



HILLSIDE  
CHRISTIAN COLLEGE

# Year 10, 2021 Curriculum Handbook

To knowledge, add wisdom

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



## INTRODUCTION to YEAR 10

HillSide Christian College is an Independent Private School. The College Board, Senior Executive team, Staff, HillSide Church, Chaplains and Parents at our College are committed to working together to provide a safe and caring environment where each student is given the opportunity to develop academic rigour, and to achieve personal excellence in a positive and safe environment. More especially, we focus on directing students towards a relationship with the Lord Jesus Christ, which is the basis on which all teaching and learning transpires. One of our goals is to also enable every student to develop the knowledge, understanding and skills to make choices ensuring their happiness and success.

In 2021 HillSide Christian College celebrates 44 years of delivering a Christian education. We have and will continue to enjoy a very positive relationship with our parents and the wider community. You can become actively involved in our learning community in a number of ways. Please liaise with staff regarding what you can offer, and we will gladly accommodate your skills and talents. It is our role to ensure that the foundations are laid for each student to give of their best, and to remain motivated to achieve excellence.

Year 10 is the start of Senior Secondary school, and the time for students to invest wisely in their future. The expectations of staff are that students studying the Year 10 academic programme will understand the consequences of efforts in Year 10 on determining course choices in Years 11 and 12. We advise Year 10 students to maximise their options by ensuring that, from the start of Year 10, they are achieving to the best of their ability in order to attain the pre-requisite grades needed to enter specific courses for Years 11 and 12 and, thereby, preparing for the requirements of the WACE.

The purpose of this handbook is to provide students and parents with information about the academic subjects that are provided in the curriculum suite for Year 10 at HillSide Christian College.

Students in Year 10 are currently studying a combination of subjects that are aligned with the current Australian Curriculum. The Australian Curriculum is fully implemented at HillSide.

In 2021, Year 10 students will study the core subjects of English, Mathematics, Science and Human and Social Sciences (HASS). Christian Living, Health and Physical Education (Sport) are subjects undertaken by all students across the school year as stand-alone subjects, with Option courses available to each student in the learning areas of The Arts, Technologies and Languages.

Options in 2021 will involve students choosing four optional subjects from a list of twelve possible offerings. These subjects are held over two periods per week across the year. This year students select one option from each set of three subjects listed here. Robotics, Media or Visual Arts; Design Technology (Metals), Food Technology or Japanese; Specialist & Vocal Performance, Digital Photography or Design & Technology (Wood); Small Engines, Digital Technology or Outdoor Education.

Students are encouraged to choose wisely from the options available, and to commit to the compulsory subjects, in order to best prepare their academic foundations for the rigour of Years 11 and 12. Year 10 is the gateway to higher studies, and the last stop for the choices that will determine future pathways. It is also important for students to accept their position as senior students and, therefore, as role models to younger students in the College.



## LEARNING AREAS

At HillSide Christian College, courses are linked together in groups called 'Learning Areas'. There are eight Learning Areas under the Australian Curriculum. HillSide has added an extra Learning area, this being Christian Living bringing the total Learning Areas to nine.

The Learning Areas are:

- English
- Mathematics
- Science
- Humanities and Social Science
- The Arts – Visual Arts – Media – Specialist Music & Vocal Performance – Digital Photography
- Health and Physical Education – Physical Education – Health – Outdoor Education
- Technologies – Digital Technology – Food Technology – Design & Technology (Woodwork) – Design & Technology (Metalwork) – Design & Technology (Small Engines) - Design & Technology (Robotics)
- Languages - Japanese
- Christian Living

From the options listed below (1, 2, 3 & 4) students select one option from each group for a course of study that is undertaken for the year.

- OPTION 1: Specialist Music & Vocal Performance OR Digital Photography OR Design & Technology (Woodwork)
- OPTION 2: Japanese OR Food Technology OR Design & Technology (Metalwork)
- OPTION 3: Visual Arts OR Media OR Robotics
- OPTION 4: Outdoor Education OR Design and Technology (Small Engines) OR Digital Technology

## YEAR 10 SUBJECT SELECTION

The four core subjects English, Mathematics, HASS and Science will constitute 50% total instruction time. Other non-core subjects make up the remaining 50% portion of instruction time.

