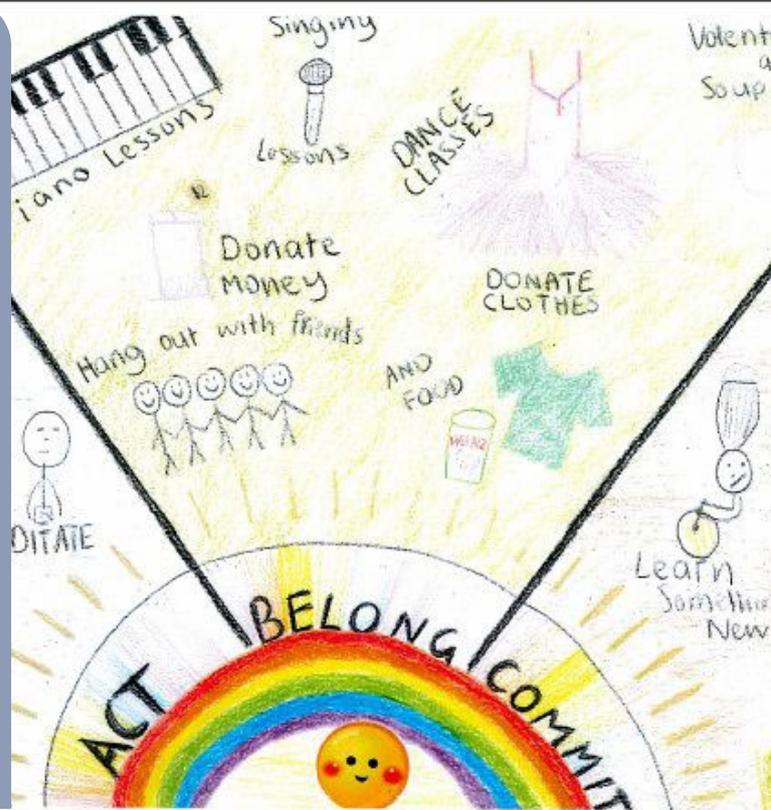




Schools of Isolated and Distance Education

INSIDE VIEWS



From the Principal



Jacquie Sandhu
Principal

“Think out of the box! Create my learning experience so that I can interact with my peers and teachers. Show me how to learn the content and be able to ask questions without getting embarrassed about asking about the stuff I don’t know. I want to graduate in Year 12.”

This quote is from a Year 9 student enrolled in the Learning Support program in 2012, the year I commenced at SIDE. I wrote it down on the first day I met him. You may ask why. It’s simple. It keeps me focused and grounded. We are indeed privileged to be the state’s provider for distance education. Our students live in remote communities, rural regions, metropolitan areas and overseas. SIDE’s teaching and learning programs can be accessed by our students from anywhere in the world 24hours 7 days a week. Some students access SIDE for one subject, others for their entire curriculum. Whatever the reason, whether it’s a young mum wanting to complete her studies, an elite athlete or a student living in Zimbabwe, Kandiwal Community or in Pannawonica, our role is to provide each with a personalised, balanced and rigorous program of learning.

eLearning doesn’t just happen! It requires careful planning, guidance and implementation. Our teachers are facilitators of the learning process – it’s not only the specialist knowledge that we impart to our students, but also the skills of independent inquiry, creative thinking and problem solving. Research shows that students who study through online learning are more successful at further training and education as they are well equipped not only with these skills, but also those of teamwork, goal setting and reflection.

It’s not an easy mode of learning. It requires teamwork. A supervisor, a parent, SIDE teachers, support staff and SIDE student coordinators support every student. Congratulations to all our students, parents and supervisors and teachers for your commitment and work this year. Please refer to my letter that will be in your reports package for some advice on putting to good use the information presented in the Semester 2 Reports. Self-reflection and setting goals for improvement are intrinsic to our student’s meeting their potential.

For the Class of 2015, many people tell us and show us that being successful means different things. For many of you, success is being able to complete Year 12. For others, it’s getting the job you’ve wanted, or it’s being able to communicate with people around the world about something you share in common or it’s getting that dream recital piece

This Term’s Issue

pg. 8 SIDE Alliance Francaise

pg. 12 Chevron Powering Careers in Energy Exploration

pg. 17 Induction Day

pg. 19 Year 11 Recycled Sculpture Project

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at WAPPA. For me, success is following your passion, staying true to yourself. The most important thing in your life is to live your life with integrity. Try not to give into peer pressure or to try to be something that you're not. Live your life as an honest and compassionate person, contribute in some way. These are the attributes people look for.

2015 marked the 100th year anniversary of the ANZACs landing at Gallipoli, a significant time in Australian history. Pride, comradeship and honour are three words that are often used to describe the ANZAC spirit. These traits have also been apparent in Australian lives this year, some may say due to increasing tumultuous international and national events. Our youth look to us for leadership, just like we looked up to our leaders for their guidance and leadership. To our young adults who will be our future leaders, thank you for the opportunity you have given us not only to teach you, but also equip you with other life skills. I am incredibly positive and optimistic about the future of and the potential of our young leaders and students. The world needs you in its arena. Have the courage to follow your heart and intuition. If you haven't already looked at our celebration of student excellence on the SIDE website, please take the opportunity to share with our students.

This year we say farewell to a number of staff who have celebrated their retirements:

- Leonie Wilson
- Sheila Lea
- Alice Vaughan
- Valdene Buckley
- Julia Freeman
- Una Leed
- Joan Milne
- Karen Bailey

We also say farewell to Nic Keskinidis who will be joining the private sector. We have several teachers who are currently on fixed term contracts who are awaiting news of employment within the Department of Education for 2016.

As 2015 draw to a close I'd like to acknowledge the senior leadership team, teachers and support staff as we have effectively introduced contemporary online curriculum for WACE 2015/16, the double intake of Year 7 and 8 students and the implementation of the Western

Australian Curriculum. I would also like to thank the SIDE community for your warm welcome and continued support to me in my role as SIDE's Acting Principal in Term 4, 2015. I wish everybody a safe, happy and restful holiday break.

English

The Year 7 English

In our first year of Year 7 English we have seen wonderful commitment from our students to engage with their learning. Students have worked their way through stories and stage plays, poetry and persuasion, digital texts and designing their own interactive webpages, developing their literacy and language skills along the way. They have certainly been busy!

WordFlyers!

An exciting development for lower school English students is the addition of the 'WordFlyers' program, an online interactive literature, language and literacy program. This program is a fantastic addition to our existing materials and will provide students with further opportunities to refine their English knowledge and to practice for NAPLAN. The program will be rolled out with Year 7s next year and trialled in Years 8, 9 and 10.

A few lucky Year 7s have trialled this program recently and we have had a very positive response to the materials they have used. Here's what one student had to say about the program:

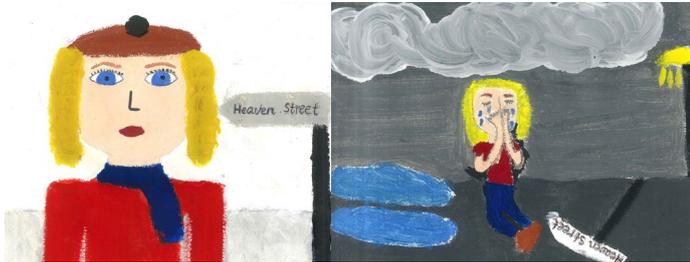
"I used WordFlyers today during my lunch break, already I'm seeing a site that is very well constructed and quite clever. I think it was my curiosity that got me hooked... it's looking good so far, but I've got more adventuring to do.

