



Schools of Isolated and Distance Education (SIDE)

INSIDE VIEWS



■ From the Principal

SIDE hosted a visit of members of Rural and Remote Education Advisory Council (RREAC) on 17 June, 2016. RREAC provides the Minister for Education, Hon Peter Collier MLC, with evidence-based and solutions-focused strategic advice on education and training issues and developments in rural and remote areas of Western Australia. Members of RREAC are:

- Chairperson- Hon Robyn McSweeney MLC, Member for the South West Region, Chairperson
- Mrs Brenda Williamson, President, Yuna CWA, Country Women's Association of WA Inc
- Ms Kay Gerard, Chief Executive Officer, Food, Fibre & Timber Industries Training Council (WA) Inc
- Mrs Elizabeth Sudlow (Liz), Representative, Isolated Children's Parents' Association of WA State Council
- Mrs Natalie Giancono, Representative, Parents and Friends' Federation of WA Inc
- Mr Lincoln Rose, President, SSTUWA, State School Teachers' Union of WA Inc. (SSTUWA) & IEU
- Miss Kylie Catto, President, WA Council of State School Organisations
- Mr Christopher Mitchell, Executive Officer (Regional Development Australia-Kimberley, Western Australian Local Government Association
- Mr Gary Robinson, Aboriginal Independent Community Schools Advisor, Association of Independent Schools of WA
- Prof Sue Trinidad, Director, National Centre for

- Student Equity in Higher Education, Curtin University
- Mr Stephen Baxter, Executive Director, Department of Education
- Dr Ross Kelly, Director, Policy, Planning & Research, Department of Training & Workforce Development
- Secretariat- Ms Mia Betjeman, Principal Executive Officer, RREAC Secretariat

The visit comprised of a tour of SIDE facilities and presentations by SIDE staff on areas of interest for RREAC including:

- General Introduction to SIDE
- Profile of students studying through SIDE
- Student Achievement Data
- VET and ADWPL
- Delivery of Cert II and Media ATAR via Saba Classroom and Moodle
- SIDE's PALS initiatives
- Ingredients for successful partnerships with schools and remote communities.

SIDE currently has 24 Level Three Classroom Teachers in the school. These teachers provide high level leadership within the school and some provide system wide support. These roles include;

- mentoring teachers within the school and/or across a cluster of neighbouring schools
- curriculum leadership
- providing work-shadowing opportunities for graduates and other teachers who may wish to witness expert teaching in-situ

This Term's Issue

pg.3 Online Author event with Professor of Writing - Kim Scott

pg.12 Every year, Language Perfect holds a World Series Championship. This year, two SIDE Japanese Language students received awards.

pg.17 SIDE Awards points Term 2

pg.18 ReachOut : New online service for parents of teenagers

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We also have other teachers who have been recognised by the School Curriculum and Standards Authority for their areas of expertise with some holding positions as Chief Examiners of Year 12 ATAR Exams, and for the development of resources for the implementation of the Western Australian Curriculum and Assessment outlines. Further to this, SIDE is a Teacher Development School in Languages providing the following deliverable outcomes:

- develop, deliver and coordinate a range of professional learning opportunities that meet the specific needs of schools and teachers
- share curriculum expertise and exemplary teaching and learning practice across schools, networks and professional learning communities; and
- identify and share strategies and resources through professional learning and online communities.

I have enjoyed the privilege of leading SIDE as Acting Principal for Term 2 and look forward to working with staff, students, parents and the wider community in my role as Deputy Principal for the rest of this year.

I would like to wish Beverley Cooper all the best on her retirement and thank her for her outstanding service to the school in her roles as Student Coordinator and teacher of Accounting and HaSS. A warm thank you is also extended to Linley Taylor for acting in the role of Deputy Principal and Narelle Carlon for acting in the role as HOLA English.

Parents will have received Semester One reports over the school vacation. I would like to congratulate the majority of our students for demonstrating their drive for learning and engagement in their lessons. I would encourage the parents who have been asked for interviews to please contact their child's teachers for further feedback on their children's progress.

Jacque Sandhu
Principal

English

The English Learning Area has enjoyed a busy and productive Term Two consolidating the learning opportunities available to our students with exciting activities and resources in our Moodle courses, the expansion of our WordFlyers literacy resource into Year 10 and plenty of travel and visits to work with our students.

The SIDE Resource Centre's Reading Room forum in Moodle and Wide Reading Saba lessons, delivered by our wonderful Teacher Librarians, have seen students discussing and evaluating their reading. Term Two has

also seen Year 7 and 9 students sit their NAPLAN tests, OLNA results for Year 10 students, Semester One exams for Year 11 and 12 ATAR students and the Externally Set Task for Year 12 General English students. A highlight was the Online Author event with Kim Scott, acclaimed author of *That Deadman Dance*.

SIDE English staff engaged in a wide range of Professional Learning including the 2016 State Conference of the English Teachers' Association of WA at which Pippa Tandy and Susan Cullen presented a session about how we teach English at SIDE.

Teaching from a Distance



Pippa and Susan at the Conference

Susan and Pippa took the opportunity offered by the ETAWA State Conference to share with other English teachers what we do at SIDE. They used screenshots of Saba lessons, Moodle pages and online marking examples to demonstrate our pedagogy.



