



Schools of Isolated and Distance Education

# INSIDE VIEWS



## Farewell

The staff at SIDE said farewell to Angela Deering during Term Two. After 27 years with the Department of Education Angela decided that it was time to retire.

Angela was a valued member of the Support Staff Team and in her role as the Facilities Officer was responsible for faults, venue bookings and the accommodation village. She put her heart and soul into this position and ensured that the school's facilities were well maintained and operated effectively at all times.



Her work with the Accommodation Village saw her build a great rapport with the many schools, teachers and community groups that stay there and I know that they will miss her dearly.

I would like to take this opportunity to once again congratulate Angela on a wonderful career and wish her all the best in retirement.

Paul Williams  
Business Manager

## Important dates

**Term 3 for students commences:**  
Tuesday 21 July

**Term 3 for students finishes:**  
Friday 25 September

**Exams Year 12 commences:**  
Monday 21 September

**SIDE School Development Day:**  
Monday 20 July

## This Term's Issue

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Student Services welcome Amy Hamilton to the team.

pg.11

Goal Setting with Joseph Wear, Community Development Officer for the West Coast Eagles AFL team.

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Authors Online Series 2015: Mark Greenwood and Frane Lessac visit SIDE

pg.19

Library introduces new blog. Find out what is happening in and around the Library Resource Centre.

## Student Services and Careers/ VET Team



This term has seen the Student Services Team settle into their new office space. We also welcome back Amy Hamilton who has joined the team 1.5 days a week to deliver some of the Careers courses.

## Sporting achievements from a SIDE student

Connor is a Year 11 student who is based in Kalgoorlie and is a high performance motocross rider. Connor is currently competing in the 2015 Australian Motocross Championships in the U/19 Development category. This competition is a series of events held over a six month period with races being held all over Australia. Connor is to be congratulated on his outstanding achievements in this sport – he is currently ranked number 2 in Australia and is gaining a lot of interest and attention from prospective sponsors and officials in the industry.

In addition to his sport, Connor is also completing a School Based Apprenticeship in Electrotechnology as well as 3 WACE courses. The program that Connor is engaged in is very demanding and it is to Connor's credit that he is refining his time management and organisational skills and is achieving great success in all areas.

SIDE is very proud of Connor's achievements!

Paula Bowen (Student Coordinator)



## Achievements of a previous SIDE student

SIDE offers students across the state the opportunity to be involved in the Authority Developed Workplace Learning Program. While Workplace learning provides valuable exposure to industry areas that students may be interested in, it also builds employability skills that can be transferred across any industry area students may pursue in the future.

Gingin District High School have regularly accessed the Workplace Learning Program offered at SIDE and this month the local Gingin paper printed an article about past student, Nathan who through the WPL program at SIDE is now in his second year of an Automotive apprenticeship. A copy of the article is pictured below.



## Regional Visits

A number of Coordinators have been out in their regions visiting schools this term. The visits are a great way to see students and the learning environment they work in. Often, they provide a great opportunity to work one to one with students and build even stronger relationships with schools, students and their families.

### West Kimberley Regional Visit:

Gay Tierney (Student Coordinator) and Caroline O' Sullivan (Economics teacher) visited schools and home-based students in Broome, Derby and Fitzroy Crossing in Week 8 of Term 1.

Gay Tierney (Student Coordinator)



Bianca (Year 8), Shamrock Station



Caroline O'Sullivan (SIDE Economics teacher) and Jodie at St Mary's College

### Northcliffe Regional Visit:

Kendrie Dymock (Mathematics) and Pauline Abordi (Health and Physical Education) visited students at Northcliffe DHS in May. This is the first year students at Northcliffe have been enrolled at SIDE so it was great for our teachers to get a snapshot of where the students work and most importantly to meet the students. Feedback from both the teachers and students has been very positive regarding the students beginning at SIDE.

Karen Loreck (Student Coordinator)



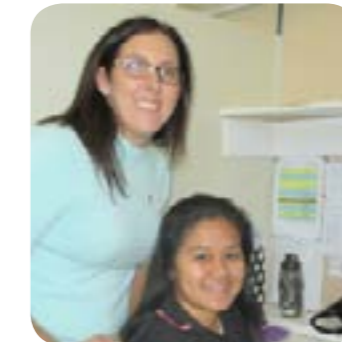
Left to Right: Year 8 students Zaker, Luke, Clayton, Tarin & Quinn



Left to Right: Year 7 students Wyll, James, Matthew, Khiara, Amara

## Gingin Regional Visit:

Dylan Reid (Student Coordinator), Gay Tierney (Student Coordinator) and Vicki Masters (Program Coordinator Student Services) visited students at Gingin DHS and one of our home based students earlier this term.



Dylan with Gingin student Christia preparing to log on for her Saba lesson.

It was a very productive visit. Students worked on English work with Vicki and the Certificate I Work Preparation qualification with Gay.

## Quairading Regional Visit:

Michael Boyle (Student Coordinator), Neil Berry (Art/VET), Gay Tierney (Student Coordinator) and Vicki Masters (Program Coordinator Student Services) visited six students at Quairading DHS earlier this month.



Year 12 student Taneika hopes to achieve WACE and pursue a career in the police force.

SIDE staff met with Quairading staff, students and their parents and all had the opportunity to talk about their courses, receive study skills advice as well as future career pathway options.

## Goldfields Regional Visit:

Miranda Free (Student Coordinator) and Carolyn Vinton (English teacher) visited Laverton School in Week 5 of Term Two. Miranda Free (Student Coordinator)



Carolyn Vinton (SIDE English teacher) and Stella

## Technologies

### Design and Technology

Term Two is almost over and we have continued to receive some great D&T work from our students. Just a short reminder that it is a good idea to contact your teacher after you have sent in your work to confirm that we have received it. Remember that we need clearly focussed close up photos from all angles to accurately assess your project work. These photos must be put into a single pdf document for submission. Written and design work needs to be scanned and combined with the project document. Submitting work to Moodle 2 is the most secure way of getting your work to your teachers.