It's definitely a good educational site, and it's good fun."
Patrick, Year 7

The Year 8 English

Reading widely, thinking and creating come easily to some of our Year 8's. Students read books that made them laugh, books that made them cry, and one of the standout pieces of work was by Crystal. She stepped into the world of Liesel Meminger and wrote about The Book

Thief. She began with, "The story is set in the Holocaust. A very difficult time."



Leisel Meminger arrives in 'Heaven Street'

After the bombing of 'Heaven Street'

This term Year 8's have been entertaining their teachers with their hilarious stories as part of their work in a module on humour. They have learned a lot about the conventions of limericks, parody, satire and other comic forms, as well as having a good laugh! This speech by Sally-Ann, who lives out on a station property, is a great example.

Bull Catching

Hi everyone my name is Sally-Anne, all of youse here in the audience today have been nominated by a friend or family member to put some adventure into your lives. So I hope that I can persuade some of youse to try bull catching for extreme fun.

First what is bull catching? (You are asking yourself). Bull catching is a 4-wheel-drive chasing a clean skin bull. The best 4WD for it would be a short wheel base Toyota fitted with a V8 motor (known as a bull catcher or just "catcher").

The roof is cut off, a strong bull bar is on the front of the bull catcher, and along the sides were the door's use to be is steel plate. There are no doors, but the steel plate is there to protect you, if the doors are not strong enough for bull catching the bull's horn will go straight through it. A roll bar is where the windscreen should be, and another is behind the seats. The catchers usually have a number or a name.

The driver will wait for the helicopter pilot to tell him where the bull is. He/she drives over to where it is than they start to chase it.

This is when you start to get an adrenaline rush your lips

start to curve to a smile and you don't even know that you are smiling. Before you know it the driver is doing 60 to 70 km/hr. You are holding on tight to the bar in front of you trees are getting knocked down, the helicopter pilot telling the driver where there is an opening to roll the cleanskin bull. The bull will then be picked up and put on a truck with a slide.

Then the catcher is off to catch another bull....This is when your heart is still beating fast but you can't wipe that smile off your face and you want to do it again and again and again.

Bull catching is dangerous, but if you have the right person behind the wheel of the catcher you will have an extreme fun and have had some thrill-seeking adventures that you will talk about for the rest of your life. And you will persuade other people that bull catching is exciting and adventurous, and it is a great way to get an adrenaline rush.

The Year 9 English

In Year 9, our students have been looking at the connections between different texts and how these can be interpreted. Students have been exploring the theme of 'the outsider' by reading Frankenstein by Mary Shelley and viewing Edward Scissorhands directed by Tim Burton and demonstrated their understanding of technical codes and narrative conventions by providing a reflective speech and an analytical essay.

The Year 10 English

The Year 10 students have thoroughly enjoyed their study of Shakespeare's Romeo and Juliet. After reading the play the students have written and presented their own dramatic monologues based on love or hate. The monologues have been delivered with emotion and passion!

Year 12 Literature: A Parody of London Labourer and London Poor - Mayhew

Anshula, a Year 12 Literature student, wrote a parody of a piece by Mayhew. She called it Modern Scholars Classified. Here is an excerpt from her work. Do you recognise her descriptions of the school tribes?

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Fashionable Predators: are the most dominant tribe, consisting primarily of females, and amongst who, is the shared desire to replicate the make-up and jewellery of the cover girl of the latest magazine; wear high heeled footwear (minimum of four inches) to every non-school event and purposely amplifying the sound of the heel against the ground; publish on social media every significant and non-significant aspect of their life; attend a minimum of one social event – constituting of alcohol and attendees are at least two years older – every weekend (as well as post evidence on social media) and lastly criticise and ignore the opinions of any student of another tribe.

Spectacled Overachievers: Members are closely affiliated with wearing large spectacles and always carrying a book with a thickness of five centimetres (or greater); avoid any association with the fashion industry, suggesting that physical appearance is a ‘waste of time’ and ‘irrelevant’, but are secretly envious of the Fashionable Predators, have a yearning to outperform others and a desperation to seek praise from the teacher.

Difference Desirers: are the most distinct tribe of all. The sole purpose is to be dissimilar from each tribe and avoid any association with mainstream culture through an addiction to absurdity and experimentation and can go to the extent of changing appearance, speech, attitudes and mannerisms to establish their ‘otherness’.

Automatic Fangirls: are the second most female-dominated tribe (although males of this tribe have been observed). They are on a constant mission to increase their population through rigorous persuasion – to other non-tribe members of the fascination for the latest song, music artist, celebrity crush, movie character, social media website and even, but not limited to the most attractive or eligible male partner in the school. Although the transition between one obsession and another is an ongoing process in this tribe, it often creates an uproar and conflict within tribe members.

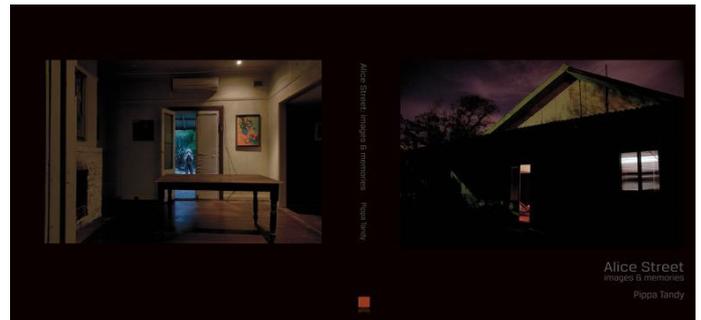
Silent Chameleons: have the capacity to make tremendous change with only limited social involvement - like conversation and intermingling – and often, they emerge in social limelight for academic, sporting or even social achievements, temporarily before retreating into the background. The Silent Chameleon’s accomplishments met with feelings of surprise, shock and disbelief by

members of other tribes and it gives Silent Chameleons great satisfaction when others don’t suspect that one is the highest achiever until public announcement. Each member of the tribe is very much an individual, but the tribe is united by the fear of exposure or perpetual attention.

This, Anshula says, in her experience exhausts all the tribes in the habitat of secondary school.

Alice Street

Pippa Tandy, English teacher, photographer and author has published *Alice Street: images and memories*. In 2002 Pippa photographed her late parents’ house in Bellevue, east of Midland WA. Some of these images were exhibited at Kurbgallery in August 2012. *Alice Street: images and memories* is an account of that experience in words and images.



Pippa does much of her work while walking, photographing the landscape, people and built environments in and around Perth. *Alice Street* is an investigation of her experience living in an old empty house for nearly six months.

English Teacher’s Conference at Shenton College

What happens when you put a hundred English teachers together in the same room?

