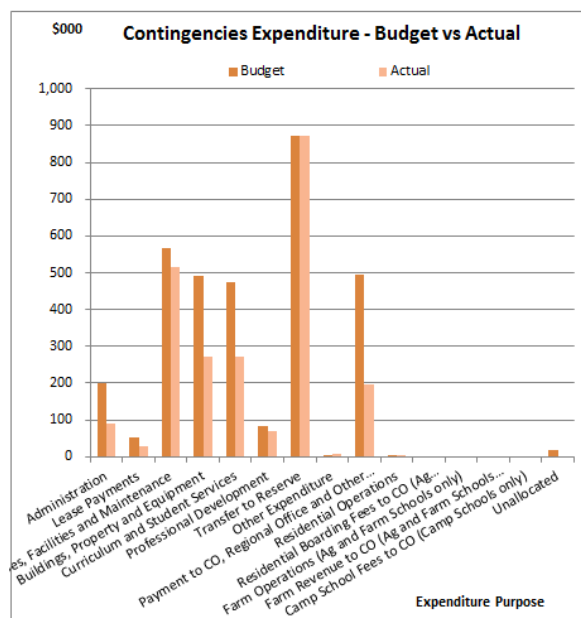
### Schools of Isolated & Distance Education

#### Financial Summary as at 31 December 2015

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 30,765.54	\$ 30,765.54
2	Charges and Fees	\$ 227,145.25	\$ 227,145.16
3	Fees from Facilities Hire	\$ 424.00	\$ 423.64
4	Fundraising/Donations/Sponsorships	\$ -	\$ -
5	Commonwealth Govt Revenues	\$ 1,423.76	\$ 1,423.76
6	Other State Govt/Local Govt Revenues	\$ 2,105.18	\$ 2,105.18
7	Revenue from Co, Regional Office and Other Schools	\$ 131,340.94	\$ 131,340.94
8	Other Revenues	\$ 58,814.37	\$ 58,814.45
9	Transfer from Reserve or DGR	\$ 431,593.41	\$ 431,593.41
10	Residential Accommodation	\$ 98,260.00	\$ 98,260.00
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 981,872.45</b>	<b>\$ 981,872.08</b>
	<b>Opening Balance</b>	<b>\$ 817,512.00</b>	<b>\$ 817,511.97</b>
	<b>Student Centred Funding</b>	<b>\$ 1,460,557.81</b>	<b>\$ 1,460,557.81</b>
	<b>Total Cash Funds Available</b>	<b>\$ 3,259,942.26</b>	<b>\$ 3,259,941.86</b>
	<b>Total Salary Allocation</b>	<b>\$ 13,676,822.00</b>	<b>\$ 13,676,822.00</b>
	<b>Total Funds Available</b>	<b>\$ 16,936,764.26</b>	<b>\$ 16,936,763.86</b>



	Expenditure	Budget	Actual
1	Administration	\$ 199,001.60	\$ 91,516.99
2	Lease Payments	\$ 50,981.00	\$ 29,911.47
3	Utilities, Facilities and Maintenance	\$ 566,417.72	\$ 516,682.00
4	Buildings, Property and Equipment	\$ 491,244.43	\$ 270,779.37
5	Curriculum and Student Services	\$ 473,186.62	\$ 271,262.67
6	Professional Development	\$ 82,429.10	\$ 69,341.52
7	Transfer to Reserve	\$ 871,793.34	\$ 871,793.34
8	Other Expenditure	\$ 6,055.00	\$ 7,989.21
9	Payment to CO, Regional Office and Other Schools	\$ 494,769.07	\$ 197,857.50
10	Residential Operations	\$ 5,000.00	\$ 2,271.70
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
15	Unallocated	\$ 19,064.38	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 3,259,942.26</b>	<b>\$ 2,329,405.77</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ 13,202,588.00</b>	<b>\$ 13,202,588.00</b>
	<b>Total Expenditure</b>	<b>\$ 16,462,530.26</b>	<b>\$ 15,531,993.77</b>



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 2,480,962.20</b>
Made up of:	\$ -
1 General Fund Balance	\$ 930,536.09
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,553,283.51
5 Suspense Accounts	\$ 6,147.60
6 Cash Advances	\$ 780.00
7 Tax Position	\$ 8,225.00
<b>Total Bank Balance</b>	<b>\$ 2,480,962.20</b>

## STAFF ATTENDANCE

	2012	2013	2014	2015
Teaching Staff	96%	96%	90%	85%
School Support Staff	95%	95%	90%	90%
All school staff	96%	96%	90%	88%

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 2015. 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 2015 can be attributed to the number of staff both teaching and support staff who were required to take LSL during the year.