Susan demonstrating SIDE Moodle resources

They stressed that, despite the challenges of teaching from a distance, SIDE teachers do get to know their

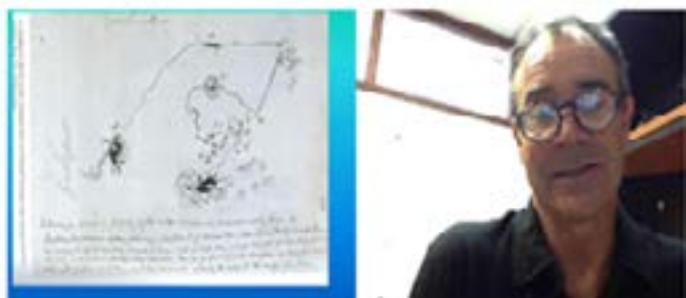
students very well. They suggested that some of the strategies teachers employ at SIDE might be useful in mainstream English teaching in the future, given the ways that technology has come to dominate teaching practice. Their aim was to suggest some ways of maintaining the kind of creative, formative and liberating teaching that English teachers have always achieved. Their session created a lot of interest and was very well-received by an attentive audience.



Pippa and Susan sharing their SIDE context

Online Author event with Professor of Writing - Kim Scott

SIDE Literature students had the amazing opportunity to attend an Online Author event presented by Miles Franklin Award winner and Professor of Writing, Kim Scott, who explored and explained the background and content of his novel *That Deadman Dance*, which is studied by SIDE Literature students. The event was



presented from his workplace in Albany and chaired at SIDE by Literature teacher, Pippa Tandy.

A screen capture of Kim Scott in Saba sharing an early map of Albany

Kim Scott explained the background to the novel in terms of our colonial history and the historical novel's role in offering a representation of the past. He explained how he had explored the way in which the language of the Noongar people and the language of the colonists blended and became a tool to allow both

groups to move forward. He discussed the manner in which the Noongar people adopted the white culture and were intrigued and interested by it and stated that the novel was inspired more by integration than resistance. Attendees also had the privilege of hearing him read extracts from his novel.

Students and staff were then treated to a Q&A session. Pippa asked a range of questions designed to give students further insight into the novel and Kim Scott responded to questions on context, identity and representation in the novel and its connection to his previous novels.

This was a unique opportunity for SIDE Literature students to be able to meet in Saba with the author of the text they were studying. It was invaluable in developing their understanding of the novel and also left them with very special memories of being personally addressed by Kim Scott.

Teacher and Student Visits



Susan Cullen on the way to Red Bluff

Susan Cullen travelled thousands of kilometres on her Term Two regional visits. Susan visited and worked with students in Red Bluff, Carnarvon, Meekatharra,

Mt Magnet and Dalwallinu and returned to SIDE happy to have met with and forged meaningful relationships with students, staff and community leaders in partner



schools.

Jenny welcomes Sam from Cue (left) and Terrance with SIDE Supervisor Laura Lilly (right) from Meekatharra to SIDE

Many students also travelled vast distances to SIDE to

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meet and work with their teachers.

Tyler's Tips for Success @ SIDE

We had a wonderful surprise when Tyler, a Year 12 graduate from 2015, visited SIDE to share her good news. Tyler had studied English, Health Studies, Human Biology, Maths and Modern History with SIDE in 2015, while living in Southern Cross. Tyler's cause for celebration? She had gained entry to her course of choice: a three year Bachelor of Science (Paramedical Science) at Edith Cowan University. She had made a start on her "dream" to follow this with a degree in Medicine as she had "always wanted to be a doctor." Tyler made the time to visit SIDE to share her good news with her



teachers Ros Keron, Bronwyn Rakimov, Jenny Crowe, John Stritof, Bernie French, and Student Co-ordinator, Michael Boyle.

Ros, Bronwyn, Tyler, Jenny and Michael

Tyler shared some of the secrets of her success at SIDE. Apart from the usual SIDE requirements of working to schedule in Moodle and attending Saba lessons, Tyler recommended maintaining regular phone contact with teachers as "it is very useful." Tyler liked the way speaking by phone with her teachers was "more productive, personalised and easier." Her advice to SIDE teachers was to "Ring your students!"

Tyler travelled from Southern Cross in Term Two, 2015 to attend the Curtin University English and Literature Conference to support her Stage 3 English studies. She found the lectures intensive but was pleased that they confirmed and extended what was being taught and "it was good to know we were on track." This supported another pearl of wisdom from Tyler: "Always take up every opportunity to improve." The individual Saba Exam Debrief sessions in English after the Semester Two Exams proved their worth. In fact, Tyler admitted that the WACE English exam was "the first English exam I had ever passed" and she attributed her success to individualised help in Saba and via telephone. "Also

for Health Studies, I highly recommend reading all the resources and extra information in Moodle. For Human Biology, I would say that Saba is vital because John offers pieces of information and tips that are essential to understanding key terms and concepts. I would also advise everyone to keep frequent phone contact, especially after tests and assignments come back, so that the teacher can explain in detail where you went wrong and how you can improve. For Maths, my advice is to attempt everything: all the resources put up in Moodle as well as questions from the Study Guide and the textbooks. The modules provided by SIDE are excellent but are not enough to truly grasp an understanding."

Tyler was particularly positive in her praise for the one-on-one Saba Exam Debrief sessions she had with Ros, her teacher of Modern History after the exams. Tyler said the Exam Debriefs in Saba "helped a lot to show you what you still needed to do" because the teachers "can explain the comments they have made on your exam paper." Tyler was a keen participant in collaborative learning. Even though she was isolated geographically, in Modern History, Tyler would join the Study Group and Discussion Forums.