There are ideas, innovation and discussion about the best ways to teach, write and assess. One interesting session was on ‘Visible Thinking’. This is a way of uncovering students’ initial thoughts and ideas, questions and understandings about a topic and connecting these things to the new topic we are about to begin. One way of doing this is through using compass points.

N = Need to know: What do you need to know?

E = Excited: What excites you about the new idea or proposition?

W = Worrysome: What do you find worrying about this new idea?

S = Stance: What is your stance, your opinion or your view on the idea or proposition? How do you move forward in your evaluation of this idea?



This is a great way of thinking about any new idea, book or decision. So, next time you have a complicated idea to think about, consider making some notes and using the compass points!

(Reference: The Shenton College lecture on 'Visible Thinking'. Attended 17 November, 2015)

English students continue to create dynamic and interesting pieces of work for their teachers to read and mark. The installation of new courses, of working in Moodle book and making use of online resources has been very successful in the English department this year.

We look forward to 2016!

Sue Cullen & Narelle Carlon English Department

Humanities and Social Sciences

This has been an extraordinary year for the Humanities and Social Sciences (HaSS) department. The demands of writing and implementing the new courses have been huge and the team has been working furiously to ensure that the very best curriculum resources are being used with our students.

The Australian Curriculum has been implemented in the lower secondary years for the past two years and we are now adapting these to meet the Western Australian Department of Education requirements.

Year 7 HaSS

The course for Year 7 HaSS began with Australian Curriculum Ancient History and then moved on to a combination of an Australian Curriculum Geography coupled with Civics and Citizenship. The courses are all brand new and feedback from our Year 7 students has been very positive.

At the moment our Year 7 students are engaged with

filming a debate on contemporary issues related to the Roe Highway Extension as part of their Civics and Citizenship program. There is an excitement in the air which has typified the enthusiasm that is generated by our current Year 7 cohort as part of their learning.

I would like to extend my sincere thanks to Liz Wells and Tracy Sterling for their exceptional work in developing the Year 7 program and providing some exciting opportunities for our students to demonstrate their talents.

WACE 2015 to 2016

Year 11 students can select from three General courses in HaSS and five ATAR courses. General courses are being offered in Business Management and Enterprise, Geography and Modern History. ATAR courses are being offered in Accounting and Finance, Economics, Geography, Modern History and Politics and Law.

HaSS currently also offers Business and Financial Services Certificates with the potential of some new Vocational offerings in the future which will be developed in 2016.

Leaving us in 2015

Sadly some of the exceptional teachers that we have had in the department this year will be moving onto other schools next year. We have been delighted to welcome and now farewell Caroline O'Sullivan as our Economics teacher and wish her well for 2016. Caitlin Thomson, who has been a welcome addition to our History team, will also be missed as she moves on to exciting opportunities at another school. Julia Freeman will also be retiring as Head of the HaSS Learning Area this year.

Returning in 2016

Valda Puls and Lindy Precious will be returning to SIDE next year after a luxurious year of travel and relaxation. Their familiar faces will be very welcome.

2015 Award Winners

We have been delighted by the level of engagement of our students in HaSS this year. They have been a delight to teach and the HaSS staff would like to commend them on their various successes.

Congratulations to all those who have been working so hard through the year. Your efforts have not gone unnoticed. In particular I would like to thank the HaSS team for all of their ongoing support.

Julia Freeman (Head of HaSS Learning Area)

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Health and Physical Education

What has been happening?

During 2015 Year 7 students became part of the secondary school and took part in the HPE curriculum. The Year 7 elite students were also provided with the opportunity to be involved in health education in 'face to face' delivery for a semester. This was a very successful innovation and students and staff enjoyed the opportunity to be in a 'real' class environment.

Students across Years 7-10 participated in a rich and diverse Health curriculum, looking at a range of focus areas including: self - identity, relationships, belonging, communication, cyber safety, nutrition, physical activity, drugs in sport, party safe, health campaigns, power, gender, decision making, goal setting, sexual health, coping with change and much more.



Meghan Year 10

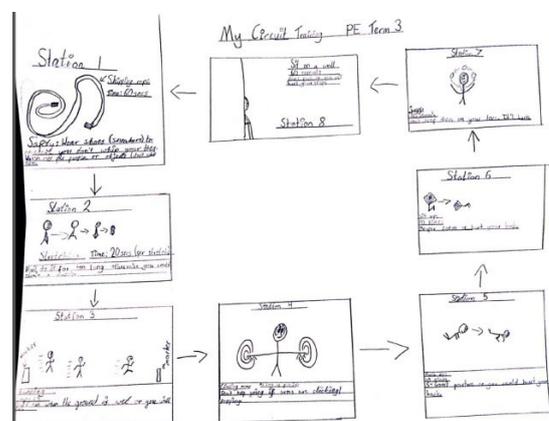
Some students entered the "Act Belong Commit", WA Schools' poster competition and Bella Valentini of Year 8 won a prize for her artwork. Bella's poster will be produced on postcards with other winning entries and used in 2016 at the Positive Schools Conference and in Mental Health Week.



Bella Year 8

Unfortunately physical activity was not as successful as the previous year due to time and curricular constraints. A Physical Activity log was provided in Moodle and programs in running, cycling, juggling and circuit work were encouraged.

However, Year 7 students designed and completed fitness circuits with some uploading video evidence of their participation.



Charlotte Year 7

New strategies will be looked at for 2016 within the Year 7 cohort prior to the implementation of the WA curriculum in 2017.

Physical inactivity costs Australia \$13.8 billion per year. There are many reasons as to why being active helps your health and wellbeing. Movement, physical activity and

exercise are also key ingredients in preparing the brain for learning and in boosting brain function.

Senior School Health Studies

In 2015 year 11 students were able to choose from the ATAR or General syllabus. 31 students completed the General Course and 18 completed the ATAR course.

Year 12 students were able to choose from the Stage 3 course or the 1CD course. There were 25 students who completed the Stage 3 course and 15 completed the 1CD course.

Highlights of 2015

1. Year 7 student participation
2. Year 7 and 8 Elite students participation in the health curriculum in 'face to face' delivery
3. Ongoing updating of the Saba classroom and Moodle courses across years 8-12
4. The development of robust assessment in years 8-10 with clear marking keys
5. Improved instructional delivery by all staff
6. Addressing the needs of students through individual education plans when required
7. Improved teaching and assessment practices through review of data.

The HPE team would like to acknowledge their many students for their hard work over the last twelve months and call for continued commitment and dedication to the learning area into the future.

Bronwyn Rakimov (HOLA HPE)

■ SIDE Languages

Buongiorno! Konnichiwa!
Selamat Datang! Bonjour!

As the 2015 academic year comes to an end, we extend a heartfelt thanks to all our supervisors for your dedicated work in assisting with the languages program and to our students, from Kindergarten to Year 12, for your enthusiasm during classes this year. The language teachers at SIDE have enjoyed teaching and sharing their knowledge with you all.

Students have been busy preparing for and completing their final exams and assessments this term. We would

particularly like to acknowledge those students who have continued their language studies through to Year 12. Learning a language to this level equips students with valuable linguistic and intercultural skills and understandings that will be of vast benefit in their future lives. We wish all our leaving students success in their future endeavours.