	2014	2015
Total base teaching staff numbers	108	110
Permanent staff retained from previous year	75.65%	95.45%
New permanent teaching staff	3	3
Staff retention rate 2015–2016	97%	95%
Number of retirements	6	11

### STAFF NUMBERS BY OCCUPATION GROUPS

Administration Staff	No.	FTE
Principals	1	1.0
Deputy Principals	4	4.0
Heads of Department and Learning	10	9.5
Program Coordinators	4	4.0
Total Administration Staff	19	18.5

Teaching Staff	No.	FTE
Level 3 Teachers	19	18.1
Other Teaching Staff	81	65.0
Total Teaching Staff	100	83.1

School Support Staff	No.	FTE
Clerical/Administration	28	25.8
Gardening/Maintenance	4	3.4
Other Non-Teaching Staff	7	4.6
Total School Support Staff	39	4.0
Total	158	134.9

#### 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

	2014	2015
Number of Teachers and Support Staff	149	139
Total professional learning expenditure	\$38,402	\$63,000

# PARENT, STUDENT AND STAFF NATIONAL SCHOOL OPINION SURVEYS

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

## PARENT SURVEY

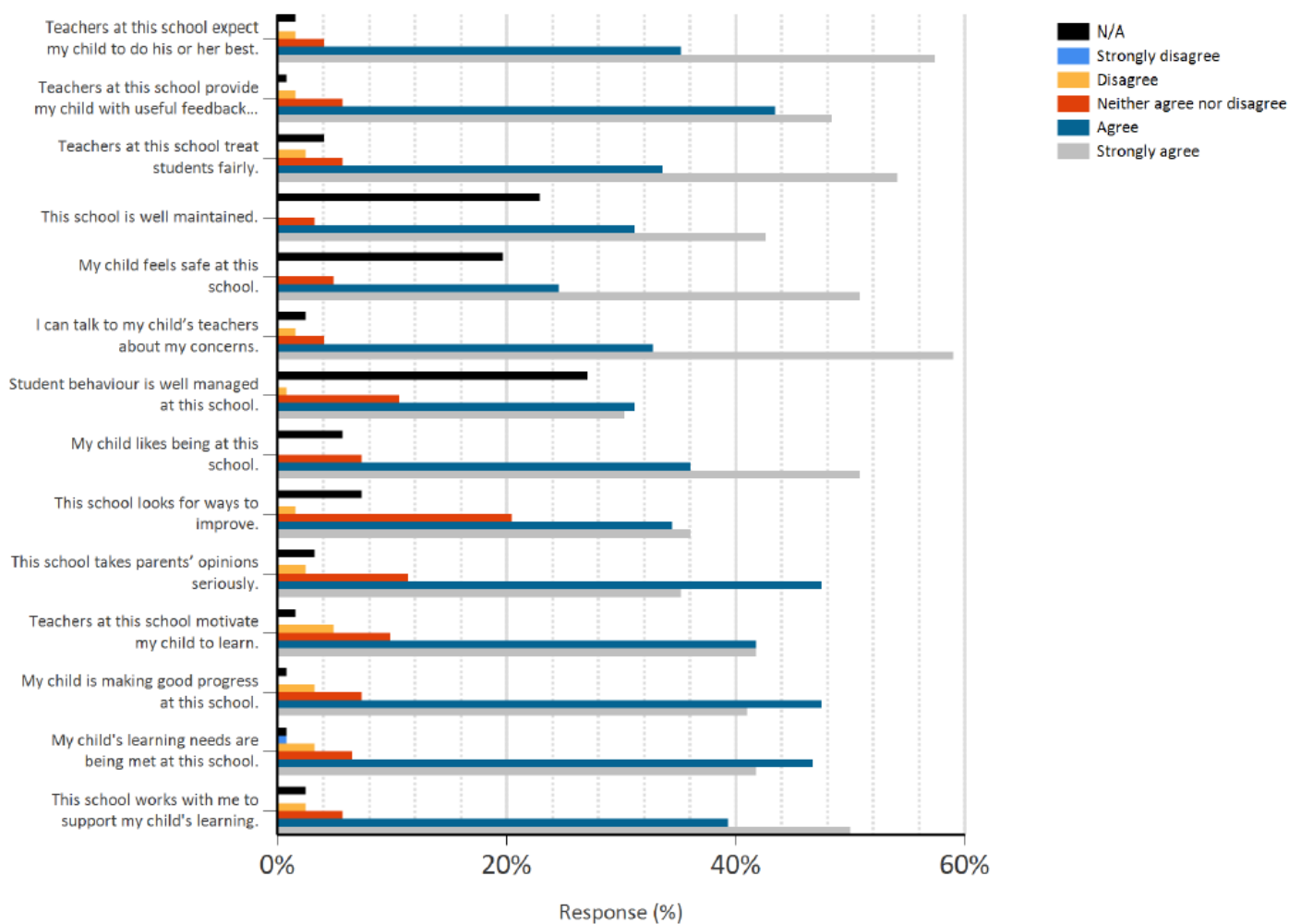
### Introduction

The survey of staff occurred during Term 3, 2015.

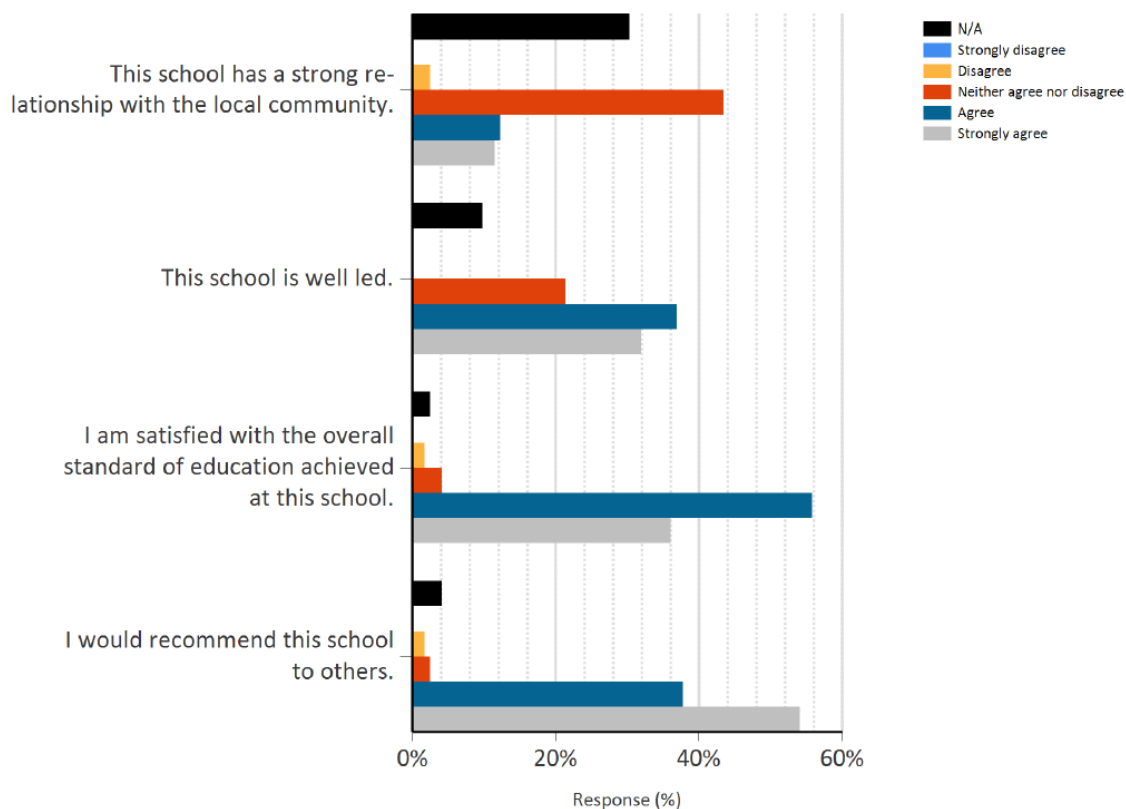
Snapshot of respondents:

- 120 parents responded
- 84% Female, 16% Male

The questions and results are below.