In Year 10 students may select options from The Arts, Technologies, Health and Physical Education and Languages. The Arts will be *either* Visual Arts, Media, Digital Photography or Music. Technologies will be Digital Technology, Design Technology – Woodwork (including some Technical Drawing) - Metalwork - Small Engines - Robotics, Food Technology (Hospitality and Food Preparation). Health and Physical Education – Outdoor Education and from Languages – Japanese. Options will constitute eight periods per week divided into two periods for each option selected and will run the whole year.

Option selections and core subjects need to be correlated with the Booklist for the year level. Students may need books for all subjects.

## Year 10 Timetable

Below is an example of the 2021 Year 10 timetable. Where three subjects are listed together in one period, the OPTION assigned to the student will be the student's allocation.

The subjects below are listed with a room number and staff member responsible for the teaching of that subject. This indicates the breadth of subjects and probable change of locations:

YEAR 10					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.30 - 8.40	FORM - MR MURPHY - ROOM 5				
LESSON 1 8.40 - 9.35	ENGLISH MR SKIPWORTH ROOM 8	MATHEMATICS MRS PAN / MRS VERMAAK ROOM 14	9/10 OUTDOOR EDUCATION MR MURPHY ROOM 3 SMALL ENGINES MR PHIPPS ROOM 16 DIGITAL TECH NOLOGY MR LEANEY ROOM L1	HASS MISS CASTALDINI ROOM 13	ASSEMBLY/CHAPEL MR MURPHY
LESSON 2 9.35 - 10.30	CHRISTIAN LIVING MR SKIPWORTH ROOM 8	ENGLISH MR SKIPWORTH ROOM 8	9/10 OUTDOOR EDUCATION MR MURPHY ROOM 3 SMALL ENGINES MR PHIPPS ROOM 16 DIGITAL TECH NOLOGY MR LEANEY ROOM L1	MATHEMATICS MRS PAN / MRS VERMAAK ROOM 5	REAL MR MURPHY ROOM 5
10.30 - 10.55	RECESS				
LESSON 3 10.55 - 11.50	HASS MISS CASTALDINI ROOM 13	HASS MISS CASTALDINI ROOM 4	HASS MISS CASTALDINI ROOM 13	MATHEMATICS MRS PAN / MRS BARRON ROOM 4	MATHEMATICS MRS PAN / MRS BARRON ROOM 4
LESSON 4 11.50 - 12.45	9/10 METALS MR PHIPPS ROOM 16 FOOD TECHNOLOGY MRS CASTALDINI ROOM 11 JAPANESE MRS SMITH ROOM PS	9/10 METALS MR PHIPPS ROOM 16 FOOD TECHNOLOGY MRS CASTALDINI ROOM 2 JAPANESE MRS SMITH ROOM PS	ENGLISH MR SKIPWORTH ROOM 8	SCIENCE MR WILLIAMS ROOM 6	SCIENCE MR WILLIAMS ROOM 6
12.45 - 1.20	LUNCH				
LESSON 5 1.20 - 2.15	SCIENCE MR WILLIAMS ROOM 6	9/10 WOOD MR PHIPPS ROOM 15 MUSIC PERFORMANCE MR LEANEY/MRS PELECANOS ROOM 3/4 DIGITAL PHOTOGRAPHY MR SKIPWORTH ROOM 8	SPORT MR McLEOD ROOM 5	HEALTH MR WILLIAMS ROOM 4	9/10 VISUAL ARTS MRS PELECANOS ROOM 9 MEDIA MR SKIPWORTH ROOM 8 ROBOTICS MR LEANEY ROOM 5
LESSON 6 2.15 - 3.10	SCIENCE MR WILLIAMS ROOM 6	9/10 WOOD MR PHIPPS ROOM 15 MUSIC PERFORMANCE MR LEANEY/MRS PELECANOS ROOM 3/4 DIGITAL PHOTOGRAPHY MR SKIPWORTH ROOM 8	SPORT MR McLEOD ROOM 5	ENGLISH MR SKIPWORTH ROOM 8	9/10 VISUAL ARTS MRS PELECANOS ROOM 9 MEDIA MR SKIPWORTH ROOM 8 ROBOTICS MR LEANEY ROOM 5

## Year 7 to Year 10 as a platform

All subjects from Year 7 through to Year 10 are designed to lay a firm foundation for Year 11 and Year 12 courses, with students gradually specialising in as they progress.