As we look to the summer holidays ahead, we are excited to hear that many of our students will be travelling overseas and will have the opportunity to apply the language they have learnt this year in authentic situations. We know of students visiting France, Italy, Japan and Indonesia and we hope you have a fabulous time using your language and deepening your understanding of the culture.

SIDE Language assistants

This year we were fortunate to have four young language assistants from France, Indonesia and Japan working alongside our teachers in our Languages department.

Both students and staff benefited enormously from their contributions throughout the year. We thank Desi, Zacky, Sakura and Maeva (pictured) for all their efforts, and wish them well for the future.



Indonesian Language Assistant visit to Bencubbin Primary School

Andrew Teo and Yahya Zakaria (Zacky), the SIDE Indonesian Language Assistant, had a wonderful school visit to Bencubbin. With Zacky dressed as "Ketut" for the day it was a fantastic opportunity for the students to take part in many fun cultural activities. They learned about traditional clothing and how to wear the various garments properly, Indonesian food, kites, and Indonesian skills of waving. The students were amazed to make "anyaman ikan", a fish out of a ribbon! Rice was a focus discussion of the day as it is a main food source for Indonesia and Zacky explained how in his country it features in both sweet and savoury dishes. The size and number of paddy or rice fields in Indonesia and farming methods were also highlighted in a day full of interaction and cultural sharing.

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Bencubbin students enjoying Indonesian activities.

Japanese Language Assistant teacher Sakura Sensei

Konnichiwa, I am Sakura Kawakami and I have been the Japanese Language Assistant from the Japan Foundation this year. I was born in Osaka and brought up in Sendai, which is a northern city of Japan. I have really enjoyed my time in Perth working at SIDE. I love Australia since I experienced Aussie life as a Year 1, Year 2 and then Year 11 student in Queensland when I was growing up. I feel very privileged to have been able to return to Australia to be involved in the SIDE language program during 2015 working with students to improve their oral conversation skills and visiting schools to enjoy Japanese cultural lessons.



Students enjoying Japanese cultural activities



School visits from teachers of Italian



We have been fortunate to have visited several of our partner schools this year, including Coorow PS, Miling PS and Butler SHS. Students were able to participate in various exciting language and cultural activities during these visits. It was also a delight to have met and spent time with the students of Menzies Community College when they visited SIDE late in Term 3 and again early in Term 4. It was a pleasure to see you all again and we enjoyed our SIDE lesson and sharing a meal together.



Students enjoying Italian activities.

SIDE Alliance Francaise Prize Winners



Tabitha and Elorah receiving their awards with French teacher Brigitte Blunson

Each year the Alliance Française organises exams for Western Australian students of French in Years 9, 10, 11 and 12. This year the examinations were taken by 3000 students throughout Western Australia. Prize winning students were recognised for their outstanding

performances in French language at a ceremony held at the Alliance Française in Perth.

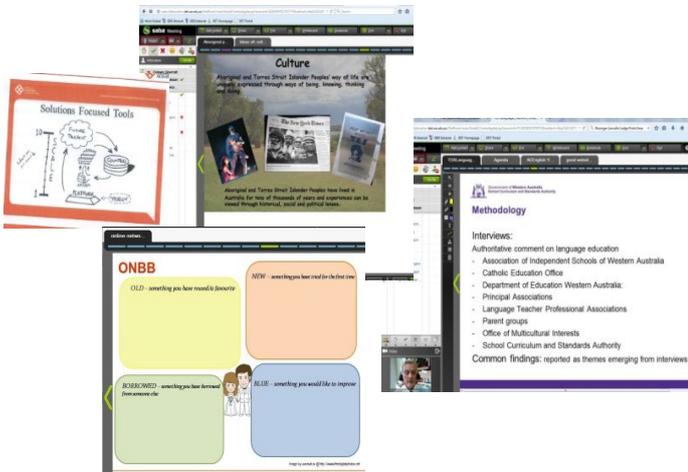
Amongst the prize winners were four SIDE students:

Elorah (Year 12) finished in the top ten and received the Dorothy Clark Prize for excellent achievement for a Distance Education Student. Congratulations to Elorah on her achievement and dedicated approach to language learning through SIDE.

Madison (Year 5)
Tabitha (Year 8)
Jordan (Year 9)

Congratulations also go to these primary and lower school students who participated in the poem recital competition. Open to students in Years 5-10, they were required to record themselves reciting a French poem and send it to the Alliance Française.

SIDE TDS



As well as teaching four languages across the state, the SIDE Languages Department is also a Teacher Development School (TDS). The SIDE Languages TDS provides professional learning opportunities for Language teachers across the state. This year, teachers have been able to take part in a range of workshops both face to face and online, using Saba. Some of the workshops have included: Literacy and Numeracy in Languages, Understanding and Embedding Indigenous Histories and Cultures in the Language Classroom, Strategies for teaching Year 7 students, using digital resources such as Languages on Line, WACE 2016 and a series of network meetings to share best practice. These sessions have

been presented by national experts, lead teachers and members of the SIDE Languages Department. SIDE will continue as a Languages TDS in 2016-17, ensuring high quality professional learning opportunities for teachers.

SIDE Languages would like to wish everybody a safe and happy break and we look forward to meeting new students and welcoming back continuing students in the New Year.

Bon courage! Selamat belajar!
Buon lavoro! Nihongo ganbatte!

Mathematics

Another busy year is drawing to a close and what a hectic year it has been!

The year finished with fifteen teachers of Mathematics representing a teaching load equivalent to 9.9 full-time teachers. The increase in student enrolments enabled an 18% increase of teaching time.

Lower Secondary

This year saw the new Western Australian Curriculum (based on Australian Curriculum) extend to the Year 10 classes. We also welcomed the Year 7 students to SIDE.

Common Assessment Tasks are used in each of the lower secondary courses. Tests are designed to provide students with the opportunity to demonstrate their knowledge and understanding at a variety of levels. In Year 10 we have an advanced course which allows top students to study harder content and prepare them for the challenges of Mathematics Specialist and Mathematics Methods in Years 11 and 12.

Mathematics Moodle courses have a standard design for Years 7 to 10 so that when you progress to the next year they will have a same "look" and "operation".

SIDE Mathematics is able to cater for students who have special needs. Some District High Schools have recognised that SIDE can provide a specialist service to their talented students. Five Year 6 students were enrolled in the Year 7 program. One Year 10 student was also enrolled in a Year 11 ATAR course, subject to satisfying conditions set by SCSA (School Curriculum and Standards Authority). He achieved the top exam mark in the Semester Two exams for that course.

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Upper Secondary

This year we introduced the new WACE (*West Australian Certificate of Education*) courses to Year 11. These are based on Australian Curriculum with some differences in content. These new courses will continue into Year 12 in 2016.

We are applying the same idea of a standard design in Moodle for the new WACE courses.

Staffing

Sadly we say goodbye to our Irish import, Ms Claire Hooban, who is moving on to Australind SHS. Claire was a welcome addition to the staff and is liked and respected by students, staff and parents.

Holiday time is a good opportunity to apply your “incidental Maths”. Every time you go shopping, handle money and do some cooking, you are applying Mathematics. If you assist with household projects such as building, renovating and gardening, you are applying Mathematics. Think about how you apply Mathematics in your hobbies.



