

# Tempe High School

## Annual Report



2017



8506

## Introduction

The Annual Report for **2017** is provided to the community of **Tempe High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Socrates Dassaklis

Principal

## School contact details

Tempe High School

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9558 2336

## School background

### School vision statement

At Tempe High School we build positive relationships, have high expectations and work hard to ensure that our Teaching & Learning is focused on equity, excellence and harmony.

### School context

Tempe High School has an enrolment of 946 students. 74% of students are from non-English speaking background and 4% identify as Aboriginal or Torres Strait Islander. We are a partially selective, multicultural high school; highly valued and supported by its community. We are focused on academic achievement, student wellbeing and whole school professional learning aligned to school values and strategic directions.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Progress continues to be made particularly in Teaching and Leading domains and our next School Plan should allow us to continue progress in all three domains.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### Inspired Learning

#### Purpose

To provide a challenging and harmonious learning environment which enables students to achieve their personal best and develop essential competencies required for success both in and beyond school as discerning, creative and active citizens.

#### Overall summary of progress

The processes identified in the 2015–17 School Plan for Strategic Direction 1 were HSC Monitoring and Teacher Learning in: Differentiation, TELL (Teaching English, Language Learners for EAL/D students) and Study Skills. Evidence of school programs, value added NAPLAN and RAP results have demonstrated growth and positive student engagement. The implementation of TELL (Teaching English Language Learners) program – focused on the areas of Reading, Writing and Talking for teaching and learning. Professional development was provided for staff in TELL, with workshops and training in teaching and learning strategies. Staff across all KLA's have fully embedded explicit TELL strategies into their faculty programs and registers. The impact is that teachers have used a range of strategies in their classroom practice to improve literacy skills for all students to gain greater academic success at school. RAP data has been analysed by each KLA to collate and compare student performance. Value add data was also analysed by staff for the purpose of program reflection and teaching practice evaluation. The impact is that teachers are using data to inform practice, monitor student performance and implement appropriate teaching strategies to support student learning needs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>A 5% increase in students achieving top two bands in extended responses in the Essential Secondary Science Assessment (ESSA) and the High School Certificate (HSC).</p> <p>A 10% increase in students achieving at or above the expected growth in Year 9 NAPLAN Writing, Grammar and Punctuation.</p>	<p>\$27,493 Learning for Literacy funding</p>	<p>Results in the HSC easily achieved an average 5% increase in the top 2 bands with 15 courses in 2017 achieving an increase in excess of 10%. Students achieved a greater than 5% increase in the top two bands in the extended responses in the Essential Secondary Science Assessment</p> <p>Teaching English Language Learners Training was provided to all staff. There was a 14% increase in growth amongst students identified as having English as an Additional Language/Dialect (EAL/D) from year 7 to year 9 in Grammar and Punctuation. Writing did not attain a 10% increase as "drafting", an essential part of improving EAL/D teaching was not available for the NAPLAN test. Internal school assessment however shows that students with EAL/D have grown in confidence and competence in writing.</p>

#### Next Steps

The school's next three-year plan will seek to support student learning by renewing and enhancing: student access to technology for learning; the schools Wellbeing policies and procedures. Additionally, study skills resources and organisational strategies will be developed and shared with students, teachers and staff to enable a common approach and enhance student success.

## Strategic Direction 2

### Enhanced Teaching Capacity

#### Purpose

To develop a school culture in which staff members take shared responsibility for their ongoing learning. Staff will be better equipped to: differentiate the curriculum, inspire students to achieve their personal best and support students with specific learning needs.

#### Overall summary of progress

The progress identified in the 2015–17 School Plan for Strategic Direction 2 to have 100% of teachers seeking or maintaining accreditation successfully complete accreditation, have a 10% increase in staff aspiring to Highly Accomplished Teacher Accreditation, as well as all staff have their own Professional Learning Plan and complete 20 hours of Teacher Professional Learning. All teachers seeking or maintaining accreditation successfully achieved this. The process was supported by the school executive and in particular the Head Teacher Teaching and Learning. The Highly Accomplished Teacher program was run for staff in a joint initiative between Tempe High, Ashfield Boys High, Dulwich Hill High and Canterbury Girls High Schools. The uptake from Tempe High School was excellent with staff from most faculties attending, exceeding the 10% target.

All staff at Tempe High School have a Professional Development Plan. Tempe High School has offered Gifted and Talented training to staff. Collaboration between teachers, classroom observations and the modelling of effective practice and feedback on teaching practices continues. The Head Teacher Teaching and Learning has presented at staff meetings and faculties have had input on the process.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of Teachers Seeking or Maintaining Accreditation successfully complete their accreditation.  10% increase in staff aspiring and working towards Highly Accomplished Teacher accreditation.  All staff will have their own Professional Learning Plan on myPL and have completed 20 registered hours of TPL.	\$4081 beginning teacher funds  \$66,979 professional learning funds	All staff seeking or maintaining accreditation successfully completed accreditation.  After completion of Highly Accomplished Teacher workshops all staff involved however chose not to pursue this accreditation. Two staff members have applied for Head Teacher positions with both gaining interviews, and one being successful in attaining a substantive Head Teacher position  All staff have developed Performance and Development Plans and are positioned well to maintain accreditation having completed at least 20 hours of teacher professional learning. The regulatory procedures have changed, and the electronic logging of hours has not been uniformly achieved by all staff

#### Next Steps

Our next school plan will continue to support teacher professional learning based on the Teaching Standards through teacher mentoring and coaching. The focus areas will be Gifted and Talented Education, using data, Literacy and Numeracy and Project Based Learning. The school will continue to utilise the Performance and Development Plans to strengthen teaching practice and to inform the provision of professional learning.