## Year 9 and 10

- Students study all compulsory subjects.
- Selected options run across the whole year.
- Students have a choice of Options and have the ability to select to study components of The Arts, and/or components of Technologies, Health & Physical Education and Languages for the full year.

## Year 11 and 12

- Students studying ATAR subjects may be offered direct entry into university by successfully completing a minimum of 4 ATAR subjects in both Year 11 and 12.
- Students must attain a minimum 14 "C" grade, or better, to achieve a WACE.
- Students may also qualify for university entrance with 4 ATAR and 2 General courses.

(based on the choices of current students)

English	Chemistry
Mathematics Applications	Human Biology
Mathematics Methods	Psychology
Mathematics Specialist	Applied Information Technology
Religion and Life	Outdoor Education
Physics	

#### LIST OF GENERAL COURSES CURRENTLY ON OFFER

(based on the choices of current students)

English	Visual Arts
Mathematics Foundation	Outdoor Education
Mathematics Essentials	Media Production & Analysis
Religion and Life	Applied Information Technology
Modern History	Material Design Technology - Wood
Human Biology	

Students studying VET may also complete Certificate II in Hospitality OR a Certificate III in Business.

#### Compulsory Online Literacy and Numeracy Test (OLNA)

To achieve a WA Certificate of Education (WACE), students will need to demonstrate a minimum standard of literacy and numeracy, either through prequalifying by achieving Band 8 or higher in Reading, Writing and Numeracy in their Year 9 NAPLAN, or through the Online Literacy and Numeracy Assessment (OLNA).

The minimum literacy and numeracy standard is the skills regarded as essential to meet the demands of everyday life and work. These are described in Level 3 of the Australian Core Skills Framework. There are three online assessment components in the OLNA – Reading, Writing and Numeracy. The reading and numeracy components each comprise 60 multiple-choice questions; the writing component is an extended response of up to 600 words. Students are allowed 60 minutes for each assessment.

#### Opportunity to sit OLNA: (Years 10, 11 and 12)

All Year 10 students at Hillside Christian College will sit the OLNA March and/or September, 2021. Students who do not demonstrate the required standard in one or more of the three components will be given further opportunities to do so at stipulated times during the school year until the end of Year 12. There are six possible OLNA test opportunities if a student is deemed not to have met Category Three (Pass Level). Parents are notified about proficiency after the assessments are administered.

## YEAR 10 CURRICULUM OVERVIEW

### CHRISTIAN LIVING

#### Christian education

At HillSide, students will be taught about Jesus Christ and guided to find meaning in walking with Him. The curriculum builds on Biblical Literacy, prayer, worship and moral instruction. The College uses CEP resources for its content. Students will have three periods per week involving Chapel, REAL (real life application), and Christian Living studies.

#### Religious belief, teaching and practice

HillSide is a Christian school and will objectively study other religions. The College is, however, not pluralistic and only presents a Christian worldview. Christian beliefs and practices will always be the overarching theme. However, within each religion, as well as across religions, there is complexity and diversity. In general terms, a religion is a system of beliefs and practices that guides how people live. Each religion offers particular insights and understandings about life. These find expression in a variety of religious beliefs, teachings and practices. Followers of each religion also come together to express aspects of their religion through worship celebrations, rituals, and by observing special events and seasons. Religious leaders and/or structures play an important role in developing and supporting the expression of religious beliefs, teachings and practices. Students will learn about other religions through a Christian worldview.

### ENGLISH

Students study the Australian Curriculum English course. This course has three strands: Language; Literature and Literacy. There are 10 Common Assessment Tasks that all students will complete before the end of the year. Class teachers will also set classroom based tasks that will enrich the student's grasp of English.