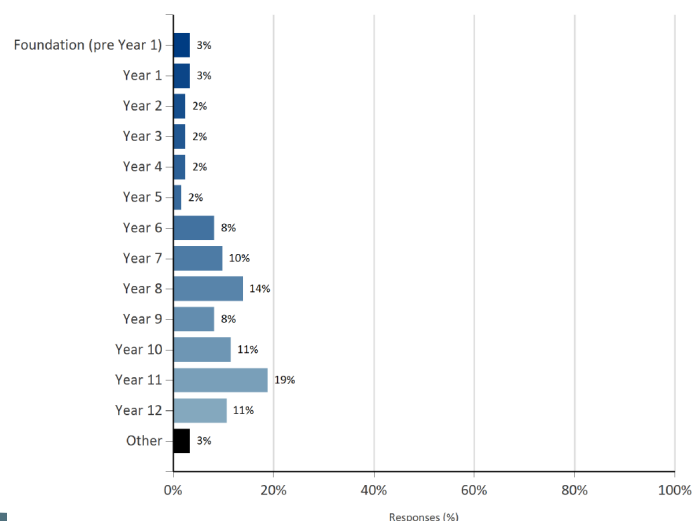
The survey also asked parents to write 'The one aspect I like most about SIDE is...'

The results could be grouped into flexibility, support, care, meeting the students' needs, and adaptability.

Parents were also asked to complete 'The one aspect I would like to see SIDE improve is...'

Most parents replied not applicable or nothing. However, notifying the parent sooner when work is not completed/ submitted, online books and the opportunity for online parent meeting/support group to get to know each other were noted.

Here is a breakdown of the year levels of the child the parent was considering when answering the survey.



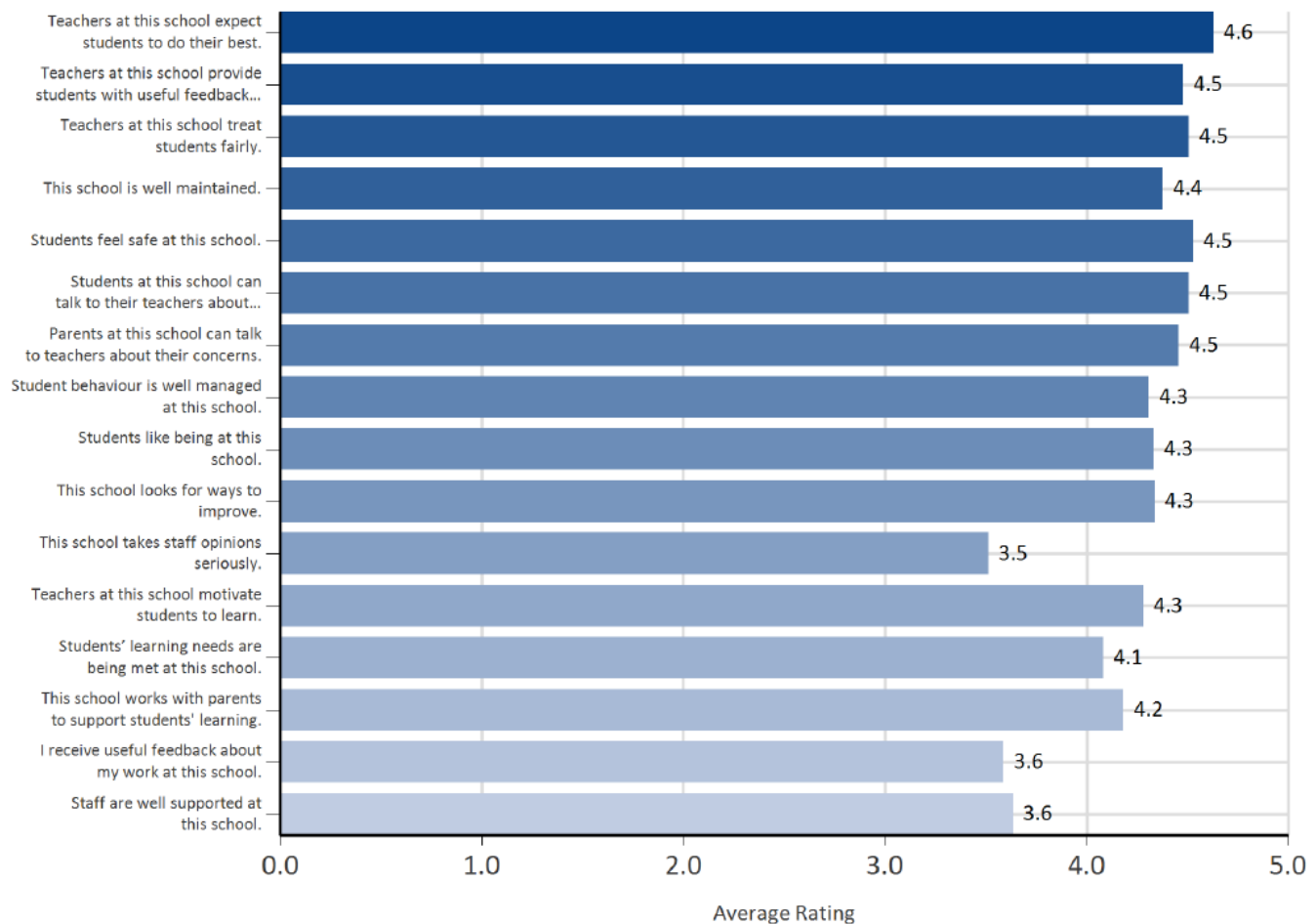
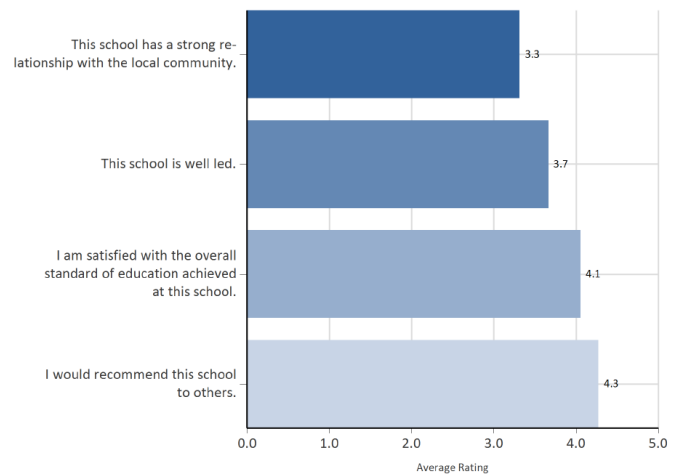
## STAFF SURVEY