## Strategic Direction 3

### Organisational Effectiveness for Teaching and Learning

#### Purpose

To develop systems and structures that support effective Teaching and Learning through excellent communication, wellbeing and organisational practices.

#### Overall summary of progress

The targeted focus areas for improved organisational systems, policies and procedures have been implemented by the Principal and School Executive. The focus was on effective communication between the school and community, implementation of a new Welfare Policy, refined procedures for the Learning and Support Team and the administrative system SENTRAL, plus evaluate and refine the assessment procedures for students, staff and parents.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>A 10% increase in the number of students attending the Silver Awards Picnic.</p> <p>An increase in parent satisfaction, relating to communication with the school.</p> <p>Percentage improvement will be stated once a baseline figure is determined from the "Tell Them from Me" Survey in 2015.</p>	<p>\$1400 – Silver Award Picnic</p> <p>\$38,600 – Technical Support Officer</p>	<p>Continued improved data collection for student participation and engagement that enabled a 30% increase in the number of students attending the Silver Award Picnic.</p> <p>The 2015 base data "Tell Them From Me" survey indicated that parents want improved communication with the school. 2017 data from the same survey shows increased parent satisfaction with communication with the school.</p> <p>All reports were submitted on time and there was a marked decrease in the number of roll marking errors. Additionally there was a reduction in the number of parental complaints in regard to inaccurate roll marking reducing from an average of 8 per week in 2016 to less than 3 per week in 2017.</p> <p>We have successfully trained all staff on the use of SENTRAL. It is now our platform for: rolls, timetables, wellbeing, reporting, communication, mark books and general school organisation. All staff are using SENTRAL. The school has re-evaluated it's use of MOODLE and is now exploring other platforms, including Google classroom and Office 365 to deliver curriculum resources electronically.</p>

#### Next Steps

The school will continue to seek ways to improve communication with parents, to enable them to feel that they contribute to supporting their children's learning. Ongoing support will be needed to support staff to embed changes to financial systems that have been introduced into all public schools. Additionally, the school will be looking closely at our roles, policies and procedures to improve transparency and the shared vision of our operational practices. Staff performance is to be celebrated when excellent practice is identified. Teachers in danger of under performing are to be supported to ensure they meet the Australian Teaching Standards.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$20,033	The employment of School Learning Support Officer to assist learning of Aboriginal students and to co-ordinate outside agencies has improved the engagement of Aboriginal students. Further details of some of the programs coordinated through this officer are included at the end of this report.
<b>English language proficiency</b>	\$27,493	Teacher time for in-class support, teacher release time for program co-ordination and professional learning associated with the Implementation of Teaching English Language Learners program have assisted staff modify faculty programs and assessment tasks to take into account the needs of students from non English speaking backgrounds. These programs are embedded in classroom practice and internal reporting indicates increased student achievement.
<b>Low level adjustment for disability</b>	\$42,728	Employment of School Learning Support Officer to assist learning has allowed classroom support for students with low level disabilities to achieve their goals in their Personal Learning Plans. This is reflected in the excellent value add results the school achieves.
<b>Socio-economic background</b>	\$80,162	<p>Student assistance for socio-economically disadvantaged students to enable them to fully access curriculum, excursions, uniform etc.</p> <p>Employment of a Technical Support Officer to facilitate technology support to underpin our strategic goal of organisational effectiveness to support teaching and learning. This has allowed us to support changes in the way our welfare and discipline system is administered and ease our implementation of new state wide financial system.</p>
<b>Support for beginning teachers</b>	\$4,081	All beginning teachers have been supported and achieved proficiency. Release time, professional development and mentoring were provided with the funding.
<b>International Students</b>	\$56,620	International students contribute significantly to the school community socially, educationally and in terms of funding they bring to the school. They are supported within the school through the employment of a Community Liaison Officer who supports their well being, attendance and educational needs as well as facilitating communication with parents and carers.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	536	541	554	570
Girls	407	401	397	389

Tempe High School is in high demand with both local and non-local families. Two selective classes of students in Year 7 are populated through a statewide testing and placement procedure. The school is now at capacity with the use of five demountable classrooms and five rooms in the neighbouring primary school. Our overall enrolment numbers have remained stable.

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	96	95.5	96	95.6
8	94.2	95	93.4	94.5
9	94.6	93.2	94.8	92.9
10	94.1	93.8	93.8	92.6
11	93.1	93.1	92.2	93.1
12	93.9	94.2	94.8	93.3
All Years	94.3	94.1	94.1	93.6
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Management of non-attendance

Our student attendance data continues to be above the state average. The school Welfare Team routinely examine students' attendance to address any individual issues and offer support where it is needed. Text messages are sent to inform parents of absence or lateness. Our Home School Liaison Officer assists families who experience difficulties maintaining good attendance.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	4.5
Employment	1	1	6
TAFE entry	0	5	8
University Entry	0	0	80
Other	0	0	0
Unknown	0	1	1.5

Post school data reveals that 122 of 154 students from the 2017 HSC cohort were successful in gaining university entry in 2018 (this includes both domestic and international students). When compared to previous year, the trend is steady.