© Microsoft Clipart

Here are some activities that you could try to keep those neurons firing.

Answers are provided at the end of the section.

Puzzle corner

1.



You need 24 matches to make this arrangement. Remove 8 matches and leave exactly two squares.

2.



Use 16 matches to make this arrangement. Move 3 matches to new positions so that there are exactly 4 squares of the same size as the 5 shown here.

3.

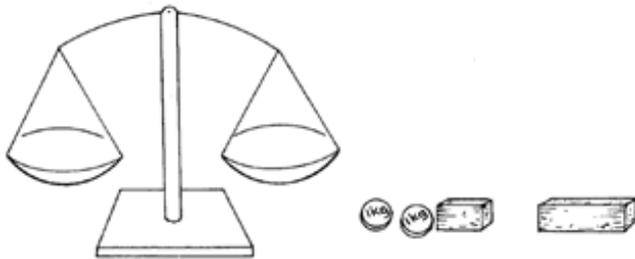
			5
	11	18	4
		7	
		3	

Use 6, 8, 9, 10, 12, 13, 14, 15, 16 and 17 to make each row, column and diagonal add up to 42.

4. A rectangle has a length of x cm and a width of y cm. If each of its sides is increased by 10% by what percentage will its area be increased?



5.



On scales, one brick balances with two kilograms and half a brick. How much does one brick weigh?

6.



Car number plates on Putt Putt Island consist of one letter followed by three digits. What is the maximum number of number plates that could be available?

Carolyn Bone

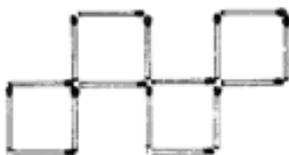
HOLA Mathematics

Solutions:

1.



2.



3.

8	15	14	5
9	11	18	4
12	6	7	17
13	10	3	16

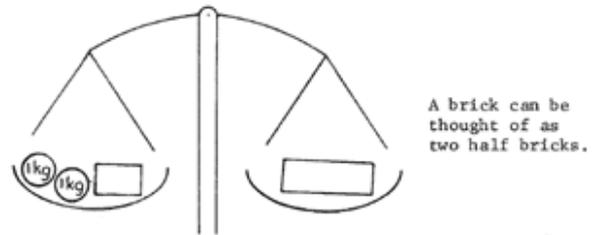
4. Area=Lx W

New Area=1.1L x1.1W

New Area=1.21xLW

This represents an increase of 21%

5.



The half brick on the left balances half the brick on the right, so the 2 kg weight on the left balances the other half of the brick on the right. Thus half a brick weighs 2 kg and a brick weighs 4 kg.

6. Plates beginning with A go from A000 to A999 so there are 1000 of them. There are 1000 plates for each of the 26 letters of the alphabet giving 26, 000 plates in all.

Science

When you study Science through SIDE you can be sure you are getting the best possible education from very experienced teachers of Science. The Science teachers at SIDE have been teaching for a total of 312 years (mean = 26 years). The most experienced teachers have been teaching for 39 years and the minimum any of our teachers have taught is 11 years.

This experience is also recognised outside of SIDE with many Science teachers being involved in reference groups and committees that support science education.

- Suri Naidoo, Head of the Science Learning Area at SIDE has overseen some significant changes in Science teaching and learning this year.



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- Alex Berentzen attended the National Science Teachers' Summer School in Canberra earlier this year, and has been busily collaborating in the SIDE Physics and Chemistry course development teams .
- Julie Clark is a member of the School Curriculum and Standards Authority Curriculum and Assessment Committee for Human Biology. Julie has been instrumental in developing the new Human Biology ATAR courses for 2016.
- Diana Tomazos is on the organising committee for the state conference of the WA Science Teachers' Association. She is also on the committee for the Australian Institute of Physics and supports digitisation of resources at the Battye library. She attended and presented at the ICASE/NSTA conference in Chicago earlier this year.

There are many more professional relationships and affiliations happening in Science that benefit SIDE students and lead the entire Science team to function as a cohesive unit in providing excellence in teaching and learning.

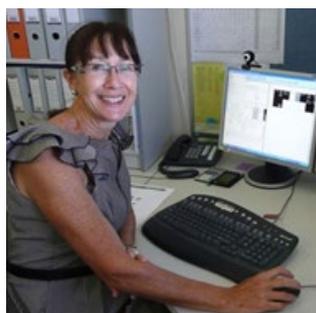
The contribution of all Science staff members must be acknowledged in terms of their professionalism and dedication to teaching SIDE students.

2015 and Beyond

2015 has seen many challenges for the Science staff at SIDE. The entire Science team has been involved in writing and constructing completely new online courses for all year 12 subjects in 2016. They have had to draw on all their skills and creativity to produce courses of excellence.

In 2016, for the first time, many students will enrol in courses in Science where all materials and texts are online. Paper copies of these resources will not normally be provided. Everything needed will appear online in the Moodle courses. This provides the opportunity for students to engage to a much deeper level in the Moodle experience, and will help better organisation by allowing all work to be carried out online in the same forum.

Not only have the Science staff moved completely into the digital age, but students are invited to follow them and enjoy the journey.



Leoni Willson

With the final retirement of Ian Wallace, Physics teacher Owen Randell joins us for 2016. Owen has been teaching Physics and Chemistry at Canning College and brings with him a wealth of experience.

On 2 December we had a retirement morning tea for Leonie Wilson. Leonie has been a valued Biological Science teacher with SIDE for many years. We wish her well on her retirement.



Owen Randell

Chevron Powering Careers in Energy Exploration Camp 14–18 September

Chevron Australia – Powering Careers Endorsed Program provides students with the opportunity to explore and understand the broad range of career options available within the oil and gas industry in WA. As part of this course students have the opportunity to be enrolled in the Authority developed Off-Campus Enrichment Program (ADOEP) which is a five day camp.



10 SIDE students and 3 staff attended the Chevron camp

SIDE students arrived in Perth on Monday 14 September from different locations in Western Australia and all met at SIDE before travelling to the camp Broadwater accommodation in Como. In total 10 SIDE students attended the Chevron camp. Students that arrived early

had the opportunity to catch up with their SIDE teachers and in the afternoon they were given a briefing about the camp. On Monday night, students engaged in team building activities with other SIDE students and their teachers. They also looked at information on the oil and gas industry from their Moodle course.

On Tuesday the official Chevron camp commenced for all students enrolled in the program. The camp was attended by 93 students and 14 teachers from six schools, including SIDE teachers Suri Naidoo, Natalie Cooper and Bruce Gibson (Meekatharra District High School).

Staff and students were treated to a sumptuous breakfast at the Perth Arena. Camp coordinator, Tanja Pisaric from Chevron, opened the camp and introduced students to The Chevron Way (Chevron's vision and values). Jo Watkins from Earth Science WA conducted some activities on oil and gas exploration, which included a team challenge to build an oil and gas platform from straws, popsticks and packaging tape. The students thoroughly enjoyed this activity and were able to test the strength of the structure they made.



Students involved in the team building challenge

In the afternoon students were treated to a presentation by Scitech and a Black Swan Theatre Production. After dinner we all went to Bounce where students had fun on the trampolines.