Our Electronics design course is going very well this year with many creatively designed projects being submitted.

*\*\* A note to all students and supervisors, if you have completed your Semester 1 course, can you please return your tool kits to SIDE as soon as possible.*

Keep up the good work everybody!  
Phil Garnett  
(Design & Technology)



Electronic Flasher laser cut design projects above are by Andre, James and Michael



Dylan has designed the above Pine finish gate sign that was engraved on the SIDE CNC Router. He also designed the 3D printed dragster driver that was printed on the SIDE 3D printer



The Co2 Dragster, Starting and Finishing Gate projects and CNC Router engraved sign were designed and made by Talia.



Photo presentation above by Ellie



## Online Teaching and Learning

### Keeping on top of your online learning



Studying at an online school can be challenging. It requires self-discipline, an ability to manage your time, and motivation.

SIDE is no ordinary school – it's a very special e-learning environment. That means you might need to think about how you can best succeed when you're working with us. Don't worry, it's not too complicated, but you do need to get your head around some key ideas.

#### Organise yourself

It all starts here. Your teachers will do their very best to help you, but there's nobody to babysit you when it comes to keeping things under control. You're a one-person band.

#### Leap in early

There's a series of things you need to do when you start. Set up a place to work, contact teachers, check on the technology.... Getting things happening early makes the actual learning much easier. If you're still trying to work out how things work half way through a term, then it's almost too late.

#### Manage the technology

It's a fact of life at SIDE that the technology is your classroom. Keep your computer organised and ensure you have a place to store and back up your files. If you're on a limited internet quota, manage it carefully, and prioritise what you download. If things slow to a crawl because you spent the weekend watching music videos on YouTube, then you're going to be a bit embarrassed if you can't upload your assignment.

#### Know who to talk to

If you're not sure of something or things go awry with your use of the technology, ask your teacher by email or telephone. If your teacher doesn't know, they will find someone who does.

#### Help is a mouse-click away

The SIDE website is chock-full of goodies to assist you. There is an excellent guide to getting started called Fast track to SIDE at [www.side.wa.edu.au/admissions/support-for-students/fast-track-to-side.html](http://www.side.wa.edu.au/admissions/support-for-students/fast-track-to-side.html).

The e-Learning section has guides and screencasts on many aspects of the technology we use at SIDE. You can find these at [www.side.wa.edu.au/e-learning/support/guides-help.html](http://www.side.wa.edu.au/e-learning/support/guides-help.html).

You'll also find sections on our Library Resource Centre, staying safe online, and much more.

There's one more place you'll find help and guidance. When enrolling at SIDE, you're automatically placed in the Essentials (Years 11 and 12) and Launchpad (Years 7 to 10) Moodle courses. In addition to lots of resources, there are forums where you can discuss your progress and any issues that arise with your fellow students. If you're feeling a bit isolated, having classmates to share your thoughts with is bound to help.

Ross Manson  
Head of Online Teaching and Learning

### Across the curriculum - Authors Online

SIDE welcomed back to WA Mark Greenwood and Frané Lessac on 29 April this year. They have international reputations as authors and illustrators and once again they impressed SIDE students with the range of sessions and the tips they shared about writing and publishing their books. Secondary students from English, Learning Support and History, Primary students from Years 1–6, and teachers from across SIDE attended the Saba classroom sessions.

In their first session Mark and Frané talked jointly about how they researched and wrote their books with Years 7–9. Later Frané discussed her latest book **A is for Australia** with Years 1–4 and Mark spoke with Year 10 students about **Jandamarra**, which tells the life story of the Bunuba warrior from the Kimberley. During their final session they had a diverse group including Years 5 and 6, and lower school and senior school History students as they discussed historical inquiry and its role in the development of their books **Midnight** and **Simpson and His Donkey**.

Students from a range of locations typical of SIDE attended the talk. Students travelling around Australia, living in remote locations within Australia and overseas, and those attending SIDE on the day were able to talk with Mark and Frané.

**Primary, History and Learning Support students** were involved in the historical inquiry session. Taylor (Year 12) wrote about this session.

*In April, a group of SIDE students were granted the amazing opportunity to learn from two highly esteemed historical authors, Mark Greenwood and Frané Lessac. During a one-hour online Saba lesson Mark and Frané explained the process of historical research and creative collaboration behind their books, including the travel involved and the use of illustration in storytelling. Students from both the Primary and Secondary schools gained knowledge in gathering information, interpreting historical sources, and bringing the past to life in written and illustrated form. Mark and Frané focused on the history behind two of their books, *Midnight – The Story of a Light Horse* and *Simpson and His Donkey*; stories we were left eager to read.*

*Thank you to Mark, Frané and the SIDE teachers for making this session of Authors' Online possible. It was thoroughly enjoyed by all!*

Students from Jigalong RCS successfully joined the session using a Smart Board in the school which was set up by the Jigalong teachers and supported by Gareth Richardson from the Learning Support team. Some students and teachers in the audience commented on how moved they were by the emotion in the retelling of the two stories.



Saba session on Smart Board at Jigalong RCS



Students attending SIDE on the day had an opportunity to meet Mark and Frané. Mia (Year 8), Angel and Charlotte (Year 9) who are ballet students, talked to Frané and Mark during morning tea after they had participated in the session on writing and illustrating books.

**Primary students** in Years 1–4 enjoyed A is for Australia. Frané talked to students about how she works on her books and included pictures of her studio and her drafts in her session.

- I liked it when she talked about her pets and showed us the photos.
- I liked Frané's book A is for Australia. I liked her paintings and her room.
- I liked the cover of her book and the way she travels to get ideas and to find colours.
- Not only did her books make sense. It was a really good session and also interesting.