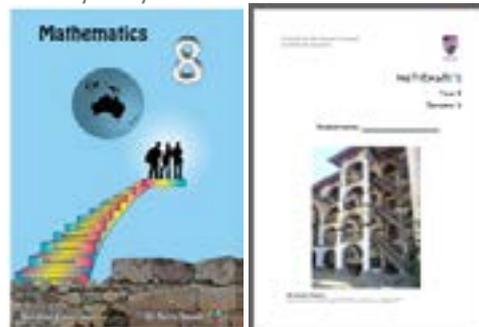
It was wonderful to see Tyler looking so happy and motivated and her SIDE teachers wish her continued success on the exciting and challenging journey ahead.

Jenny Crowe and Cathy Lamers

Mathematics

Australian Curriculum Years 7, 8, 9 & 10

All students in lower secondary Maths classes are working from Lesson Guides and the text books written by Dr Terry Dwyer.



<http://www.drdwyer.com.au/year8maths.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 must 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. Students in Year 10 who find the standard pathway too complex are able to be placed on an easier pathway but must still sit the Common Assessment Tasks.

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.



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 teacher, then you are expected to watch the Playback of the lesson or join a 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

2016 is the first year of new upper secondary courses in Year 12. 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 12 are

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

Mathematics Specialist cannot be studied alone but must be studied in conjunction with Mathematics Methods.

Improving courses in 2016

Our teachers are always looking for ways to improve our courses, by the addition of resources and interactives into Moodle. We welcome feedback on how we can support the students. You are welcome to email:

carolyn.bone@education.wa.edu.au

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, 11 or 12.

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. Help us to solve these logic puzzles.



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Apples and Friends Puzzle

You have a basket containing ten apples. You have ten friends, who each desire an apple. You give each of your friends one apple.



Now all your friends have one apple each, yet there is an apple remaining in the basket.

How?



City of Lies or Truth Puzzle

You are at an unmarked intersection....one way is the City of Lies and another way is the City of Truth. Citizens of the City of Lies always lie. Citizens of the City of Truth always tell the truth.

A citizen of one of those cities (you don't know which) is at the intersection. What question could you ask them to find the way to the City of Truth?



Answers

Apples and Friends Puzzle

You give an apple each to your first nine friends, and a basket with an apple to your tenth friend. Each friend has an apple, and one of them has it in a basket. (Alternative answer: one friend already had an apple and put it in the basket.)

City of Lies or Truth Puzzle

You ask "In which of those two directions do you live?"
A Citizen of the City of Lies will point to the City of Truth
A Citizen of the City of Truth will point to the City of Truth

Carolyn Bone
HOLA Mathematics

Online Teaching and Learning

Don't panic and carry a search engine

Before you reach a state of panic and make frantic phone calls if something is not working on your computer, first try to seek help online. There are

thousands of guides, instructions, forum posts and screencasts freely available on the internet. When you come across a problem, the chances are that many before you have encountered the exact same issue and have had their question answered in a forum somewhere in cyberspace.



For example, imagine Internet Explorer will not launch and you need it to access Moodle. Try a Google search with a few keywords and it will try to narrow down your search by listing a few possibilities.

After this it will take a bit more searching as there will be lots of articles that appear to address your query. You may even be lucky and see a straight answer appear at the top of your search results.

If one method you find to solve the problem doesn't work, try another. When you think you have tried everything it's time to ask for help. But remember, Google is your friend and fixing the problem yourself is not only satisfying, you may even learn something!

Tame yourself

Technology simplifies our lives in many ways. It also provides us with many ways to stay connected with our family and friends. But are you in control of the technology, or does it control you?

Staying focussed on your schoolwork and being able to manage your use of distracting applications such as Facebook and Instagram is vital to being a successful student. There are many strategies you can use:

- Organise your study and learning timetable and stick to it.
- Complete one task at a time. Multitasking is an ideal quality to strive for, but it can slow us down significantly and leaves room for error. It also makes learning and memory more challenging.
- Design and manage your workspace carefully. It should be bright, well ventilated and free from clutter and distractions.
- Take time at the end of a day to evaluate what you have done and plan what's coming up.
- Exercise and take breaks regularly to ensure your energy levels are maintained.
- Spend quality time with family and friends.
- Alongside these practical strategies, there are also steps that you can take to manage digital distractions and overloads:
- It is important to check your email regularly and to stay in touch with your teachers. Set dedicated times during the day when you check emails and

- turn off email alerts that may side-track your focus.
- Set aside times when you check social media websites and turn off notifications to these sites.
- Take a “technology detox” during the day by avoiding your computer, phone and tablet for a few hours.
- If you need help managing your online activity to stay focussed, try a technological solution. Self-control (Mac) and Freedom (PC) are free applications that you can use to block out chosen websites and applications for a set amount of time.

Halina Sobkowiak and Veronika Popp
Online Teaching and Learning

Science

Science: Bold New Frontiers.....

Term Two has been a very busy term in an action packed 2016 for the Science department. Delivery and fine tuning for all the new senior school Science subjects has been a great success. Responses from students in Semester One have been positive, and has shown clearly that the Science staff have been able to seamlessly move into the new National Curriculum courses for the first time this year.