In both semesters students will develop their functional literacy skills and, through studies of literary and popular texts, expand their critical literacy skills.

The range of fiction and non-fiction texts includes:

- Novel
- Short story
- Poetry
- Media texts
- Expository texts

Year 10 English is designed to prepare students for success in the senior school and the increasingly rigorous demands of studies in English. There will be a greater focus on essay writing and the analysis of texts and their effects. In this course students will study the literary genres and some of the great writers of English literature. Students study the Australian Curriculum English course with a focus on the Literature strand. This will include a study of poetry; the short story; the novel and drama, including one Shakespearean play. There will be an emphasis on interpretation and enjoyment of these texts and the development of the higher-level reading and writing skills.

### MATHEMATICS

All Year 10 students study the Australian Curriculum which is organised around the interaction of three content strands and four proficiency strands. The proficiency strands are Understanding, Fluency, Problem Solving and Reasoning. They describe how content is explored or developed, that is, the thinking and doing of Mathematics. They provide the language to build in the developmental aspects of the learning of Mathematics and have been incorporated into the content descriptions of the three content strands which described what is to be taught and learnt. The content strands are Number and Algebra, Measurement and Geometry and Statistics

and Probability. For further information, please see the Year 7 or 8 or 9 handbook or the ACARA website on the Australian Curriculum.

As student's progress mathematically at different rates, in Year 10 the Mathematics programmes are designed to cater for individual needs. Students will be allocated to pathways based on both their level of performance in Year 9 and on the teacher's judgements of their mathematical development. Students in Year 10 will generally continue the Mathematics pathway they studied in Year 9.

The Year 10 pathways are designed to provide sound preparation for further Mathematics study in Senior School courses and to ensure that all students have the opportunity to meet the minimum numeracy standard required to achieve a WACE. Mathematics Specialist, Methods and Applications are ATAR courses whereas Mathematics Essentials is a general course. Students who have not achieved the minimum numeracy standard in Year 9 NAPLAN Band 8 or above) will have to sit for the Online Literacy and Numeracy Assessment (OLNA) in March and/or September of Year 10. Students who do not achieve the required standard (OLNA level 3) will be provided with access to Mathematics Foundations in Year 11.

## SCIENCE

Science has three inter-related strands: **Science understanding, Science as a human endeavour and Science inquiry skills**. Together these three strands provide students with understanding, knowledge and skills through which they can develop a scientific world view. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

The Year 10 curriculum provides opportunities for students to explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories. Atomic theory is developed to understand relationships within the periodic table. Understanding forces and motion are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

Topics covered during Semester 1 include: Introductory Chemistry, Chemistry in the Home, Cells and Reproduction and Genetics. Topics covered in Semester 2 include: Forces and Motion, Light and Sound, Natural Selection and Human Evolution and Earth and Space.

## HUMANITIES & SOCIAL SCIENCES

Study in the Humanities and Social Sciences Learning Area develops students' understanding of how individuals and groups live together and interact with their environment. Students are encouraged to develop respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability. In Year 10, the focus is on International Studies and the role of Australia in global affairs. An examination of contemporary Australia with a focus on issues dealing with national identity and foreign policy will equip students with background knowledge for Senior School courses in Society and Environment.

The first term will focus on geographical studies outlined in the Australian Geography Curriculum. The second and third terms will be dedicated to the study of history from 1750 to 1901 AD as a requirement for the implementation of the Australian History Curriculum. The study emphasis in this curriculum will be on the Australia in the Modern World, World War II, The Migration Experience, Struggles for Freedom and Rights /Social and Cultural Influences. The year will finish with a study of Australia's economic performance and standard of living using a case study through an events and contemporary issues approach.

A strong emphasis is placed on the development of skills. These including research, a variety of info-graphic constructions and interpretations, document analysis, topographic and mapping. Writing skills used in these areas of study, such as essays, arguments, reports, comparison and description, are also included.

The course structure in Year 10 Society and Environment is specifically designed to give students a sample of the Humanities and Social Science courses offered in Year 11 and 12 and all students are provided with the opportunity to experience these studies without streaming or pathways. The range of courses below has been selected to inform students, and to meet the Australian Curriculum in the studies of geography, history, politics and law and economics while preparing students for semester examinations and the academic rigors of upper school studies.