We thank Mark Greenwood and Frané Lessac for their continuing support of the SIDE Authors Online Program, SIDE students who often make special arrangements to attend the extra Saba sessions, the SIDE teachers who encourage students to attend, the Library staff who coordinate the sessions, and the Online Teaching and Learning team who support the authors and cope with the technical issues to make the sessions possible.

Author Online coming up in Term 4: Dianne Wolfer, author of *Lighthouse Girl*, *Light Horse Boy*, *Granny Grommet and Me*, *Photographs in the Mud*, and many more titles.

## Mathematics

### Australian Curriculum Years 7, 8, 9 & 10

This is the first year with all lower school students working on Australian Curriculum (AC). Lessons are based on a text book written by Dr Terry Dwyer with accompanying SIDE Lesson Guides.



<http://www.drtdwyer.com.au/year7maths.html>

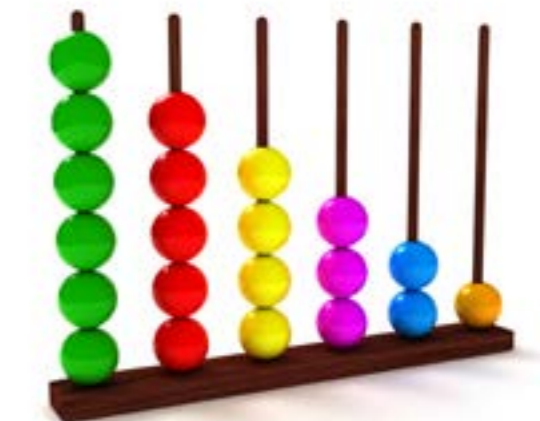
The Lesson Guides clearly show the expectations of content coverage and understandings broken down for each term, each week and each lesson.

Everything the student needs is housed within a Moodle2 course but if the student likes to work from printed materials the text books are available for loan from the SIDE Resource Centre. The Moodle course contains the pdf of the lesson guides as well as the pdf of the text book. Assignments can be downloaded from Moodle but tests are posted to supervisors, or emailed if students are in a remote location.

Students in each year group are working on common curriculum content and have been sitting supervised common assessment tasks (tests). These tasks help with encouraging long term recall, consolidating knowledge and demonstrating application of the acquired skills. The tasks also assist teachers with grading students against the achievement standards published by the *School Curriculum and Standards Authority (SCSA)*.

Feedback from this structure has been positive.

Students in Year 10 who require extension work can be enrolled into a Moodle course which provides challenging and rigorous coverage from an alternative text book by Cambridge.



## Saba Lessons



Saba (Centra) lessons (usually one plus a

repeat) are offered for each class. Should you have a timetable clash preventing you from attending a lesson with your own teacher, then the Mathematics teachers take a team teaching approach. You are welcome to join the lesson with another teacher who takes that course. Lesson content is shared each week.

It is also worth remembering that the Saba lessons cannot be considered as a direct replacement of the 4 lessons per week that you would receive in a face-to-face classroom. SIDE Saba lessons focus on key concepts and strategies on the content for the week.

## New WACE Courses

2015 is the first year of new upper secondary courses. These are replacing the Stage One, Two and Three courses. Courses that aim for university contribute to the ATAR (Australian Tertiary Admission Rank).

The new courses in year 11 are

- Mathematics Specialist (ATAR)
- Mathematics Methods (ATAR)
- Mathematics Applications (ATAR)
- Mathematics Essential (non ATAR)
- Mathematics Foundation (non ATAR)

Unlike previous years, Mathematics Specialist cannot be studied alone but must be studied in conjunction with Mathematics Methods.

## Semester One Reports

Reports for Years 7 to 12 Semester One will indicate a grade of achievement. Please be aware that this is not the final grade for the unit or course but a predicted grade. The final grade for the course will be decided at the end of the year.

## Planning for 2016

Teachers throughout Western Australia are busy preparing for 2016 when new courses will continue into Year 12.

We now have courses that can only be studied in the Year for which they were designed. This is a departure from the previous system which enabled both Year 11 and Year 12 students to be studying the same course.

## OLNA

*Online literacy and numeracy assessment (OLNA)* tests assess basic literacy and numeracy skills that are considered essential for everyday life. WACE graduation relies on passing OLNA numeracy (Category 3) or prequalifying by achieving NAPLAN Band 8. Students required to sit OLNA may be currently in years 10 or 11.

Students who need to prepare for OLNA (numeracy) are enrolled into the Moodle course *Mathematics numeracy skills (Maths skills)* where they can

- learn some strategies for how to answer multiple choice questions
- practice answering multiple choice questions
- learn skills with answering numeracy questions without a calculator.

## Mathematical Intelligence

We all require some numerical skills in our lives, whether it is to calculate our weekly shopping bill or to budget our monthly income. Flexibility of thought and lateral thinking processes are a few skills which are needed in order to solve these problems.

Mathematical intelligence generally represents your ability to reason and to calculate basic arithmetic computations. It also helps you to understand geometric shapes and manipulate equations. Have a go at these puzzles.

Carolyn Bone  
HOLA Mathematics

**Connect Two**

Remove 4 matches to leave 5 congruent squares.

Rebuild the shape.

What is the least number of matches that need to be removed to form just two squares?

**Matchstick Madness**

Reposition four matches to form three congruent squares.

The solution is not unique.

Once you have found one solution try to find another and then another.

## Science

### Bold New Frontiers.....

Term Two has been a very busy term in an action packed 2015 for the Science department. Planning and writing of curriculum resources is well underway for the completion of all year 12 Science courses for WACE 2015 - 2016, to be introduced in 2016.

New lower school subjects have now been running successfully for the last two years, and have been very well received.

New Year 11 courses were introduced this year, and with the completion of Semester One, these too have been very popular, employing the most up to date presentation and methods available in Moodle and Saba.