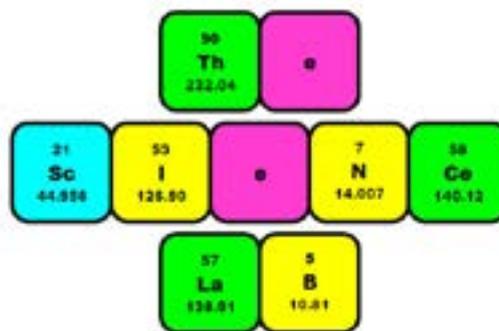
There's great excitement in the ranks, because, for the first time in a while, it is now possible for all to use cutting edge and up to the minute scientific research and advances in almost all of the new courses. This now brings senior school firmly into the 21st century!!!!

With courses now 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 Science, for example, how Human Genome studies can help us cure previously incurable diseases, or how the new Synchrotron just built 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.

Science Lab

These interesting facts and figures help us deliver interesting Science courses and enable us to introduce students and their families to the realities of everyday Science. Not only are these facts presented in the individual courses, but the “Science Lab” in Moodle is constantly updated to bring you details of all the latest and best happening in Science today.



If you want to know more about these new fragments of the wonderful world of Science, keep an eye on “Science Lab” and take the time to ask the SIDE student in your family !

Some helpful feedback from SIDE students:

Term Two is a very busy one for Years 11 and 12 in particular, and it makes timelines for the completion of work and course materials tight. Talking to students who are coping well with this, it seems there are some thoughts that may help students who have concerns about achieving their best..

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 secrets to success are having brains and using them, always revising before tests, paying attention in class

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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 !

Student Services

Student Contact Visits

The main role of the SIDE Student Services team is to establish and support educational programs for SIDE students and monitor their progress for success. One of the strategies used to achieve this goal is student contact visits. These visits involve visiting SIDE home-based and school-based students to monitor progress. Student Coordinators propose and organise the trip and accompanying teachers request or are invited to join the visit. The student coordinator does not always take part in the visit.

Many metropolitan students visit SIDE regularly to meet with their teachers. Conversely, schools and students may organise to visit their teachers at SIDE over a day or longer period. For longer stays, they may choose to stay at the SIDE accommodation or at a guardian's residence.



Menzies Community School

Why are student visits important?

SIDE is predominantly an online school and students are required to build their communication skills through Saba lessons Moodle, phone and email. Visits, in a nutshell, provide the opportunity to put a 'human face', literally and figuratively, for the student and teacher outside of the usual online contact methods. Meeting one's teacher / student coordinator face-to-face and vice

versa helps to develop a better human connection which frequently leads to greater trust between all parties and improves overall communication.

Ultimately, student contact visits are a very important aspect for SIDE teachers and student coordinators to build an overall impression of the student and to help forge good student-teacher relationships vital to best educational practices.



Ora Banda School

In Term Two SIDE Student Coordinators and teachers have visited the following SIDE regions, with some of the main locations stated below:

Goldfields – Ora Banda, Menzies, Laverton, and Cosmo Newberry

Midwest 2 – Jurien Bay, Central Midlands, Dongara, Wongan, Korrelocking and Pindar (30km east of Mullewa)

Midwest 3 – Red Bluff, Carnarvon and Exmouth

Midwest 4 – Meekatharra, Mt Magnet

Wheatbelt 1 – Brookton, Beverley, Corrigin, Narrogin, Jerramungup, Ravensthorpe, Quairading, Wellstead

Kimberleys – Halls Creek, Kununurra, Wyndham and La Grange

Pilbara 1 – Pannawonica and Onslow

Pilbara 2 – Port Hedland



Marnie with Sue Cullen at Red Bluff



Carolyn Bone at La Grange RCS



Gay Tierney and SIDE Supervisor, Josie Skelton at La Grange RCS.

Work-based-learning program a huge bonus for Kim, a Year 12 SIDE, ADWPL student!

Gaining the required experience, developing the necessary core skills for work or trying to decide what career path to take can be a daunting task for young people in their final years of schooling.

An inspiring and positive role model for other young people, trying to achieve the above three aims is Kim who has made the most of her opportunities through the Authority Developed Workplace Learning program (ADWPL) offered through SIDE.

Kim commenced the program in 2015, completing some on-the-job hours with the Corrigin Childcare and Meerkats in Perth. This year Kim aimed to explore a different industry area to assist with her career planning decisions at the end of Year 12.

Workplace learning enables the student to experience first-hand the world of work. Students also develop important Core Skills (linked to key Employability Skills) which underpin successful participation in the Australian workforce. Plus, they can use the ADWPL program to help achieve Secondary School Graduation (WACE).



ADWPL student Kim (L) and Corrigin Pharmacy staff

SIDE has many students learning and working in a wide range of industries including automotive, retail, tourism, hospitality, business administration, children services, metal fabrication, health services, building/ construction, sport & recreation to name a few.

Local employers throughout the state assist the program by taking on trainees.

“This support of local youth is fantastic” says one of SIDE’s Workplace Learning coordinators, Shane Murray. The committed employer who became readily involved with the program is the Corrigin Pharmacy. Michelle Hooper and staff have been key players in Kim’s training as a Pharmacy Assistant. Kim has gained many skills during the work placement and the experience will definitely help her decide if this is a potential career path for her.