Our students secured entry across a wide variety of tertiary institutions, including; The University of NSW, The University of Sydney, University of Technology Sydney, The Australian Catholic University, Macquarie University, Western Sydney University, The University of Wollongong, The University of Newcastle, The University of Canberra and La Trobe University.

Students have enrolled across a range of university degree programs; including: Arts, Education, Engineering, Business/Commerce, Health Sciences, Technology and Law.

School leavers from Years 11 and 12 also pursued career pathways via TAFE, with students enrolled in study areas such as Automotive, Fashion, Graphics/Design, Childcare, Nursing and Beauty/Hairdressing.

### Year 12 students undertaking vocational or trade training

Tempe HS offered Hospitality (Kitchen Operations) on campus in 2017, with 9% of our Year 12 cohort engaged in this school delivered subject. All students successfully completed competencies in the nationally recognised Certificate II award.

Students in Years 11 and 12 are also able to access VET courses at local TAFE colleges via the TAFE/Vocational Educational and Training Program (TVET). In 2017, students were enrolled across a wide range of vocational learning areas, including: Business Services, Design, Plumbing, Construction and Fitness.

School Based Traineeship (SBAT) opportunities are available. The SBAT program allows students to combine traditional HSC subjects with VET training, structure workplace learning and paid work. Our current



SBAT students are employed with Reece Plumbing and McDonalds. Additional student opportunities exist via Qantas, Commonwealth Bank and Westfield

Many school leavers continue with their vocational studies beyond school, gaining further qualifications and industry experience, whilst others pursue a new study direction

### Year 12 students attaining HSC or equivalent vocational education qualification

Our Year 12 cohort of 154 students all successfully completed the HSC or equivalent vocational educational qualification in 2017.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	47.3
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	1.4
School Counsellor	1
School Administration & Support Staff	11.77
Other Positions	1

\*Full Time Equivalent

Our school workforce was proud to have one Aboriginal School Learning Support Officer employee.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	1

### Professional learning and teacher accreditation

All teaching staff meet the professional requirements for teaching in NSW public schools.

# Financial information (for schools using both OASIS and SAP/SALM)

## Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Tempe High School appreciates ongoing parent contributions both in regards to voluntary contributions and fundraising by the P&C which has helped refurbish the Hall audio visual system.

The school's finance committee assists in overseeing the financial management of the school. A parent representative sits on this committee.

Receipts	\$
<b>Balance brought forward</b>	<b>833,244</b>
Global funds	424,300
Tied funds	181,419
School & community sources	419,126
Interest	9,229
Trust receipts	24,269
Canteen	0
<b>Total Receipts</b>	<b>1,058,343</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	156,491
Excursions	91,469
Extracurricular dissections	37,185
Library	10,765
Training & Development	0
Tied Funds Payments	187,227
Short Term Relief	140,847
Administration & Office	215,648
Canteen Payments	0
Utilities	79,757
Maintenance	77,942
Trust Payments	24,613
Capital Programs	6,948
<b>Total Payments</b>	<b>1,028,891</b>
<b>Balance carried forward</b>	<b>862,696</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>1,642,404</b>
Appropriation	1,377,837
Sale of Goods and Services	25,964
Grants and Contributions	236,637
Gain and Loss	0
Other Revenue	0
Investment Income	1,966
<b>Expenses</b>	<b>-687,296</b>
Recurrent Expenses	-687,296
Employee Related	-271,847
Operating Expenses	-415,450
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>955,108</b>
<b>Balance Carried Forward</b>	<b>955,108</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
<b>Base Total</b>	8,294,216
Base Per Capita	145,277
Base Location	0
Other Base	8,148,940
<b>Equity Total</b>	414,194
Equity Aboriginal	20,033
Equity Socio economic	80,162
Equity Language	169,696
Equity Disability	144,302
<b>Targeted Total</b>	83,220
<b>Other Total</b>	107,351
<b>Grand Total</b>	8,898,981

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

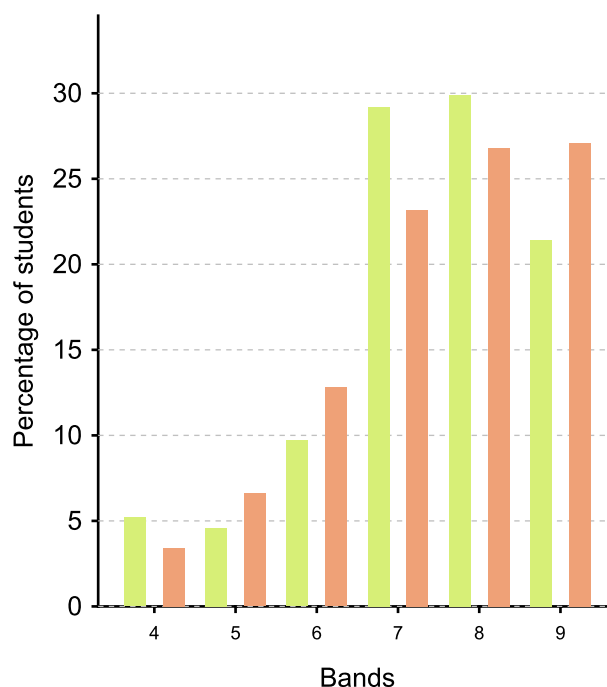
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