There's great excitement in the ranks, because, for the first time in a while, it is now possible for all to use cutting edge and up to the minute scientific research and advances in almost all of the new courses. This now brings SIDE Science firmly into the 21st century!!!!

With courses being conducted online in Moodle and Saba, it is now possible to use the best of technology to help support and deliver this material to our students. With our committed OTL team, we are able to deliver to students all over the planet, using the very latest programs and delivery techniques..... In this modern world, speaking the language of our students goes a long way to making sure they understand our message and feel comfortable with it.

Cutting edge IT aside, we can now start to show students the fascinating world of, for example, how Human Genome studies can help us cure previously incurable diseases, or how the new Synchrotron in Melbourne works. There's also the discovery of a newly developing subduction zone off the Iberian Peninsula that might help us understand Tsunamis a bit better.

If you want to know more about these new fragments of the wonderful world of Science, now is the time to ask the SIDE student in your family!

## Term Two:

Term Two has been a very long one this time – 11 weeks, and timelines have needed to change. Even though there has been an extra week, there has been plenty of work to get through in all the courses. The bonus in that, as we have found from student feedback, is that there has been a little bit more time to actually enjoy the subject and make sure all set tasks are given the time they need to shine.

Year 11 and 12 students sat their exams this term in various Science courses. It was encouraging to note that most students prepared very well for these exams and were rewarded with good results. Students not so successful may need to reflect on their performance and take the advice of their teachers as they begin Semester Two.

## School visits

SIDE Science staff regularly visit students in remote and distant schools. The benefit of these visits is to strengthen the bonds between students and their teachers and establish a learning relationship that offers students the support they need to achieve. It is always pleasant for a SIDE teacher to spend time with their students on home ground, and help enrich the learning environment. It is very often an opportunity for teachers to learn something new from their students.

This term, SIDE Science staff visited two remote schools.



## Christmas Island

Ian Wallace visited Christmas Island in late May, where he worked with a range of SIDE Science Physics students and staff. Ian soon discovered that a good indicator of distance was the fact that some staff had not seen a cherry for over two years. He tells us that Christmas Island (closer to Indonesia than Australia) is a beautiful place and well worth a visit.

Six to eight SIDE students had access to two rooms where Ian worked to bring them up to speed and to clarify any concerns. All agreed that it was a very good thing to put faces to names and make it all real, rather than just a voice on a phone. Ian has found that Saba lessons have become much more interactive and enjoyable since his visit.

As the visit was just before the senior school exams, it was very pleasing to see the positive outcomes being reflected in much improved exam scores.

## Leinster

Paul Tournay visited Leinster Primary school in week one this term, to work with the SIDE students there.

The Leinster students are very well supported by the Principal, Brendan Wade and staff.

A small group of students are extremely well provided for in a set of two joined rooms, and all work independently. The school itself enjoys the support of the local community and is most impressive in how well cared for it is. Facilities are well maintained and certainly have a strong community feel.

Since the visit, Paul has noticed, as Ian has, that the quality of communication and participation has greatly improved, now that a positive and supportive teaching/learning relationship has been established.

It was a great privilege for visiting SIDE team members to be asked to participate in the school's ANZAC day ceremony, where the Australian and New Zealand national anthems were sung, and the entire student body were involved in the production.

Yet again, strong evidence that the personal touch involved in SIDE teachers "being on the ground" to support our isolated students pays great benefits.

## Some helpful feedback from SIDE students:

Many of our students here at SIDE live and work in quite varied places and conditions. Independent learning is always a challenge, especially when the support available is not always instantly there, as our students in the city know. It is not unusual to have a Saba lesson attended by people in Ecuador, Bolivia, Malaysia, Germany, Saudi, Subiaco and Mullaloo all at the same time! Talking to some of these students, there seem to be some common themes that often help.

Student X from a remote Kimberley community tells us that :

*"Studying science through SIDE is easy once you get into a routine and understand what you have to do and know how everything works. A timetable is essential. We do science from 9:30 – 10:30 am on Monday and Tuesday and from 10:50 to 11:50 on Wednesday and Thursday. We have some time on Friday to catch up or revise when necessary. Moodle is good because it enables you to communicate with other students and get to know them. When on Saba we are joined by other students and get to work with them.*

*Investigations are cool because we are able to work as a group and get to do a bit more practical work instead of writing all the time.*

*Our secret to success is always revising before tests, paying attention in class and asking questions."*

SIDE Science staff are all available to help you with any difficulties you may have, and to provide you with all the tools you'll need to make a success of your time with us. All the ideas above and more are there to help you, so please take advantage of the resources available to you while you study with us, and call and talk with our friendly and highly capable staff .....

Happy studying!

## Health and Physical Education (HPE)

### Goal Setting Guest Presenter



Joseph Wear, West Coast Eagles Community Development Officer

Joseph Wear, a Community Development Officer for the West Coast Eagles AFL team, was invited to SIDE to be a guest presenter during Term One and the start of Term Two.

He took HPE classes for our Year 7 and Year 10 students. Our Health topic for these year groups was Goal Setting. Joe guided the students through stages of setting goals and workshopped ways to overcome barriers in achieving goals. He was able to use short videos of West Coast Eagles players to illustrate his points.

HPE students who attended online were from Shark Bay and other outback regions of Western Australia as well as Azerbaijan, Bali, India, Turkey, Indonesia, Philippines and Kenya and others were able to listen to recordings. We learned the value of breaking goals down into specific achievable steps and all our HPE students were given the task of writing their goals down with the steps needed to achieve them.

As Joe reinforced, this is very important for the West Coast Eagles players in achieving success in any areas of life.

Thanks to Joe for making time to present a valuable and effective session on goal setting and the Year 7 and Year 10 students for their participation and interest in the lessons.

Thanks also to the Online Teaching and Learning staff for helping get Joe's videos and power points in a form from which they could be added to the Saba lessons.