The ADWPL program is second to none in assisting students with their future training and career plans. Students see it as linking their present school studies with post school intentions. It adds relevancy to their lives. A big thank you to the Corrigin Pharmacy staff for their commitment to local youth. This leadership and support is to be highly commended!



Shane Murray (Midwest 2, VET & Careers)
ADWPL student Kim is all smiles, in front of a footwear display, she helped to prepare.

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Year 12 ATAR Saba sessions

Student Services has been presenting information sessions to SIDE Year 12 students studying an ATAR pathway. The sessions are held on Friday mornings from 11.15 – 12.00 in Weeks 2 & 7 of Terms Two and Three and Week 2 of Term Four.

The information presented in the Term Two sessions have included:

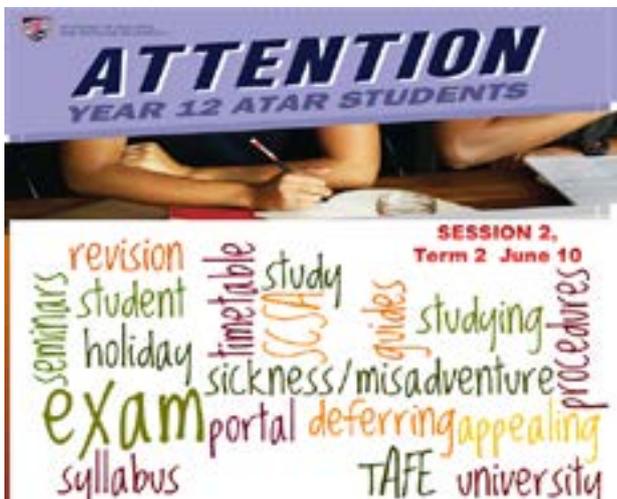
- Study Skills techniques
- Exam procedures and review of individual performance
- Career Investigation

The upcoming sessions will be covering:

- Pathways to University
- TISC/university application and scholarships
- WACE exam procedures

For further information students and/or parents can contact Karen Loreck or Paula Bowen: karen.loreck@education.wa.edu.au paula.bowen@education.wa.edu.au

Next session – Friday July 29th 11.15am



Special Exam Arrangements for 2017 Year 12 ATAR students (for current year 11s)

This may be relevant to you if you are currently in Year 11 and will be sitting your external ATAR exams in 2017.

If you have a disability, illness or specific learning disability you may be eligible to apply to the Schools Curriculum and Standards Authority (SCSA) for Special Exam Arrangements.

This could be in the form of permission to eat during your exams if you have diabetes, to take medication for an illness, ergonomic furniture for bad backs and in some cases extra time to rest or work. In all cases, up to date documentation and/or assessments will be required.

The process is quite involved so it is worth finding out about it before the end of this year if you think this is relevant to you or your child.

If you think this applies to you or you would like any further information, please check out the website below, or phone Jane Hardy-Atkins, School Psychologist at SIDE on 9242 6341.

<http://wace1516.scsa.wa.edu.au/assessment/disability-adjustment-guidelines>

CONGRATULATIONS # 1

Crystal is a Year 9 student who has achieved fantastic success at an Australian level by winning the National Grasscourt tennis Championships held in Adelaide in April this year. She is only 14 years of age and currently holds a position of 123rd in the Women's Tennis Australia rankings.



Crystal, game, set and match

Crystal will be travelling to NSW later in the year to complete in three Platinum Women's AMT events and is keen to build on her recent success. Her ambition is to become a professional tennis player.

CONGRATULATIONS # 2

Congratulations to SIDE student Jade on her recent success at the 2016 Cycling Australia Track National Championships, held in February at the Adelaide Super-Drome.

Jade won gold in the U19 2000m Individual Pursuit and U19 7.5km Scratch Race, and claimed bronze in the U19 Keirin. She was also part of the WA team that finished third in the Open Team Pursuit final. Jade has been selected in the Australian team for the 2016 UCI Junior Track World



Jade with her medals

Championships, to be held in Switzerland in July. She is also currently undertaking a four year training program designed to prepare her for qualification for the 2020 Tokyo Olympics.

Paula Bowen (Elite 1)

CONGRATULATIONS # 3

Jada year 10 (Region Elite 3 - Ballet student) has been selected, after a competitive selection process, to attend the 2016 UNSW Nura Gili Indigenous Winter School. The Winter School is coordinated by Nura Gili (the Indigenous Programs Unit at UNSW) and runs in partnership with several faculties across UNSW. It is a unique opportunity for year 10, 11 & 12 indigenous students from across Australia to get a small taste of university life. Accommodation and flights are covered by Nura Gili and Jada will fly to Sydney on the 4th July and return the 9th July. During the week she will attend educational and practical sessions relating to the



Jada

discipline she is interested in studying in the future, Medicine. Congratulations to Jada on being selected and we look forward to hearing about her amazing experience upon her return.

(Stacey Mylonas, Elite 3)

Shark Bay DHS visit to SIDE

Students from Shark Bay spent week 9 of Term Two in Perth. They visited SIDE on Wednesday morning to see the SIDE campus and meet informally with their teachers over morning tea. During the morning students were separated into two groups. The Year 7 & 8 group visited the Library/Resource Centre, toured the campus and got themselves on television in the studio. The Year 9 & 10s observed a science experiment in the science lab. Close to forty people attended morning tea, which was a wonderful way for the students to chat with their teachers and get to know them better.