On Wednesday morning students attended presentations by Chevron employees Jen O'Reilly and Danni Geers who spoke about Chevron's behaviour based safety process OSPREY.

Russel Lagden spoke about Management on Barrow Island and Johann Van Der Merwe spoke about Quarantine on Barrow Island. There was a special interactive demonstration by one of the Barrow Island quarantine dogs.

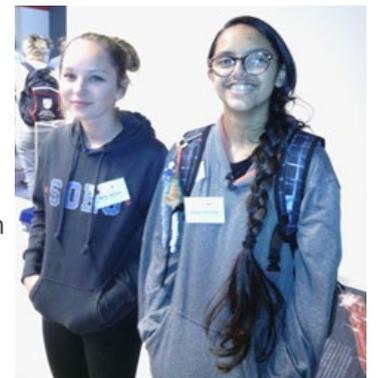


A demonstration by the Quarantine dog

In the afternoon we travelled to the Australian Centre for Energy and Process Training (ACEPT). This oil and gas training facility has a model processing plant used for a variety of oil and gas based Certificates I-IV provided by Challenger Institute. Students were divided into groups and had the opportunity to attend presentations by various lecturers, Chevron employees and ACEPT personnel. They were able to get first hand information about the oil and gas industry and gain valuable information about tertiary studies.

In the evening students participated in a quiz night.

Thursday, the final day of the camp, started off with a guest speaker talking about women in oil and gas. This was followed by a presentation on the Chevron recruitment process, including hints for preparing job applications and interview techniques.



SIDE students at ACEPT

Students were then allocated into groups and got to participate in mock interviews to practise what they had learnt. They had the opportunity to undertake various roles during this session.

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After lunch, students participated in a speed networking event with about 20 Chevron



SIDE students participating in the Mock interviews

employees. These employees were part of the Horizon graduate program and students were able to gain valuable insight about their roles with Chevron, their tertiary qualification and information about how to make themselves competitive when seeking employment.



SIDE students networking with Chevron Employees

At the conclusion of the day three students from SIDE were awarded the "Chevron Way" award for their participation in the Chevron program. Matthew, Milly and Sehaj were the successful recipients and received a gift bag from Chevron.

The SIDE students stayed another night at the accommodation before returning home on Friday. They had the opportunity to visit Garden City Shopping Centre.



Student receiving the Chevron Way Award

All Chevron students returned home on Friday after a busy week.

ASTA Education Perfect Science Championships 2015

Congratulations Cody on receiving the ASTA Education Perfect Science Championships 2015 Award. Cody is a Year 9 student who is currently studying Science at SIDE. He was placed in the top 10% of 30,000 competitors from around the world.



Finally :

We would like to thank all students, supervisors and parents for all their hard work this year. Being organised and maintaining regular contact with teachers helps students succeed in this difficult mode of study. Improvements in technology are also enabling some of the hurdles of distance learning to be overcome. For those students finishing with SIDE this year, we wish you all the best for the future. To returning students have a great break and we will see you back ready to work hard in 2016.

Paul Tournay — Science Teacher

Student Services and Career/VET Team

The Student Services Team has been busy finalising 2015 with students in their regions and looking at preparing for 2016.

At the end of this year we are saying goodbye to our Program Coordinator for Careers and VET, Nic Keskinidis as he embarks on a new position in a non-government school. Nic joined SIDE in 2008 and has established strong links for VET with industry and supported a number of students undertaking VET qualifications. We wish him all the best with his new position and welcome Kylie Bradford to our team.

A new online enrolment portal has been implemented at SIDE which will be a more efficient way of processing new home based students. If you are a continuing student for 2016 you can access enrolment requirements under the admissions tab at www.side.wa.edu.au

Important information for all SIDE students

Once your enrolment has been approved and processed, you will receive an email in January with the subject line Getting Started at SIDE (sender: SIDE360). This will be sent to the email address you or your school supplied at enrolment. Your Department of Education email can be accessed using the Quicklinks menu or the E-learning tab on the SIDE Website.

The Getting Started at SIDE email (received in January 2016) includes your login details for Moodle. It is vital that you login to Moodle as soon as possible and update your profile. Your teachers are unable to allocate you to their class groups until your profile is completed. To get to Moodle, use the Quicklinks menu on the banner or the E-Learning tab on the SIDE Website and select Moodle. You will then have access to either SIDE Launchpad (Years 7-10) or SIDE Essentials (Years 11,12) to get started. Your teachers will add you to your subject courses as soon as possible.

Student Services 2016

One of our OTL staff, Veronika Popp has spent time re-developing the SIDE Launchpad and SIDE Essentials Moodle space. Student Services now has its own section which everyone is encouraged to visit and use the information that is found there. As a team, we would like to thank Veronika for the fantastic work she has done to collate the many things a Coordinator can assist you with. Along with information about our role, there is vital information for each year group, helpful links to resources, study skills, exam tips and University and TAFE information.

Access SIDE Essentials:

<http://otl.side.wa.edu.au/moodle2/course/view.php?id=368§ion=6>

Achievements of current SIDE students

Shenae, Darien and Wenchester from Menzies have been working very hard this semester in their Year 10 Work studies with Amy Hamilton. They have been learning about topics such as safety in the workplace, how to respond to an emergency and general office skills and etiquette. Earlier this term they visited SIDE and were able to meet their teachers and tour the school grounds. All three students received a letter of commendation for

their excellent work submission over the semester. Amy would also like to acknowledge and thank Anne Sheehan at Menzies who works with the students in the SIDE room.



Menzies students: Shenae, Darien and Wenchester with SIDE Supervisor Anne Sheehan

Certificate 1 in Work Preparation

This certificate course has been delivered at SIDE since 2014 and prepares students for the workforce in areas such as health and safety and communication. It provides students with the basics if they have not yet ventured into the world of work or are preparing to undertake some ADWPL. There are a number of students who have completed this qualification this year that SIDE would like to acknowledge including; Kris, Gladys, Cassandra, Samuel, Amelia and Jandi. Congratulations to you all!

Regional Visits

Regional visits are a great way to connect with students and see the learning environment they work in. The visits provide a great opportunity to work one to one with students and build even stronger relationships with schools, students and their families.

Pilbara 2 Regional Visit

Anne Serafini, Student Coordinator and Shane Murray, Workplace Learning Coordinator conducted a three day visit to the towns of Pannawonica, Onslow and Karratha to visit a number of school and home based students.

There were many opportunities for Anne and Shane to work with students on their SIDE studies and discuss with them the hard work that they, their supervisors and other key personnel play in making SIDE a successful experience for students.

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Anne met with parents who were looking to enrol their children at SIDE in 2016.

Students were excited to be able to share their experiences and show both Anne and Shane the great work they have been producing for teachers over the course of the year.

Pilbara 1 Regional Visit

In October, Dylan Reid and Ian Wallace travelled to Newman in northern WA to visit the local senior high school and get a better insight into the students' school life. They were met at the airport by the school's Deputy Principal Dave Newman. Dave has been at the school for six years and has a great knowledge of the area. They arrived at the school and were given a brief tour of the administration building, then on to the remainder of the school including the new demountable Science labs. They were able to observe the facilities that the students have access to, and get a greater understanding of what it's like to be a student at Newman SHS.