Susanne Robilliard, Teacher HPE

## Smarter than Smoking Competition

Congratulations to Zac, Year 7, from the Parnngurr Community east of Newman. Zac entered a competition promoted by our Health course on the Smarter than Smoking website to choose one of the videos made by primary and secondary school students on preventing smoking. He won a \$20 i-tunes voucher.

Susanne Robilliard  
Teacher HPE

## Pauline's Visit to Northcliffe DHS

Whilst at Northcliffe Pauline worked with the Year 8 and 9 students. They worked together on a Health activity which enables students to touch on a broad range of issues in a short period of time. It was a very collaborative activity. A list of topics are placed on cards, the students are then asked to rank the topics whilst being asked questions such as: Which issues are most relevant to your community? To live a healthy and long life which skills would you find most beneficial to develop on? Which issues are most important to you? Topics were grouped as Social & Emotional Attributes, Lifeskills and Health Issues. The students are then asked to rank them based on the questions individually, in pairs and then as a group. All students engaged in the activity with well considered responses and respectful manner.

Visits like this are invaluable, as a teacher we get to meet the students face to face and engage with them on a very different level. The best thing is the trust that builds even in this very short time. Students get to know their teacher a bit better and engage on a more personal level. It is reassuring for them to meet 'the SIDE teacher' in person "I feel most fortunate to have visited these students."

Pauline Abordi  
Teacher HPE



Pauline and the Year 9 students get active OUTDOORS!

Whilst visiting Northcliffe DHS I also took the opportunity to get out and **BE ACTIVE** with the Year 9 students. It was wonderful to spend time and to engage with the students on this level and for me to be out from behind the computer screen, practising what I preach! It was a lot of fun. I only wish I had more time with them.

Throughout the HPE course we discuss with the students the benefits of **Physical Activity (PA)** and throughout the semester the students have been asked to record their weekly physical activity in their very own **PA Log**. Each of the HPE Moodle sites have a PA Log, into which the activity is to be recorded. This was one entry for the Northcliffe Year 9 students to add to their logs.

All parents are encouraged to ask the students about the PA log and to ask them to show their entries. We would welcome your support in reminding them from time to time. The Moodle PA Log Logo looks like this [see logo below]!

## Record Your Weekly Physical Activity Here



These are the logos as they appear on Moodle pages for Physical Activity Log

## The Arts

### Creative thinking for the future!

It has been recognised that in an unpredictable future highly successful people are creative thinkers and effective communicators.

“Responding to the challenges of the twenty-first century – with its complex environmental, social and economic pressures – requires young people to be creative, innovative, enterprising and adaptable, with the motivation, confidence and skills to use critical and creative thinking purposefully.”

[Australiancurriculum.edu.au](http://Australiancurriculum.edu.au)

SIDE Art students have been growing their creativity by experimenting, exploring, questioning assumptions, using imagination and synthesising information. The Arts at SIDE provide a supportive environment in which students practice creative thought and problem solving strategies as well as learning about techniques and materials in their projects. Here are some strategies for creative thinking which are not only useful in Art:

- Looking for many possibilities rather than one.
- Allowing yourself to make wild and crazy suggestions as well as those that seem sensible.
- Not judging ideas early in the process - treat all ideas as if they may contain the seeds of something potentially useful.
- Allowing yourself to doodle, daydream or play with an idea.
- Being aware that these approaches necessarily involve making lots of suggestions that are unworkable and may sound silly.
- Make ‘mistakes’ – they can lead to new discoveries.
- Persistence – never give up.
- Learning from what has not worked as well as what did.

Year 7 Art students have looked at different approaches that artists use to create original ideas and images. They have collaborated in Saba lessons and shared the process of designing and painting an imaginary creature, learning to communicate their ideas, reflect on their work and experiment with alternative solutions.



Hanna discussing her work in progress with the class who are giving feedback.

### Online galleries

Uploading work in progress to their gallery or Wistia regularly allows students to document their creative process and receive the critical feedback and motivational comments which will help them produce successful outcomes in the Arts.



Hanna's documented work progress

### Media Production and Analysis

Media students have been busy over the last term working on their practical productions.

Year 11's produced a music video while our Year 12's drew on what they've learnt about Media Art to produce some very creative Art film productions.



Joshua (Year 11) - Scooterweb

### Monet to Menzies

Moodle student Galleries display everything from initial brainstorms and rough thumbnail drawings, artist interrelationships, image analysis notes and reflections along with final artworks. Gallery spaces allow students to view and comment on the work of their peers and form judgements which contribute to increased confidence in their own arts practice.

Year 11 General Art students have embraced this feature in Moodle and have updated their galleries on a weekly basis. Thanks to Iona, Seth & Mollie for use of their images.



The student managed Moodle gallery becomes an interactive online portfolio and a motivating factor in an online classroom environment.



## Languages

Congratulations to all students and staff for completing another busy term. We hope you will read with interest, the Language results of our students from P to 12 and talk with your child about their progress in French, Indonesian, Italian or Japanese.

Now is a good time to reflect with your child on their progress in their SIDE lessons. Attending all online classes, and completing set work gives students the best chance of making good progress in their language program. Good preparation and organisation is essential for obtaining the best results possible at any level. Developing a good memory for vocabulary and phrases (ask teachers for tips), and not being afraid to use the language (even if you might be wrong) will give you a really positive start to acquiring a second language.

### Italian

This semester, the junior students in the Italian Languages program have been learning about the weather and comparing the weather in Australia with Italy and other countries. The senior primary students are presently covering topics about animals, health and wellbeing. Earlier this term, our teachers enjoyed a visit to Coorow Primary School. The visit provided an opportunity for the students to participate in various 'hands-on' activities that enabled them to practise the language and engage in some fun and interactive style learning. Each student demonstrated their ability to converse in Italian with their teachers and peers and produced some very interesting work. The children were wonderful and we enjoyed the interaction with them all.