(Stacey Mylonas, Midwest 1)



Year 9 & 10 students



Resource centre



In the studio

Morning Tea

The Arts and Technologies



Design & 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 new Design & Technology 2 course is going well this year with many creatively designed projects being submitted. Students had to design a Lolly machine that incorporated a laser cut acrylic front panel and a 3D printed part.

Lolly machine design projects below are by VJ and Barrett from Shark Bay.



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

Keep up the good work everybody!

Phil Garnett (Design & Technology)

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Languages

Learn a language and open the door to a bigger world... 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.

Student and staff visits

This semester we have welcomed to SIDE many of our students who have visited us for a day or sometimes longer. We have had students from as far away as Derby and Shark Bay as well as from Albany and Esperance. It has been great to put some names to faces and to have time to meet and discuss course work with them.

Some of our teachers have also been on school visits including two of our Japanese teachers, Miwa Sensei and Kathy Sensei who visited the students at Bolgart Primary School. They spent time playing language games, revising their self-introductions and making a Japanese toy called a kendama.



Work-shadowing at Mt Hawthorne PS

In first term, 6 of our Primary Languages teachers spent time workshadowing Early Childhood Education teachers at Mt Hawthorne Primary School. This followed ECE Professional Development delivered here at SIDE. Our teachers were greeted warmly by the students and staff at Mt Hawthorne and thoroughly enjoyed their time back in 'face to face' classrooms. As we are continuing to develop our Languages programs for years PP-3, SIDE teachers gained valuable knowledge about this stage of learning and took away an array of ideas for activities and approaches which can be adapted to our online environment.

Language Perfect

SIDE Languages staff also attended Professional Development from Language Perfect. This is a wonderfully interactive website offers activities, lessons and vocabulary building exercises to students. Many SIDE students are already accessing this site which has developed and improved markedly in the last year or so. Students can access Language Perfect from home and play games, work through activities to consolidate their vocabulary.



Every year, Language Perfect holds a World Series Championship. This year, two SIDE Japanese Language students, received awards. Alice from Kearnan College earned a Credit certificate for being in the top 20% in the world and Max from Esperance Anglican Community College won a Gold award for being in the top 2%!

New ECE French course.

This term, Dorian, our French Language Assistant has been helping Una Leed, our guest writer, to produce the beginnings of a new Early Childhood Education course for French. Una has



been able to use her wealth of experience of producing materials for Languages at SIDE and Dorian has contributed enormously with his knowledge of life in France and his experience in French primary schools. They have created some wonderfully engaging resources and programs

ASDAN

As part of the ASDAN Meal Preparation and Progression course Darcie in Exmouth is doing a project on Asian Cooking. She decided to make San Choy Bow and these are the photos of Darcie preparing this dish. She tasted and said she really enjoyed the flavours of the ginger and the nuts.

The Meal Preparation course is very popular with the students in Learning Support.



Learning Support

It has been a very busy and exciting Term Two for students and teachers in Learning Support with NAPLAN testing taking place in week three, Scitech making another exciting and engaging visit, regional visit to the Goldfields and the writing of Semester One reports.

At the start of the Term Two we welcomed Louisa Wright to the Learning Support Team. Louisa is replacing Angelia Melia who is currently on leave. Learning Support also welcomed Amy-Jo Hamilton into the team. Amy-Jo is our ASDAN Workright teacher.

During Term Two we received the results from the OLN testing in Term One, and I am pleased to announce some of our students in Learning Support passed their OLN and now have moved into mainstream classes. Congratulations to those students. The next round for OLN testing will be in Term Three during weeks 7 and 8. I encourage all students who have not sat OLN to do so during this time.

I would like to thank all the teachers and students for all the hard work they have done this term and wish them all the very best for a safe and relaxing break.

Richelle Troode
Program Coordinator

HASS

In Humanities and Social Sciences this semester, Larissa has been studying the Roman Empire and the medieval period. To supplement her studies she has taken part in a mosaic workshop in her home town of Pannawonica, and she has baked two medieval recipes - gingerbread and Simnel cake.



SCIENCE

The wonderful presenters from Scitech visited SIDE in Term Two. The topic this term was Biology, the show covered how animals use their excellent hunting and hiding skills to survive in their environment. Students observed and learned from a variety of amazing living things that use these skills. Just two of the animals studied were the Archer fish and the Octopus, a couple of willing volunteers tested the skills these animals have to see if they could be replicated.

We were again lucky to be able to participate in such an informative and engaging presentation and we hope to have another session in Term 3.

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MEEKATHARRA STUDENTS

Students from Meekatharra visited SIDE. They participated in a workshop in the Television Studio and learnt how to use a Green Screen to create special effects.



ENGLISH

Students in Year 8 English have been writing imaginative stories based on the characters in a short story they have read. Here are the opening paragraphs of “The Outback Rescue” by Chloe from Marble Bar.

The Outback Rescue

It was a hot sunny day, Simon and Terry were walking through the bush at the back of their school after a long afternoon at school. Walking in the bush was Simon’s idea. Walking out bush they felt free. The quiet bird noises, the wind blowing and the bugs singing filled their ears with love, joy and freedom. The smell of the eucalyptus made them feel warm and welcome. Simon was walking in front when he saw a steep hill.

“Come on Terry, lets climb it,” persuaded Simon, “Nah! It’s too dangerous and the hill is too steep” replied Terry “ What are you? A scaredy cat” said Simon mockingly trying to convince Terry to climb it with him. “Well I’m going to climb it with or without you” said Simon. Terry just looked at him and walked away.