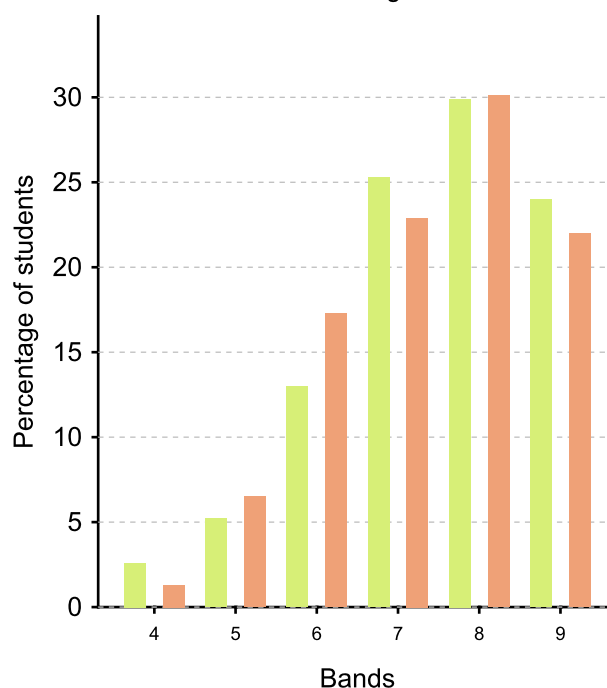
**Percentage in bands:**  
Year 7 Grammar & Punctuation



Percentage in Bands  
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	5.2	4.6	9.7	29.2	29.9	21.4
School avg 2015-2017	3.4	6.6	12.8	23.2	26.8	27.1

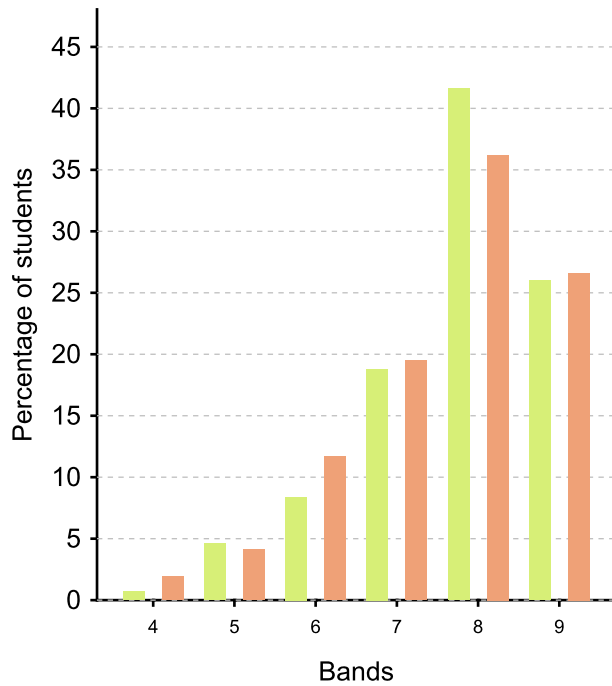
**Percentage in bands:**  
Year 7 Reading



Percentage in Bands  
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	2.6	5.2	13.0	25.3	29.9	24.0
School avg 2015-2017	1.3	6.5	17.3	22.9	30.1	22.0

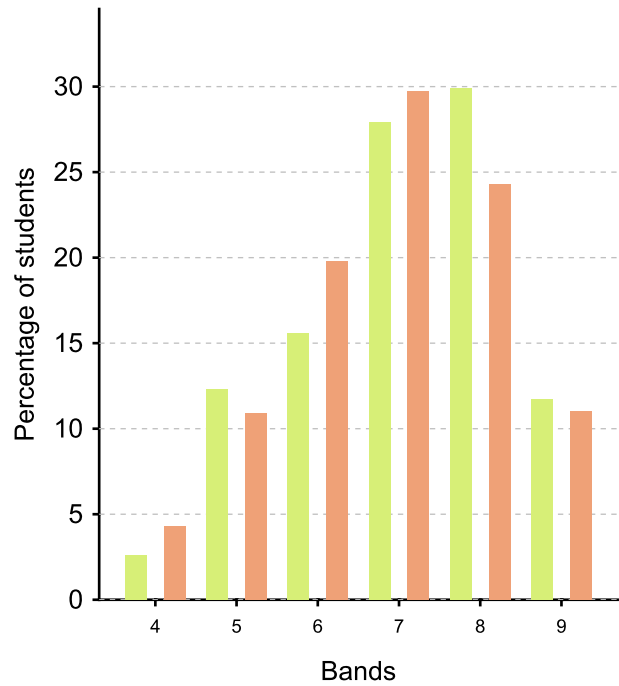
**Percentage in bands:**  
Year 7 Spelling