### French

Congratulations to Alexandra, one of our Year 12 SIDE French students, who has received a scholarship to go to France next year. Alexandra created an advertisement on the topic "Why learn French?" (reproduced below), as well as a video about why she would like to go on a French exchange. Winning this is not only a terrific achievement, but will provide an outstanding opportunity for Alexandra, who will depart for 10 months in France in January 2016. She will stay with a host family and attend the local high school while she is there. This will enable Alexandra to experience not only the culture of France, but also to improve her French language and of course provide a valuable life experience, while she acts as an Australian ambassador in France. We wish her "Bonne chance!"



### Japanese

The beginner primary students of Japanese have been learning about the festival called Children's Day this semester. They have also been learning to introduce themselves. The continuing students have been learning about travel around Japan. Other topics covered are obentou lunch boxes and summer night markets.

### Indonesian

The Primary Indonesian team has also been busy visiting schools this term.

Ibu Chavaune, Ibu Desi and Ibu Maree visited Gairdner Primary School in May.

The Junior room created puppets, dressed them and learnt an Indonesian dance from Ibu Desi. The Senior Room students listened to Ibu Desi talk about her life in Indonesia, then students split into two groups. The Year 4's completed kite making with Ibu Chavaune while the Year 5's and 6's made a traditional Indonesian drink with fruit, water, syrup and condensed milk. The groups then swapped. The Year 5's and 6's made their kites while the Year 4's made an Indonesian breakfast food called Nasi bubur, a rice porridge. The best part came at the end of the day when all the students got to eat their Indonesian food!



Students at Gairdner PS



Ibu Sandra, Ibu Desi and Ibu Maree travelled to Lancelin to visit students and conduct some fun language activities. Ibu Desi made Sop Buah (Fruit soup) with the Junior students, who got to chop up the fruit and help mix the lovely pink concoction! The students also got to play Indonesian games like Lompat Tali (a bit like elastics) and they also dressed up in Indonesian costumes with Ibu Desi. Finally, they made puppets and used them for a short Indonesian role-play.

The older students also did some cooking, this time with Ibu Sandra. They made Klepon, a sweet dumpling snack made with rice flour and palm sugar and coconut. Mmmm, enak! (delicious!) The students made their own lompat tali with rubber bands, and tried them out on the oval. They also made Ketupat Ikan – some little fish which they wove out of ribbon and made into fridge magnets. The school visits provide a great opportunity for teachers and staff to meet face-to-face and get to know each other a bit better, as well as doing some fun, hands-on activities.

### SIDE Languages TDS

The SIDE Languages Teacher Development School (TDS) provides professional learning and support for teachers of Languages across the state. This term, the TDS Coordinators, Sandra Jackson and Anthony D'Alfonso, have planned and presented five professional learning workshops, focusing on new WACE courses, Aboriginal histories and cultures in Languages, Engaging Aboriginal students in Language learning and network meetings where teachers have the opportunity to share their professional practice with their peers. We have also benefited from the contribution of external presenters, including Peter Holcz and Pauline Couglin (researchers and authors of *The State of Play Languages Report*), Dr Thelma Perso (author of *Teaching Indigenous Students*) and Coleen Sherratt (Project Officer, Aboriginal Languages, Statewide Services).

## English

The English Learning Area has enjoyed an extremely busy and productive Term Two. We have been consolidating the learning opportunities available to our students with exciting new activities and resources in our Moodle courses. The Library Wide Reading Saba sessions delivered by our wonderful Teacher Librarians Cathy Scott, Liz Allen and Helen Willison have been enjoyed by all students throughout the term. The term has also seen our Year 9 students sit their NAPLAN tests. A highlight of the term was a brilliant Online Author event with Mark Greenwood and Frané Lessac.

English staff have been engaging in a wide range of Professional Learning opportunities including the 2015 State Conference of the English Teachers' Association of WA. All staff continue to engage in a range of online courses to develop professionally.





## Authors Online Series 2015

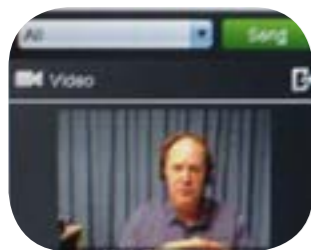
### Mark Greenwood and Frané Lessac

On Wednesday 29 April, English students had the opportunity in Saba to meet WA-based author Mark Greenwood and illustrator Frané Lessac who have published many internationally-acclaimed Picture Books for Young Readers and Adult Readers. These include *Ned Kelly* and the *Green Sash*, *Simpson and his Donkey*, *Jandamarra* and *A is for Australia*. Year 7, 8 and 9 students enjoyed leaning about the process of collaborating as author and illustrator. Year 10 students were regaled with Mark's stories of drinking at a waterhole surrounded by crocodiles and exploring caves of great significance to the Bunuba people of the Kimberley region, as he researched and gathered a *sense of place* for *Jandamarra*. Year 9, 11 and 12 students joined Frané and Mark as they discussed the historical inquiries which have contributed to the development of their *Simpson and his Donkey* and *Midnight: The Story of a Light Horse*. The Year 10 students responded very positively to their Saba session with Mark. Here are some comments:

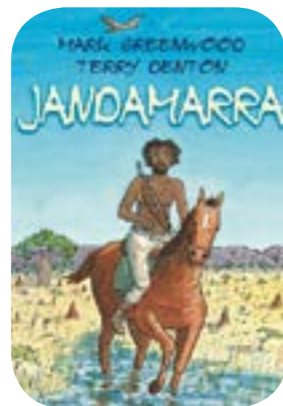
**Cody:** A fantastic session! I loved listening about *Jandamarra* and seeing all the photographs of where Mark has been. It made me want to go to the Kimberley and go through the tunnels to experience the feeling for myself!