By Chloe – Marble Bar

Regional Visit to Goldfields Region

Learning Support teachers Sue Taylor and Jane Bourke, along with Student Coordinator Kendrie Dymock, visited the SIDE students at Ora Banda, Leonora, Menzies and Laverton in Week 2 of the term. It was lovely to see all of the students working in their SIDE rooms. At Menzies we were taken on a tour of the recently upgraded school grounds and were able to see the students caring for the school chooks, working in the vegie garden, operating the school shop and playing on their brand new “grassknetball” courts. The students were very proud of their school and its history.



Menzies students and their new grass basketball court

Some of the students in Year 11 at Menzies are enrolled in the ASDAN Meal Preparation and Cooking course and Preliminary English and Maths so the visit was a great opportunity to see the kids in action and gather photos for their portfolios for moderation. While we were there the students engaged in a cooking activity and the final results, a mango coconut cake, was shared by the staff at morning tea



Darien and Shenae cooking up a storm as part of their ASDAN course with Sue Taylor

In Laverton we were able to meet with the SIDE students from Cosmo Newberry and Mount Margaret as well as the Laverton students. We had the opportunity to discuss their subjects and progress at SIDE and work individually with students in their Moodle courses. We also delivered packages of work and certificates to students from their Learning Support teachers. Of particular value was the chance to sit down with the Year 9 students to discuss their personal interests and how we can incorporate them into their learning in English and HaSS. The girls were keen to suggest topics for the class blog and also asked if we could explore the Kokoda Campaign in HaSS as part of History as they had relatives involved in the campaign.



David from Cosmo Newberry with his SIDE teacher Jane Bourke

Below-Ashleigh and Giarna from Laverton



Humanities and Social Sciences



Koren Bryan has joined HaSS in Term 2.

This term we have welcomed two new team members to HaSS. Koren Bryan is delivering Year 7, 9 and 10 HaSS and has hit the ground running. Welcome Koren!

Beverley Cooper has returned to SIDE after taking leave and has delivered Year 8, 9 and 10 HaSS courses this term. Bev has recently announced her retirement from teaching and will be leaving SIDE early Term Three. It's

been a pleasure having you in HaSS and we wish you all the best of luck Bev!

VET Success

I'd like to extend congratulations to Holly King of Lake Grace DHS and Jasmine Carswell of Yokine for early completion of the Certificate II Business Services. Both girls have worked exceptionally well to finish ahead of schedule. They have allowed themselves the opportunity to enrol in the Certificate II Financial Services and potentially graduate with a double qualification. Well done girls!

Holly and Jasmine have completed Certificate II Business Services.



Sharon Cutten – HoLA



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Year 12 Modern History Seminar

On a very wet and cold Saturday morning, four dedicated SIDE Modern History students travelled vast distances to attend a student revision seminar at Notre Dame University in Fremantle. Organised by the History Teachers' Association of WA (HTAWA) the students joined other Year 12 students to revise for their Semester One Exam. SIDE History teacher, Ros Keron, delivered the presentation.



Students from left to right: Amy, Tallulah, Nicole and Kristelle.

“The HTAWA Modern History seminar at Notre Dame University was a great chance to meet other students who also study Modern History through SIDE. We were given an abundance of helpful hints and tips for the exams. It was also very encouraging and inspiring hearing the stories of the girls and how they are experiencing Year 12 so far.”

Written by Kristelle.

New Geography students

ATAR Geography students at Northam Senior High School came on board with SIDE recently. I was given the opportunity to teach the thirty five students across Years 11 and 12. Visiting these students has become a regular part of my teaching



Tracy Sterling at Northam SHS

and I have already been to Northam twice this term. On my first visit I was accompanied by SIDE ICT Manager, Gavin Rogers, and Adele Clark, my fellow Geography teacher. Gavin was able to set up IT requirements to allow the students make a smooth transition to both Moodle and Saba. I look forward to future visits to Northam to support these students in their pursuit of WACE.

Library



Some highlights from a busy term in the Library Resource Centre include:

Wide Reading - sessions have been run through Saba lessons in English Years 7-10

- Year 7 – introducing eAudio books
- Year 8 – using the digital library to access a range of eBooks
- Year 9 – looking at popular student use eBooks
- Year 10 – viewing and discussing a range of eBook genres

History and Social Sciences – Saba sessions were conducted with all Year 9 students. The focus was on using the Inquiry Process to find information about World War 1 and review referencing techniques.

Meet the Judges at SIDE Resource Centre

The library hosted the 2016 Children's Book Council of Australia Book of the Year shortlist talk for teachers and librarians. Three WA judges, including SIDE teacher librarian Felicia Harris, presented and discussed the many exciting titles that made this year's award shortlists.



The CBCA Book of the Year Awards are held annually to celebrate Australian authors and illustrators, and recognise significant contributions to Australian children's literature. The winners will be announced on the eve of CBCA Book Week Friday 19th August. This year's Book Week theme is Australia: Story

Country. Check out the shortlists on the CBCA website: <https://cbca.org.au/shortlist-2016>

WA Young Readers Book Award

This term the library has promoted the children and young people's choice award. Students have had the opportunity to read and vote from selected book lists. Thank you to all students who participated.

Borrowing from SIDE Library

Please contact the teacher librarians for your study and recreational reading and viewing needs.