## THE ARTS

*The syllabus is based on the requirement that in Years 9 and 10 the study of the Arts is optional.*

### Media

Designed for students who are aiming for either TAFE or university entrance. Students will gain a solid foundation in media concepts and in production skills to prepare them for either Year 11 or Year 12 General or ATAR Media Production and Analysis courses. This course offers a balance of practical and theory and is suitable for students who are interested in photography, making films and TV programs, analysing and writing about the media and working in teams.

Class work includes:

- Photography techniques
- Portrait photography
- Remaking scenes from famous films
- Devising and filming an original scene for a movie
- Creating a sitcom opening sequence

Students will complete a unit of work on each of the following areas: photography, film and TV and will develop an understanding of codes and conventions, filming and editing skills and how to deconstruct professional media products to interpret meaning. The course will complement the study of English and help students gain confidence and problem-solving skills. The course runs for the full academic year.

### Music

In the Music course, there will be a range of music styles and genres studied, covering classical, contemporary and jazz contexts. Students will expand their practical music skills through rehearsal and performance, explore the various musical styles, develop a higher understanding of harmony and analysis and extend their aural listening skills.

This course will provide students with essential knowledge and skills to further their music education in Years 11 and 12, ultimately providing students with skills for a tertiary/university pathway. The course runs for the full academic year.

### Visual Arts

The Visual Arts course is a fine arts course, which in lower school provides students with fundamental knowledge of the art and design elements and principles. It is a task orientated, project based course. It nurtures the development of problem solving skills together with creative and analytical thinking. The course encourages innovation through a process of inquiry and exploration. Students demonstrate arts outcomes through the processes of visual inquiry, studio practice, exhibition, and the investigation of historical and contemporary art.

Students work through a series of projects in different art forms which are both two and three dimensional. These include: drawing, ceramics, painting, collage, printmaking, sculpture and textiles. The course is divided into two aspects; art making and art interpretation. Students compile a visual diary, which documents their ideas development and the art making process. The majority of the course provides for the creation of resolved artworks. Art interpretation introduces students to art analysis and appreciation strategies. Students also have the opportunity to participate in the annual art exhibition where selected artworks are displayed.

## HEALTH AND PHYSICAL EDUCATION

In Year 10, the content provides students with the opportunity to begin to focus on issues that affect the wider community. They study external influences on health decisions and evaluate their impact on personal identity and the health of the broader community. Students continue to develop and refine communication techniques to enhance interactions with others, and apply analytical skills to scrutinise health messages in a range of contexts.

In continuing to improve performance, students transfer learned specialised movement skills with increasing proficiency and success across a variety of contexts. They use feedback to improve their own and others' performance with greater consistency, and critically evaluate movement responses based on the outcome of previous performances. Through the application of biomechanical principles to analyse movement, students broaden their understanding of optimal techniques necessary for enhanced athletic performance.

Students self-assess their own and others' leadership styles and apply problem-solving approaches to motivate participation and contribute to effective team relationships. They are also provided with opportunities to assume direct control of physical activities in coaching, coordinating or officiating roles.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

### Outdoor Education

The focus for Outdoor Education is experiencing the outdoors. Students are introduced to outdoor activities where they can develop and improve their technical skills and apply appropriate practices to ensure safe participation in camping, bush walking and bush safety related activities. Students will have the opportunity to demonstrate these skills on a day trip and an overnight expedition. Practical activities will also be used as a medium for developing interpersonal and self-management skills.

### Design and Technology

The courses offered will run for a full year and depending upon the option chosen, will cover Metalwork, Woodwork Small Engines and Robotics.

The metalwork component of the course further develops students' Metalwork skills. They produce a range of models that give them skills in welding, machining and sheet metal fabrication. They may also have the opportunity to design and fabricate a personal project, if approved by the teacher. For the personal projects, materials costs for larger models must be met by the students.