**Jacob:** The session was great! If I go to the Kimberley when travelling I want to go and visit some of the gorges!

**Jayde:** The session was fantastic. I love the fact that Mark is very passionate about going through the motions of history and learning the stories of people. You have taught us some more about history and the way it was back then.



Mark Greenwood delivering a Saba session



**Sehaj:** Thank you so much for the lesson. It was an awesome way to start the day!

**Khendon:** Having the opportunity to talk with Mark is always a high point in Saba lessons. The Kimberley itself is just a breathtaking sight in places.

**Liam:** I feel like I have really learned a lot about the story of *Jandamarra* and thoroughly enjoyed the session.

**Laticia:** I found the session very interesting. It was a wonderful insight into the story of *Jandamarra*, a story that previously hasn't had much voice. I also enjoyed hearing about other stories and Mark's journey to explore them. It makes me want to travel!

Following Mark's presentation the Library Resource Centre staff held a morning tea for teachers to meet and chat with Mark and Frané.



Mark Greenwood with SIDE staff

## Term Two English at SIDE

This term has seen all groups from Year 7 to Year 12 hard at work in their various English courses. Here is an overview of what each year group has been busy studying.

### Year 7

During Term 2 the focus for our Year 7 students has been on poetry. They have produced a range of innovative multimedia presentations of their own Haiku poems. The Year 7's have also been very busy delivering some wonderful speeches as part of their exploration of the art of public speaking.

### Year 8

This term has seen the Year 8 students engaged in their study of images and film. The students studied one of two feature films, either *Howl's Moving Castle* or *The Incredibles*. These film studies were thoroughly enjoyed

by both students and teachers and led to some exciting and positive discussion in class Saba lessons.

Year 8 students have also been busily reading as they have continued their Library Wide Reading program in Term 2 with a focus on graphic novels.

### Year 9

The Year 9 students have had a very interesting term with their focus on Biography. Their study of Alice Pung's *Unpolished Gem* and the documentary *The First Australians* has resulted in some lively discussion. They have also continued their Library Wide Reading program with a focus on Biographies.

### Year 10

Writing has been the focus for Year 10 students this term. They have produced a range of exciting written responses, including blogs and feature articles with a focus on current social issues. They are now busy exploring stories that create a sense of place and are producing their own short creative narrative. This is supported in their Library Wide Reading Program which is focusing on sense of place in novels.

### Year 11

It has been a productive time for the Year 11 **General English** students as they have been studying advertising and exploring a range of advertising forms. The students have also been very engaged in their reading with a focus on the topic People Who Inspire Us. Anh Do's *The Happiest Refugee* proved to be a text that was enjoyed and responded to positively by all students.

The **Year 11 ATAR English** students have worked very hard as this term saw them sit their first exam. Students are in the process of receiving marks and feedback so that they may begin their self-reflection process. The students are now hard at work studying autobiography with a focus on *Mao's Last Dancer* by Li Cunxin.

### Year 12

The Year 12 Stage 3 English students have also completed their Semester One exams this term. Now that the marking and moderation process is complete, students are reflecting on the feedback provided to refine and develop their exam skills. The focus for the Year 12 group now is expository writing using a variety of texts including *Passion and Persuasion*.

## Year 11 and 12 Literature

The Year 11 and 12 Literature students have been hard at work completing their Semester One exams and are currently in the process of receiving feedback and engaging in self-reflection. The emphasis for both groups this term has been on Poetry and Drama in the form of Shakespearean tragedy. The Year 11 group have studied poetry from the Romantic period and Shakespeare's *Macbeth*, whilst the Year 12 students have been delving into the poetry of William Blake and Shakespeare's *Othello*. Both classes have responded with enthusiasm to the study of these literary works.

The final week of Term 2 is promising to be an exciting one for some of our students from Stage 3 English and Stage 3 Literature. The students, along with English teachers Jenny Crowe and Pippa Tandy, will be attending the 2015 English and Literature Conference held at Curtin University. This important day will provide the students with the opportunity to revise their understandings of texts and key concepts in preparation for their Semester Two and WACE exams.

Cathy Lamers and Jenny Crowe

## Humanities and Social Sciences

### History Teachers Association of WA Student Seminar

On Saturday May 2nd I made the trek down from Mukinbudin to attend the HTAWA History Revision Seminar at Notre Dame University in Fremantle and I'm so glad I did. Joining approximately two hundred other students, I listened as Ros Keron presented and revised the entire 3A Modern History Course, Australia 1920-1959. It was a rush to get through all of the content in only three hours but the overview greatly consolidated my understanding of the course. Not only was the experience invaluable to my study, but it was also really enjoyable connecting with other students learning the same content. Overall it was more useful than my Dad's advice before the exam: "Don't mention the war, I mentioned it once and I think I got away with it." Mr Fawly.

Grace  
Yr 12 SIDE Student

## Australian Geography Competition

Year 7 and 8 students had the opportunity to compete in the Australian Geography Competition in March this year. Crystal, from Adele Clarke's Year 8 HaSS class, achieved a Certificate of Distinction and was ranked within the top 25% of competitors in Australia. Year 7 HaSS students also competed in the Junior Division of the competition with two students; Holly and Yazmin achieving a Credit. This was another wonderful achievement considering they were competing with Year 8 students in the Junior Level of the competition.

## Authors Online: Mark Greenwood and Frane Lessac



*History Teachers Caitlin Thomason and Ros Keron with Mark Greenwood*

The Senior History students were extremely fortunate to participate in the Authors Online Program with renowned historian and author Mark Greenwood and his wife Frané Lessac. They discussed the research process behind their new book *Midnight* and shared their personal journey in the creation of this book. I have had the pleasure of hearing Mark speak at several History Conferences and have always been impressed by his knowledge and passion of Australian History. The students were motivated by the enthusiasm of Mark and Frané and will look forward to applying what they learnt to their own research tasks.