Percentage in Bands  
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	0.7	4.6	8.4	18.8	41.6	26.0
School avg 2015-2017	1.9	4.1	11.7	19.5	36.2	26.6

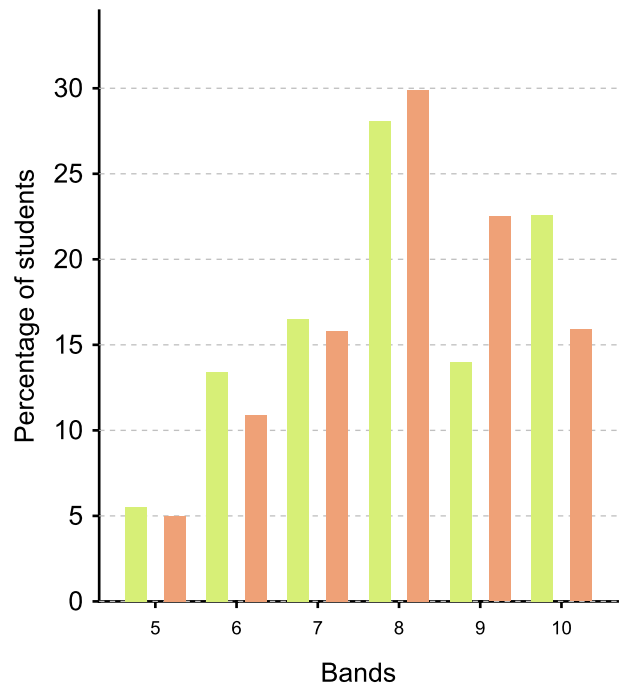
**Percentage in bands:**  
Year 7 Writing



Percentage in Bands  
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	2.6	12.3	15.6	27.9	29.9	11.7
School avg 2015-2017	4.3	10.9	19.8	29.7	24.3	11.0

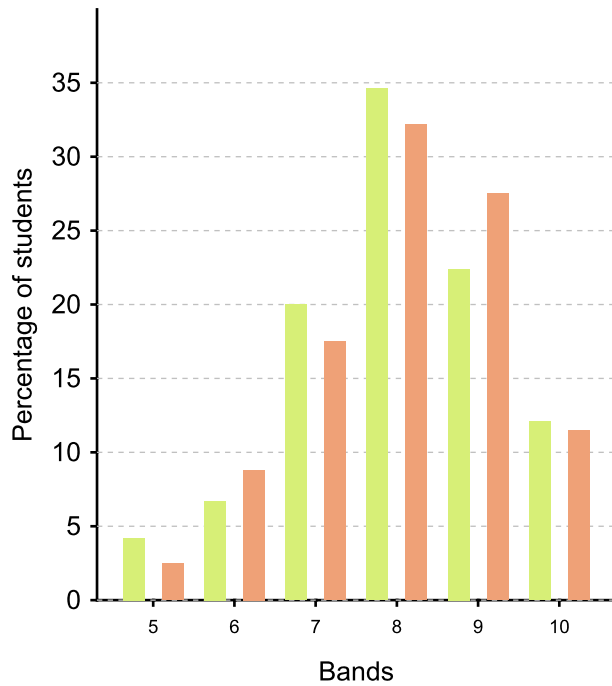
**Percentage in bands:**  
Year 9 Grammar & Punctuation



Percentage in Bands  
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	5.5	13.4	16.5	28.1	14.0	22.6
School avg 2015-2017	5.0	10.9	15.8	29.9	22.5	15.9

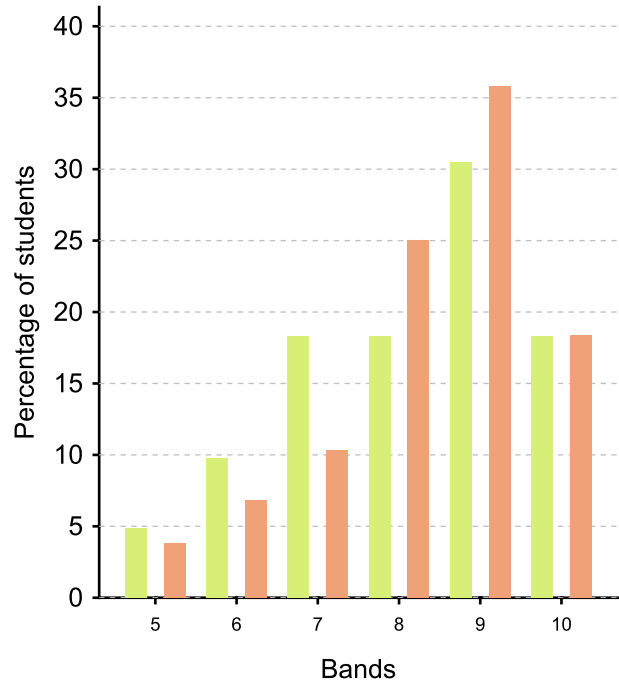
**Percentage in bands:**  
Year 9 Reading