The survey of staff occurred during Term 3 2015.

### Snapshot of respondents:

- 74 staff responded
- 78% Female, 22% Male
- 26% had been working in schools 5 years or less
- 10% had been working in schools 6 to 10 years
- 29% had been working in schools 11 to 20 years
- 15% had been working in schools 21 to 30 years
- 21% had been working in schools 31 years or more
- 67% were full time teachers
- 33% were part time teachers
- 64% were permanent
- 29% fixed term
- 7% casual/temporary

Staff was also asked to rate four additional questions.

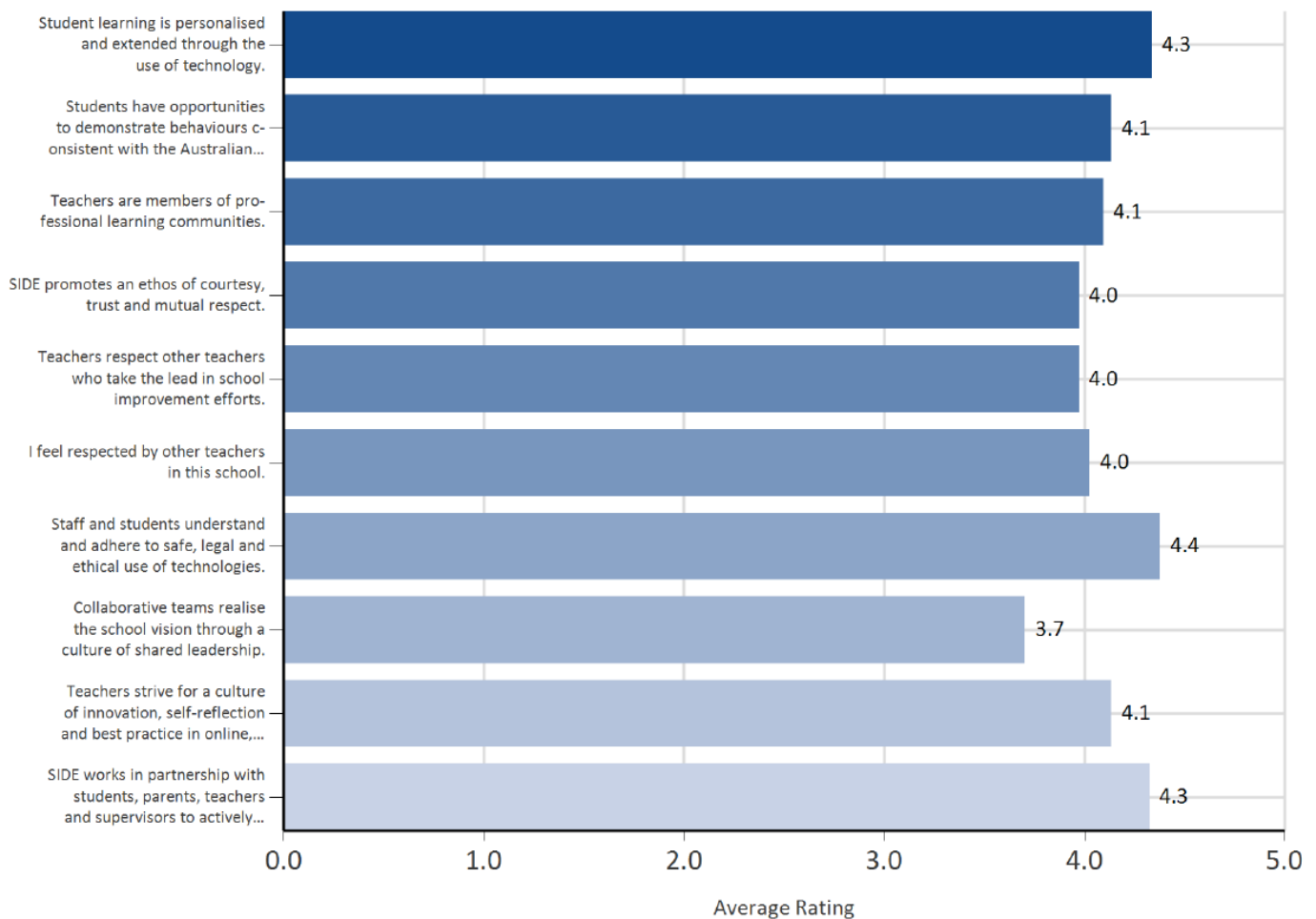


### Analysis

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

### Areas to be addressed:

- Investigate ways to show that this school takes staff opinions seriously.
- Increase the level of useful feedback to staff about their work.
- Investigate the level of support to staff at this school.
- Level of connection with school community.



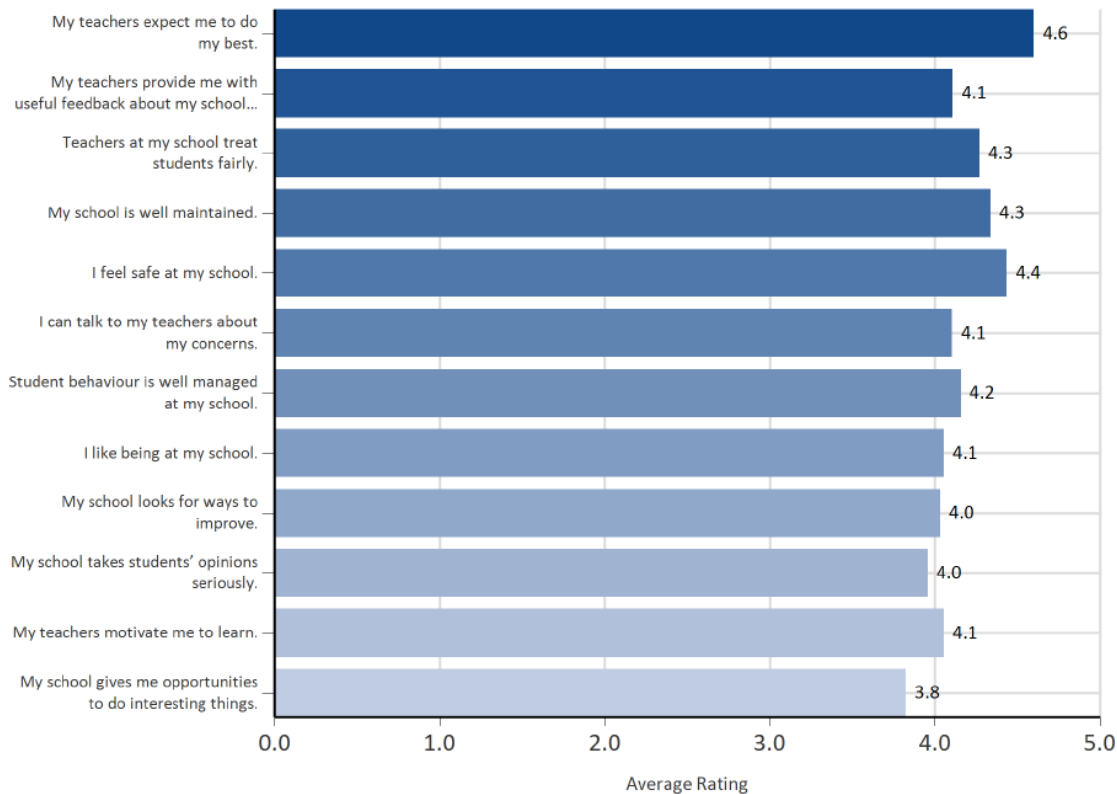
### Use of National School Opinion Survey data