Ros Keron  
History Teacher

## Sharemarket Game - ASX



Year 10 HaSS students competed in the Australian Securities Exchange competition again this year and our winning syndicate Setdown comprised of two students. Daniel and Mikael came an awesome 35th in Western Australia and 416th in Australia out of over 17,374 syndicates. They made a 10.06% profit within the ten weeks of the competition. This would be an annual increase of 52.31% p.a. if they kept up this rate. I'd like to take them on as my investment broker! Great work guys.

Julia Freeman  
HaSS HoLA

## Completion of Certificate II Business Services

Congratulations to Jasmin who has completed the Certificate II Business Services. Jasmin has been studying with SIDE for the last 12 months and has achieved the certificate in record time! This will allow her to enrol with the Central Institute of Technology next month to study the Certificate IV Business Services. Well done on a remarkable effort Jasmin and all the best for your future endeavours.

Sharon Cutten  
Business Teacher



## Library

### Introducing Our New Blog

Yes, we have a brand new [Blog](#), thanks to our fantastic Library Technician Michael.

If you click on one of the [links](#), you can find out what is happening in and around the Library Resource Centre.

The latest entry features The most borrowed books in Australia for Children and Young Adult Fiction.

It will be no surprise that *Hunger Games*, followed by *Divergent* are at the top of the Young Adult list, and *Diary of a Wimpy Kid* is number one on the Children's list.

We have all but one of the books (or eBooks) available for loan, and there is a link to each book's catalogue entry if you are interested.

There will be new Blog entries each week so stay tuned



### Authors Online

Some of you were lucky enough to hear and talk to Mark Greenwood and Frane Lessac during your Saba sessions earlier this term.

Some of us, as in the Library staff, were lucky to meet with them while they were here! Here is photographic proof:



*L to R: Mark Greenwood, Helen Willison and Cathy Scott (Teacher Librarians), Michael Bate (Library Technician) and Frané Lessac. Helen was talking as usual.*

## Teacher Librarians and HASS

In the last couple of weeks we have been working with the HASS Department and Year 9 students. We discussed and demonstrated flow charts, note taking techniques and correct referencing using the [Online Referencing Generator](#). There is a help video next to the Referencing Generator icon, which you can find in the Research link of the Resource Centre Online Moodle site.

Please contact us if you need any help or have any questions. You can email us at [library@side.wa.edu.au](mailto:library@side.wa.edu.au) - notice the new email address - or call us on 08 9242 6303 or use the easy [contact form](#) on the SIDE website.

Liz Allen, Cathy Scott and Helen Willison

## Learning Support

The Learning Support office was a dynamic place to be in Term Two. The team has been expanding with many new student enrolments and more teachers being added to the roster.

The Learning Support group of teachers provide a range of modified learning programs to students utilising a variety of teaching techniques in Years 7 to 12. Teachers spend many hours creating bespoke programs delivered across this learning area. They are adapted to allow students to achieve success according to their distinct needs. These programs also help students overcome a variety of barriers that are present in their education.

We are looking forward to the second half of 2015 engaging students through our online learning programs Moodle 2 and Saba and assisting them to meet their educational goals.

### Scitech Visit

See the world around you in a whole new light! Discover how scientists use tools to explore our world and reveal the unseen.

At the beginning of Term Three students will have an opportunity to attend an exciting presentation by Scitech. This will be held in Week Nine of Term Three, September 17 at 9:30 am. More information to follow or contact your Science teacher for more details.

TERM 2 – JUNE 2015

## The Echidna Dream Time Story

By Aaron Year 8

A long time ago there was a giant echidna. An echidna is an animal with lots of sharp spikes all over its body. The giant echidna was calmly walking on the dirt plains in the South West of Western Australia when a giant dingo jumped out from behind a big bush and frightened the echidna, who said to the dingo “what do you want”. The dingo replied, “I haven’t eaten in weeks and you look good to eat”. The echidna started running in fear but the dingo was too fast for the echidna. The giant dingo wanted to fight but the echidna refused to fight, so the giant dingo said “if you fight me and win I will not eat you”. The echidna agreed to this. When the giant dingo went for the echidna, the echidna rolled up into a spikey ball so that when the dingo tried to bite him the spikes stabbed him and he yelped and ran off. The echidna kept walking on his path and got very tired so he decided to dig into the ground and have a sleep. After many years of sleeping he did not wake up turning into the stone which is now known as Mt Manypeaks.

## Five Ways To Be Healthy Poster



By Tiniel Year 7

Learning Support Team		
<b>Coordinator:</b>	Kylie Bradford	
<b>Teachers:</b>	Jane Bourke	Fabienne Byrne
Miranda Free	Kim Ganfield	Donella Grieco
Andrew Grieve	Angela Melia	Patti Morgan
Gareth Richardson	Susan Taylor	Carolyn Vinton
Judith Williams	Robin Williams	Ann Wernldy
Mary Chong		
<b>Education Assistant:</b>	Jo Duczynski	

## Professional Development: Drumbeat



In June the Learning Support team participated in professional development presented by Drumbeat which is a Holyoake initiative. This is a flexible program that combines inclusive and experiential learning using rhythm.

## Learning Support SIDE Awards 2015 - Term 2

Bronze		
Abby	Karm	Jasmine
Kayleigh	Holly	Samuel
Givarne	Ethan	Ashleigh
Jessica	Hailey	Gary
Seb	Tiniel	
Silver		
Jasmine		

## Communication

Students, parents/guardians, supervisors and teachers are reminded that communication is key when it comes to technical issues with Saba and Moodle. If you are having trouble logging on please call your teacher at their desk. If you don't have contact details for your teacher please call the SIDE front office: (08) 9242 6300 or email: [info@side.wa.edu.au](mailto:info@side.wa.edu.au). If you are having problems contacting your teacher please call your Student Coordinator. If you do not have their contact details please call SIDE on 9242 6300, give your name and location and ask to speak with your Student Coordinator.