Percentage in Bands  
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	4.2	6.7	20.0	34.6	22.4	12.1
School avg 2015-2017	2.5	8.8	17.5	32.2	27.5	11.5

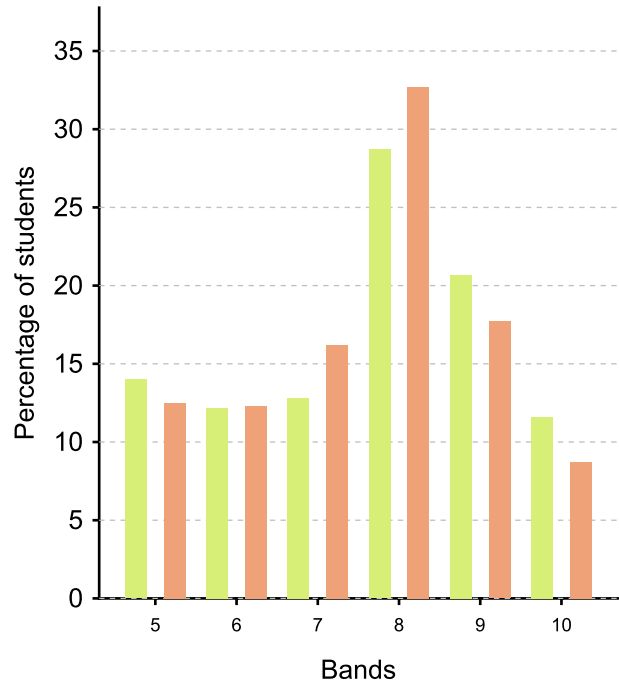
**Percentage in bands:**  
Year 9 Spelling



Percentage in Bands  
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	4.9	9.8	18.3	18.3	30.5	18.3
School avg 2015-2017	3.8	6.8	10.3	25.0	35.8	18.4

**Percentage in bands:**  
Year 9 Writing



Percentage in Bands  
School Average 2015-2017

<b>Band</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
Percentage of students	14.0	12.2	12.8	28.7	20.7	11.6
School avg 2015-2017	12.5	12.3	16.2	32.7	17.7	8.7