The data was made available to all staff at a school development day. The data was analysed by teachers and administrators with the purpose of celebrating success and identifying priorities for 2016.

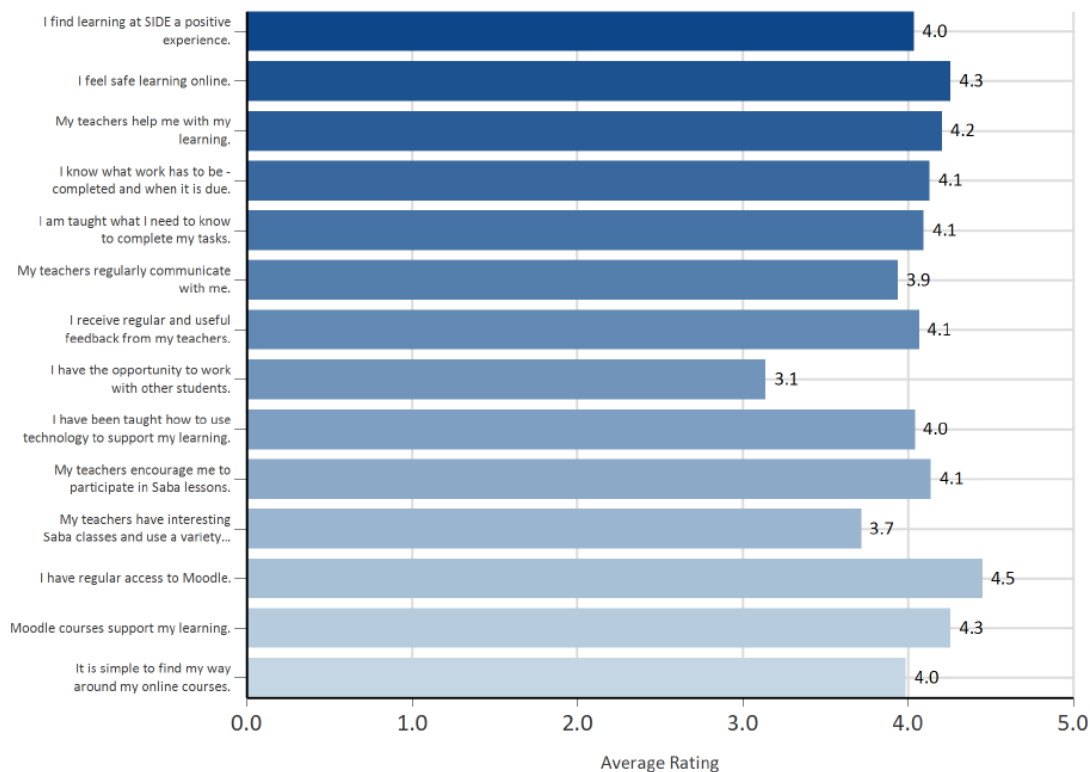
## STUDENT SURVEY

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 Students
24	41

Number of Year 5 Students	Number of Year 6 Students	Number of Year 7 Students
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:

Personalised Learning	K–12 Literacy and Numeracy Plan
<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>	<ul style="list-style-type: none"> <li>• Whole school strategies to improve literacy and numeracy from K–12 are implemented.</li> </ul>



# 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 an Additional 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
SIRS	Student Information Records System
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



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