There are 3 Year 11 students and 11 Year 12 students at Newman SHS. Dylan met with students and Scott Crawley the SIDE Supervisor for Newman SHS in the SIDE room for the day. Some were finishing off final assessments for teachers and others had Saba lessons but all were happy to have a chat about their SIDE experience and what they are hoping to do in the future. Many of these students are doing very well in their chosen courses.

Ian worked with the physics and chemistry students the entire day, going through curriculum and providing information and tips in preparation for final year exams. Students were very grateful for the experience to sit and work with their teacher for the day.

After school had finished for the day, Dave drove us up to Radio Hill to view the township and mine site and pointed out some of the more interesting landmarks, then drove into the shopping centre for a look around and a stop at the local truck stop which is very closely set to the Tropic of Capricorn.

Although it was only a day trip it was a terrific day and has enabled SIDE to further develop its relationship with Newman staff and students.



The town of Newman from Radio Hill



The view from Radio Hill

In late October, Gareth Richardson from the Learning Support area travelled to Jigalong Remote Community School to gain a better understanding of the region and meet with students. He was met at Newman airport by Principal Shane Wilson who took Gareth to the Newman visitors centre and gave him a brief guided tour of the town before stopping at Newman SHS to meet with Tim Walsh, a HaSS/PE teacher who is expected to teach at Jigalong next year. He stayed for three nights in Jigalong with teacher Greg Grant, giving him a unique insight into the community and life as a remote teacher.

As well as working with students Gareth was able to discuss technical issues with one of the high school teachers who were having issues with Saba lessons. Gareth worked with her, conducting a practice lesson, which was a great success.

Gareth was also given a great insight into the community and the history of Jigalong. One evening he was taken to 'Old Jigalong', the site of the original settlement of the town that older community members grew up in, and Donkey Hill. Donkey Hill is a vantage point around



20mins out of Jigalong that provides a stunning 360 degree view of the surrounds. Some of the locals had recently hunted and feasted on bush turkey and the area was covered in ash and feathers.

The trip to Jigalong was a success overall. New relationships were forged, critical technical barriers were broken

Gareth and a turkey feather down and Jigalong teachers were left with a greater insight into SIDE and how we work.



Art session with Kat.



Science session in the lab with Jim



The yarning circle at Jigalong Remote Community School



IT/Media Arts with Neil.

Induction Day

On Friday 4th December, 22 students who will be new to SIDE in 2016 attended an Induction Day at the SIDE campus. The proceedings began at 8.30am and concluded at 12.00pm. During the morning the students took part in sessions from Science, IT/Media Arts, French and Art. They also visited the Resource Centre, toured the school and listened to Veronika Popp from OTL explain Saba and Moodle.

The sessions and presentations were well received by the students and will assist them to easily transition into their new world of online study.



Veronika's presentation

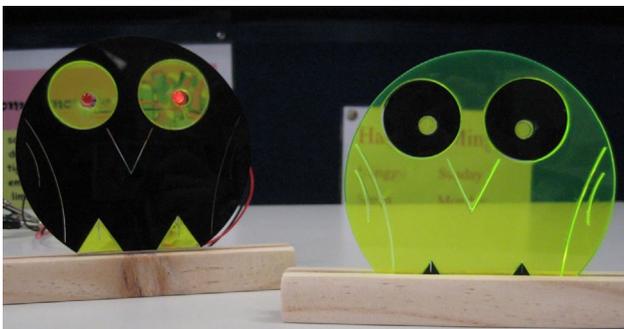
As this is final newsletter for 2015 the Student Services team would like to wish all our students a safe and happy holidays, and our best wishes to the Year 12 Class of 2015 as they look towards the next chapter in life, either furthering their studies, heading to the workforce or seeing what else is out there in the world.

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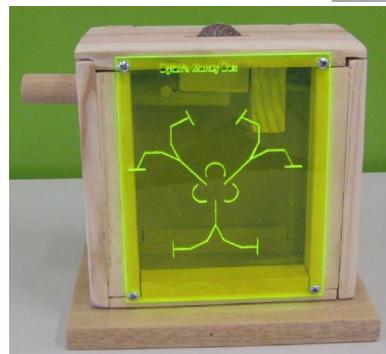
Technologies Design and Technology

The end of 2015 is fast approaching and I am pleased to say that I have had a lot of great work come in this year. Our students are learning to adopt new technology into their design projects with great success. Most Design and Technology students now know how to use CAD software that allows them to make parts of their projects using the SIDE computer controlled machines.

We have a computer controlled laser cutter, wood engraving router and have set up two new Up Box 3D printers for students to use as part of their courses.



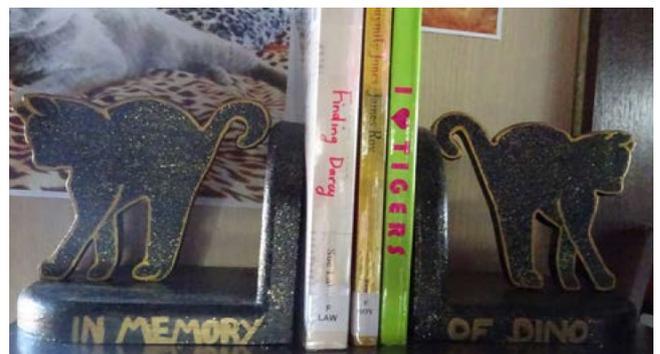
Shark Bay students Hail, Dylan & Ross have come up with their own creative coin deposit systems and have also designed the laser cut acrylic front panels shown in the following photo.



We are getting some very creative laser cut projects that are part of our Electronics courses.

Leah from Shark Bay was top of the class in Electronics 1 and has designed some creative laser cut acrylic project panels as shown in these 2 photos.

3D printed O's & X's pieces and bookends below designed and made by Talia in the Wood Design 2 course.



Ryan from Shark Bay has also done a great job on his electronic flashing desk ornament as shown on the right.

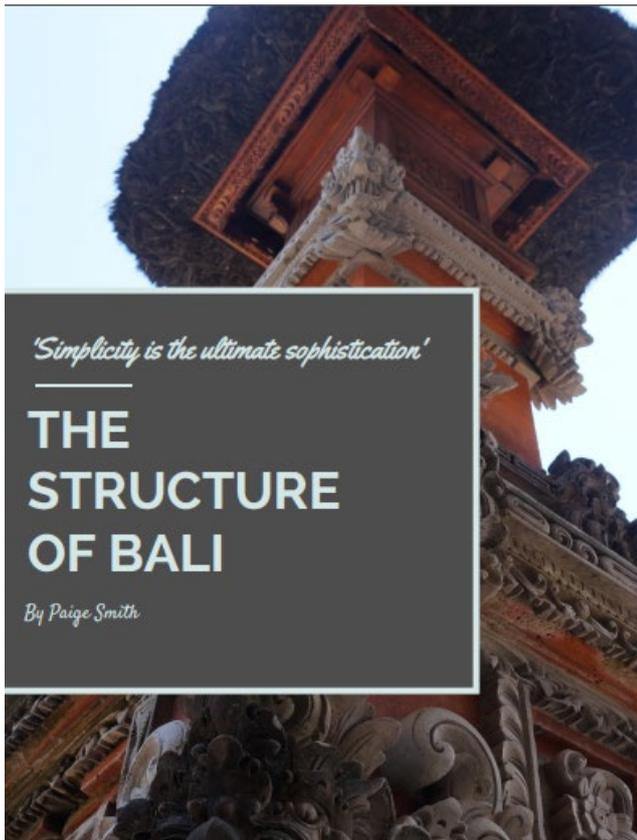


Our new Design & Technology 1 course requires students to design and make a money box that incorporates a mechanical or electrical coin deposit system.