Year 10 Woodwork introduces students to the finer skills and craftsmanship of producing high quality products produced from timber. The students will manufacture projects with the assistance of industry standard machines and tools. They will learn how to operate in a safe manner in a working environment. The students will have the opportunity to develop design skills within their designs. Students will develop their skills through the manufacture of various products e.g. a small coffee table. Completing the Year 10 woodwork course would be beneficial to those considering future work in the areas of carpentry, engineering, building and construction as well as design.

### Design and Engineering

The goals of the Design and Engineering course are to facilitate a deeper understanding of how design, systems and mechanisms work by effectively communicating to specific audiences via visual media and three-dimensional forms. This course aims to achieve these goals by exposing students to a variety of communication models and through exploration of design and engineering projects.

Students will use the design process producing a portfolio of Design and Make activities.

The projects will allow students to demonstrate their skills and an understanding of design principles and processes, to analyse problems and possibilities and to devise innovative strategies within a specific design and engineering context.

In this course, students develop a competitive edge for current and future industry and employment markets. Students will build a strong knowledge base of both Design and Engineering in one course.

The foundation of Year 10 will assist the student in whichever course they wish to do in Year 11. The course will be highly beneficial for students who wish to study in a Design (Interior, Graphic Design) or Engineering field.

The course runs for the full academic year and covered within the course structure of Metalwork, Woodwork, Small Engines and Robotics.

### Metalwork

Students will cover entry level Metallurgy theory, in order to learn how metal responds to different processes (heating cooling, drilling and bending) with safety being an important part of the course. The students will design and make a series of small to medium sized projects, that will concentrate more on hand skills, cutting, shaping metal and joining metal along with filing, bending, folding, drilling, riveting and welding. Year 10 students will have a stronger emphasis on welding as a part of the course.

### Woodwork

Students have opportunities to use design and technologies knowledge and understanding, processes and production skills, and design thinking, to produce solutions to identified needs or opportunities. The focus will be on students designing projects and as they do this develop their creativity, innovation and enterprise skills with confidence, independently and with the collaboration of others when required.

The processes of cutting, shaping and finishing will cause all students to think, plan and try new techniques and skills. Using a range of technologies, including a variety of graphical representation techniques, students have opportunities to generate production plans in two-dimensional and three-dimensional representations using a range of technical drawings, including perspective, scale, orthogonal and production drawings with sectional and exploded views, appropriate to their designs.

## Small Engines

This course covers theoretical and practical aspects of how engines are made, and run. Students will develop an understanding of how the fuel turns into mechanical energy and the mechanisms and components within the internal combustion engine that enable it to operate. Correct tool use and the importance of their care and maintenance, the introduction to the correct uses, and safety requirements, when working with oils, fuels and industrial cleaners will be important areas covered. Some welding may be necessary during this course.

## Robotics

Robotics will allow students to develop essential STEM skills for a rapidly evolving world which is continually looking to drive automation. This course will see students develop automated solutions to problems using Lego Mindstorms EV3s. While the course is heavily project based, it will require: problem solving, design thinking, and **coding skills**. This course involves a large amount of coding to enable programming of robotic movement.

## Food Technology

Food technology is largely a practical course covering preparation and cooking skills needed to design and prepare meals. In Semester 1, students will learn about food commodities and their nutritional value. From this, they will create a healthy two course meal. In Semester 2, students will investigate careers in the hospitality industry; they will be taken on an excursion to learn more detail about these possible careers. Their final task will be to research different techniques in decorating cakes and create a novelty cake to demonstrate their skills. The course runs for the full academic year.

## Digital Technology

In Year 10, learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

This course presents opportunities for students to become more skilled at identifying the steps involved in planning solutions and developing detailed plans that are mindful of risks and sustainability requirements. When creating solutions individually, collaboratively and interactively for sharing in online environments, students should comply with legal obligations, particularly with respect to the ownership of information.

## LANGUAGES

*In Year 9 and Year 10 the study of Languages is optional.*

### Japanese

Japanese studies will build on the skills, knowledge and understanding required of students to communicate in the Japanese language developed in previous years of study. It focuses on extending their oral and written communication skills and their understandings of Japanese language and culture.



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