Email library@side.wa.edu.au,

Call us on 08 9242 6303 or use the [easy contact form](#) on the SIDE website.



Helen Willison, Felicia Harris, Terrie Morris,
Michael Bate and Liz Allen.

Health and Physical Education



Year 12 General Health Studies student Rita currently lives in Switzerland and is pictured here outside the World Health Organisation (WHO) in Geneva. Geneva is also home to the United Nations and the International Committee for Red Cross.

The World Health Organisation is an agency of the United Nations which aims to promote health and control communicable disease in member countries. Established in 1948, the prime objective of WHO is to support people to attain the highest possible level of health possible and provides leadership, support and advice. Documents and publications from WHO are always of a very high quality and often used in the General and ATAR Health Studies courses at SIDE.

While information from WHO, the United Nations and the International committee for Red Cross is easily accessible through modern technologies, in the case of Rita, it gives it greater meaning to have all of these resources right on your doorstep!

Year 10

This term the focus has been on stress and associated coping strategies. Other topics addressed were goal setting and life style diseases. The students have defined stress, understood that stress can be both positive and negative and how it can affect a person's performance and well-being. As part of their task they have identified and discussed what stress them as adolescents, what contributes to their everyday stress and suggest appropriate coping strategies.

Year 8

The Year 8 students have explored a variety of subjects this term. They have identified the consequences of risky behaviour and developed a personal safety plan with a focus on cyber safety and bullying. Their plan identified steps to reduce risk

SIDE Awards Term 2 2016

BRONZE

Shenae	Vee Jay	Jamoule
Samuel	Joanesha	Leshae
Jade	Crystal	Bruhle
Tamika	Janeva	Natasha
Izak	Jazmi	Hail
Tahlia	Seb	Jesse
Myar	Tiniel	Alex
Nicholas	Gary	Giarna
Jake	Leigh	Shauna
Tahlee	Dakota	Breannah
Shakira	Chloe	Bree
Dior	Zac	Jandi
Tahlee	James	Anika
Germaine	Gerard	Hailey
Dominique	Jasmine	

SILVER

Zac	Isaac	Jacinta
Darcie	Tiniel	James
Jemima	Gary	Joanesha
Tamika	Myar	Emily
Jake	Dakota	Jandi
Shenae	Sam	Seb
Chaddron	Jazmi	Aaron
Layla	Taniayah	

GOLD

Jack	Darcie	Layla
Tiniel	Sam	Zac
Dakota	Shenae	Isaac

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and strategies to minimise harm. The students discussed the factors that influence drug use by young people with regard to the individual, their environment and social factors. Then they investigated the harms of drug use with a particular focus on alcohol in a task. To complete the semester students have investigated the many benefits of physical activity.

ReachOut:

New online service for parents of teenagers
May 18, 2016 | Media Release

A critical new digital service that provides parents of teenagers with information and advice on issues such as bullying, sex and communication was launched today by leading online youth mental health organisation ReachOut Australia.

The service is being made available after research undertaken by ReachOut revealed that the issues of most concern to parents with teenagers are communication, peer pressure, and school and study stress.

ReachOut.com/Parents is a free online service providing evidence-based practical support and tips that encourage effective communication and relationships between parents and young people aged 12–18 years, as well as easy-to-read information on a range of mental health and wellbeing issues. ‘Parenting teenagers is more complex than ever,’ ReachOut CEO Jono Nicholas said. ‘This is the first generation of parents who’ve had to deal with issues like their kids’ social media use, cyberbullying and when their kids should get their first mobile phone.

ReachOut Parents will:

- help parents to understand what their child is going through
- offer suggested strategies to help parents support and have conversations with their children
- encourage parents to read and share their insights on the community forum.

There will also be stories from parents, videos from child psychologists, and pathways for further support services if parents or young people are in serious distress.

‘Parents play a vital role in the mental health and wellbeing of their children – from the identification of an issue through to whether or not a young person will access support¹ – and with the majority of mental health issues emerging during the teenage years, it makes sense to equip parents with the practical strategies to support their children.

As well as collaborating with sector partners, ReachOut carried out extensive research to inform the service approach, including quantitative research with 1100 parents and focus groups in both metropolitan and regional areas of Australia. The research helped identify how parents are using technology for help-seeking, the issues they wanted help with, and how they wanted support and advice presented to them.

Mr Nicholas said the research found that communication was the top concern of parents when it comes to their teenagers.

‘Although parents reported a range of concerns relating to their teenagers, such as school and study stress, peer pressure, bullying, and drugs and alcohol, their biggest concern was how to communicate with their young person about these issues. Parents reported that it can be hard to know how to broach an issue with a young person, and to know when is the right time to do that. ReachOut Parents will be able to provide them with support around this.’

Social Services Minister Christian Porter said, ‘We know that in order to help reduce bullying and to influence behaviours in youth, we must reach out to the people that most influence their lives. This service provides tools to parents, grandparents and others to help them effectively communicate with teenagers, to start conversations and to help provide our kids with coping skills and advice during what are typically tough years in a young person’s life.’

New stories, fact sheets and features, including a coaching program delivered in partnership with the Benevolent Society, will be added to the service throughout the year.

ReachOut Parents has been funded by the Federal Department of Social Services. Parents can subscribe at <http://about.au.reachout.com/new-online-service-for-parents-of-teenagers-2016/>