I continue to be very impressed with the amazing photos that are being taken by our Photography students. They are really thinking about creative composition and effective lighting for their images. They have to design a layout to present their photos in such as a page for a book.

Paige has taken some great shots shown below:



Please return all tool kits to SIDE.

Have a fantastic holiday!

Phil Garnett
(Design & Technology)

The Arts

Year 11 Recycled Sculpture project

Year 11 Visual Arts General students have been challenged to think about waste in a different way and to give value to discarded materials. Students developed creative problem solving skills in working out the properties of their materials to find construction methods and create animal sculptures.



Mollie - Lolly wrapper 'Angus'



Gemma - Tin can Ghost crab

The summer holiday is a great opportunity to think about the waste hierarchy and trying to find ways to avoid buying more things where possible, reuse what you already have, and minimise your waste.

Waste Pyramid



<http://letu-cefs.wikispaces.com/Construction+and+Demolition+Waste+Management>
Creative Commons

If you would like to find out more about creative re-use of waste materials you can visit the REmida WA website or go to one of their holiday workshops. REmida WA is one of only 15 creative re-use centres in the world and we are

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lucky to have one in Perth! www.remidawa.com

'REmida's vision is to create a shift in cultural perspectives on waste in WA, towards lifelong awareness and responsibility. Our focus is on giving value to discarded materials, imperfect products and seemingly worthless objects in order to reinvent their use and provide new opportunities for creativity and communication.'

Year 7 Media Arts

Year 7 students have been experimenting with animation this semester as well as using online applications to create and manipulate Media Art works.



Kasey



Chloe



William



Rouben



Arts Equipment

If you have borrowed equipment from SIDE to complete your projects this year, please return it so we can provide the same service to our students enrolling in Visual and Media Arts next year. This includes webcams, flip cameras, microphones, Lino rollers etc.

If you did not use your large cardboard folder to post work to SIDE, please return this to the Art department at SIDE so we can be more sustainable and re-use them!

Year 7 Art

What can you see in a crack on the floor? Year 7 Art students have again looked at the world with different eyes and, like the Surrealists did, used innovative thinking skills to make creative creatures.



SABA collaboration Year 7 Art



Can you find a creature? You might need to turn the page!

We have had a very busy but rewarding year with new courses in Year 7 Visual and Media Arts, and looking forward to the introduction of Year 8 Media Arts next year. All of these courses have a strong focus on critical and creative thinking and the work students have produced has been vibrant, innovative and resourceful.

Katharina Popp (HOLA)

Online Teaching and Learning

Digital Citizenship and eSafety

SIDE goes to considerable effort to ensure a safe online environment. Our online lessons are run in a secure environment with user identities and passwords being required to access both Saba and Moodle. This means that the general public cannot access Saba or Moodle lessons, and attendance in specific classes and courses is always restricted to a teacher and her or his students. All communication and activity in Moodle is logged and saved, and student postings and messages are monitored by teachers and administrators. Similarly, Saba text chat is recorded, and tools are in place allowing teachers to restrict private student conversations.

Every SIDE teacher takes an interest in promoting safe, informed use of the wider internet, underpinning the Australian Curriculum general ICT Capability: "Applying social and ethical protocols and practices when using ICT."

Proactive Knowledge for being a good Digital Citizen

Vicki Davis talks about the "9 Key P's" of Digital Citizenship in her article What Your Students Really Need to Know About Digital Citizenship (Edutopia, 24 October 2014).

As outlined in the article, students need to be aware of:

1. Passwords: how to create secure passwords and keep them safe
2. Privacy: how to protect their private details (eg phone numbers, email addresses and date of birth)
3. Personal Information: who to share personal information with (eg number of siblings)
4. Photographs: what image they are presenting of themselves and others with their photographs, what information they are publishing in their photographs (eg number plates, addresses, location)
5. Property: copyright and intellectual property, how to cite their sources of information
6. Permission: seeking permission to use other people's work and cite it correctly
7. Protection: how to protect their computer against viruses, malware, phishing and identity theft
8. Professionalism: the impact that their social life can have on their student and professional life. They need to be conscious of netiquette, online grammar and cultural taboos
9. Personal Brand: the digital footprint they leave behind and how they would like to be perceived online .

Source: <http://www.edutopia.org/blog/digital-citizenship-need-to-know-vicki-davis>

eSafety

While every effort is made to ensure good practice at SIDE, many students spend time browsing and using the Internet for a range of purposes including study. The best insurance for parents and students is awareness of the risks and strategies to minimise them.

This year cybersafety.gov.au moved to the Office of the Children's eSafety Commissioner website <https://esafety.gov.au/>. We strongly recommend students and parents visit this comprehensive resource.

The eSafety website includes information on eSafety issues such as protecting personal information on social networking sites and getting help for issues that may arise. There are also invaluable resources specifically

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for parents <https://esafety.gov.au/education-resources/parent-resources> as well as age specific games and videos <https://esafety.gov.au/education-resources/classroom-resources>. It is easy to read, and student response has been very positive. The website covers it all in plain English, and offers many useful strategies and tips. In 2016, SIDE will offer Cybersafety presentations from eSafety for all our Years 5 to 9 students.

Veronika Popp
Online Teaching and Learning



The Western Australian Department of Education provides an allowance to assist eligible families with secondary schooling costs.

The allowance consists of two components:

- \$115 Clothing Allowance paid directly to the parent/guardian or the school.
- \$235 Educational Program Allowance paid directly to the school to reduce the contributions and charges payable by the parent/guardian.

Applications for the scheme need to be completed by the parent or guardian for student/s enrolled in Years 7-12.

To be eligible for the allowance the parent/guardian must hold one of the following cards:

- Department of Human Services (Centrelink) Health Care Card
- Department of Human Services (Centrelink) Pensioner Concession Card
- Veterans' Affairs Pensioner Concession Card (Please Note: The only Veterans' Affairs Card that meets the criteria is a blue card that is issued annually and expires in December each year. This card is income means tested.

The parent/guardian must be the holder of a card that is valid some time during first term. The only exception to this is when a student holds a health care card and has been declared independent by Centrelink (e.g. living away from home). In this instance, a letter of confirmation from Centrelink needs to accompany the application.

The allowance is paid up to and including the year the student turns 18 years of age i.e. students born in 1997 or before are ineligible for 2016.

Application forms are to be completed at the school during Term 1 and close Friday 8th April 2016.

For more information please contact the Cashier on 08 9242 6323 or discuss with the student coordinator at the time of enrolment.