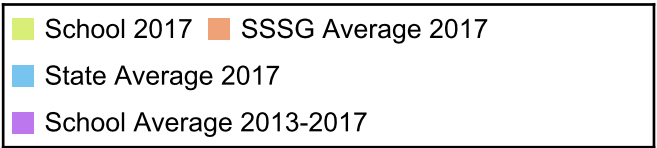
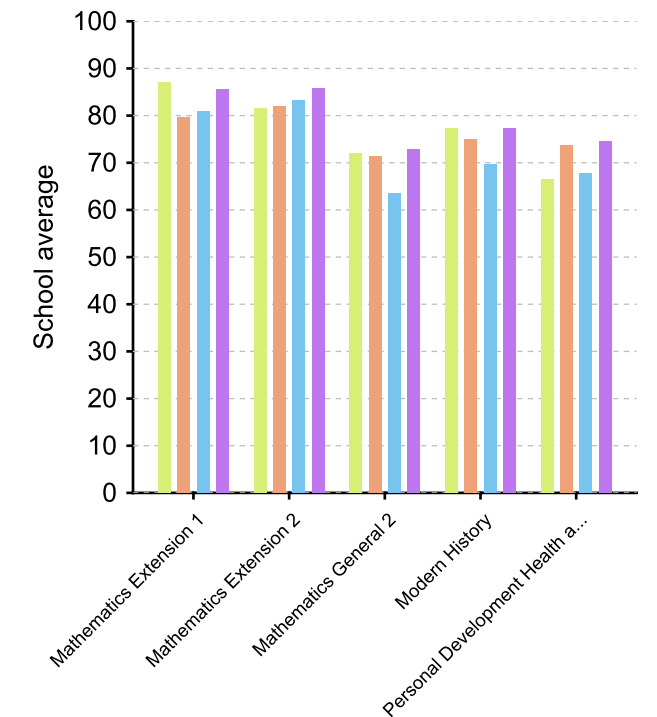
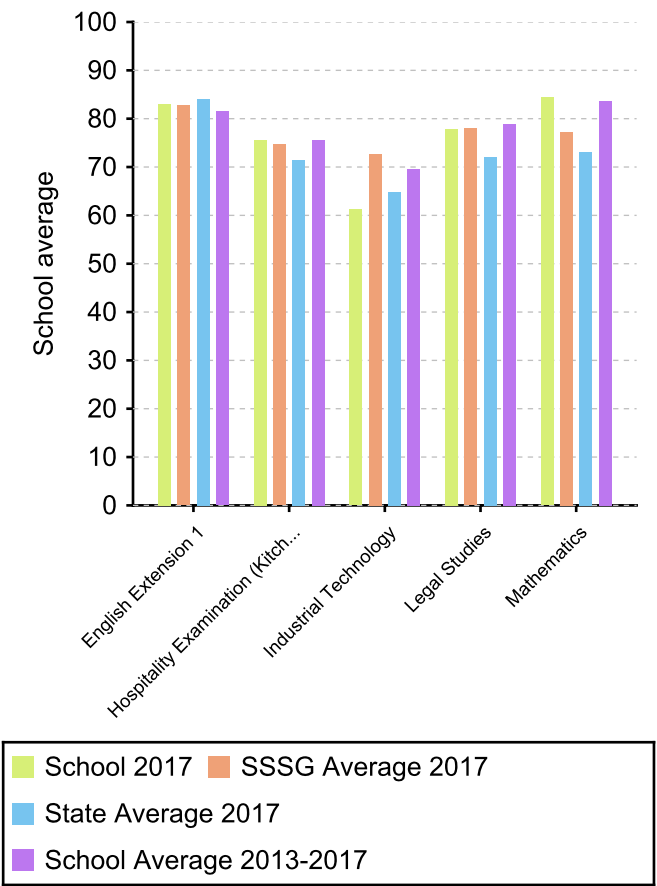
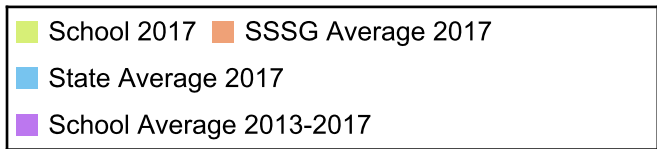
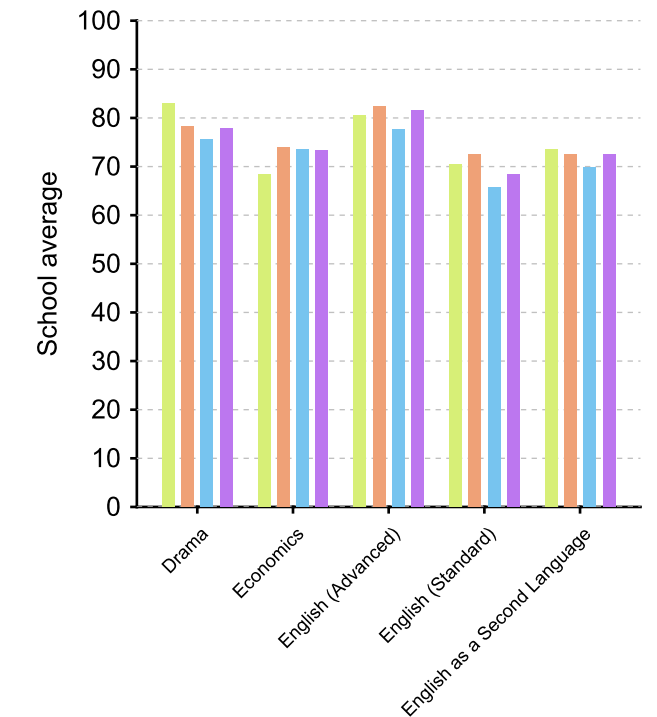
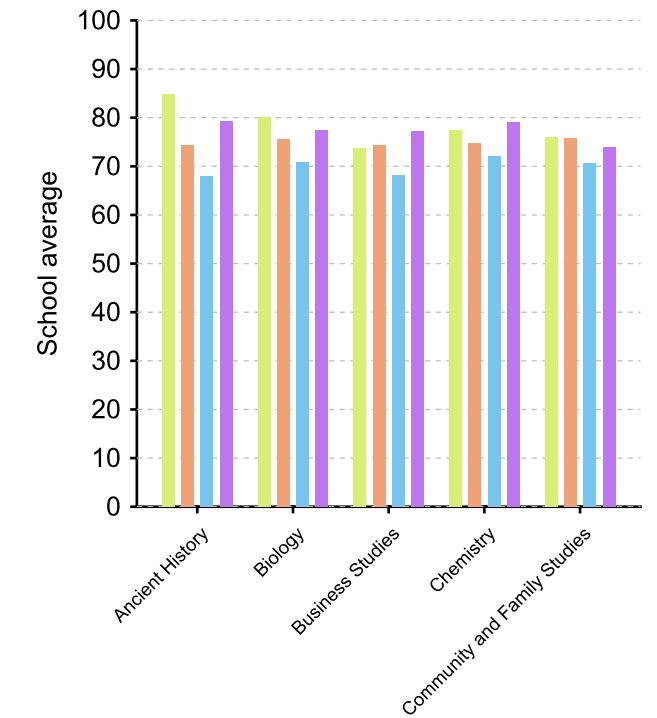
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

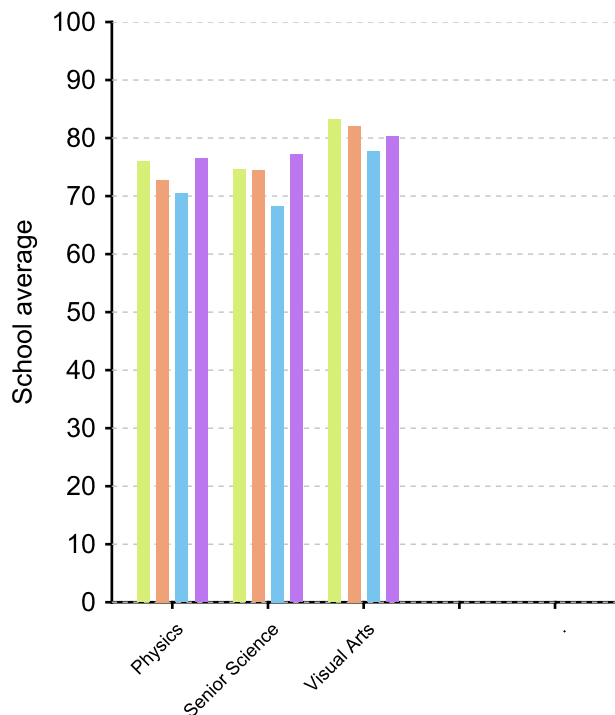
Tempe High School made progress in achieving the Premier's Priorities. Year 9 students were above state average for the percentage of students in the top two NAPLAN bands in all areas. Whilst our two year 9 aboriginal students were not in the top two bands, both have made good progress and are working to achieve their personal best through their Personalised Learning Plans.



Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).





■ School 2017 
 ■ SSSG Average 2017  
■ State Average 2017  
■ School Average 2013-2017

Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	84.8	74.4	68.1	79.3
Biology	80.0	75.6	70.9	77.5
Business Studies	73.8	74.4	68.2	77.2
Chemistry	77.5	74.7	72.1	79.0
Community and Family Studies	75.9	75.8	70.7	74.0
Drama	83.0	78.2	75.5	77.8
Economics	68.3	74.0	73.6	73.4
English (Advanced)	80.6	82.4	77.6	81.5
English (Standard)	70.4	72.5	65.6	68.3
English as a Second Language	73.6	72.4	69.7	72.4
English Extension 1	83.0	82.8	84.0	81.5
Hospitality Examination (Kitchen Operations and Cookery)	75.6	74.7	71.5	75.6
Industrial Technology	61.2	72.8	64.8	69.5

Legal Studies	77.9	78.0	72.1	79.0
Mathematics	84.4	77.3	73.2	83.7
Mathematics Extension 1	87.1	79.6	81.0	85.6
Mathematics Extension 2	81.6	81.9	83.1	85.7
Mathematics General 2	71.9	71.4	63.6	72.9
Modern History	77.3	75.0	69.6	77.3
Personal Development Health and Physical Education	66.5	73.6	67.7	74.4
Physics	76.0	72.8	70.4	76.4
Senior Science	74.6	74.4	68.3	77.2
Visual Arts	83.2	82.1	77.7	80.2

## Policy requirements

### Aboriginal education

2017 was another busy year for the Aboriginal Education Committee at Tempe High School with many successful events and projects undertaken.

2017 saw our continued partnerships with the AIME (Australian Indigenous Mentoring Experience) program, National Aboriginal Sporting Chance Academy (NASCA) program and Souths Cares.

Our retention rates of Aboriginal students continued to be well above the state average with five Aboriginal students successfully completing the HSC.

An Aboriginal Projects Co-ordinator (APC) was employed with the RAM funding. She worked with the Aboriginal students on their Personalised Learning Plans (PLPs) and organised many of the programs that the students were involved in. This was her first year in this position and she was proactive and tireless in her encouragement of the students.

The APC successfully applied for funds from the school's Finance Committee to pay for a second flag pole so that the Aboriginal Flag can be proudly flown every school day. This has significance for the school's Aboriginal community.

With her help students participated in the Nura Gili Winter School at the University of New South Wales. Two students successfully completed a Pre-vocational Certificate course in Electronics at TAFE through the National Electrical and Communications Association. One successfully gained an apprenticeship.

The Homework Centre continued to run throughout the year in the library on Monday afternoons after school. This was run with the support of AIME who organised

students from the University of Sydney to tutor the students who attended the centre. The School Learning and Support Officer was instrumental in keeping the centre going and attendance rates at the Homework Centre remained high throughout the year.

Once again, NASCA ran a well-organised, effective and inspiring program of both sporting and cultural activities. The dedicated team from NASCA provided in-class tutoring for the Aboriginal students as well as organising workshops in various sporting skills. They organised for students to attend a camp in the Northern Territory and two of our students had a wonderful experience at the Garma Festival in the Northern Territory.

The Aboriginal Education Committee and the Aboriginal students participated in Multicultural Day. They also organised assemblies for Reconciliation Week and NAIDOC Week.

### Multicultural and anti-racism education

Multicultural education is valued at Tempe High School as it ensures that all students feel included in their school community, which is vital to their learning and development.

Multicultural school policies and programs at Tempe High School help students to develop:

- Proficiency in English, by encouraging students from non-English speaking backgrounds to develop deeper relationships with their peers from other cultural backgrounds
- In depth knowledge and awareness of their own cultures, which facilitates positive self-esteem and an increased enthusiasm to participate in their education
- An understanding of Australia's history from a range of perspectives, which broadens students' thinking
- An understanding of the skills necessary to interact in a multicultural community, which is vital in an increasingly multicultural Australia
- An appreciation of the interactions between the local, national and international, which is necessary for global harmony.

### Harmony Day

Harmony Day is a significant day at Tempe High School, and one of the key events in the anti-racism education calendar. It is a great opportunity for students to learn about other cultures and to share their own culture with their peers.

Like previous years, 2017's Harmony Day was very successful, and involved a range of events and ceremonies that reflected the broad range of backgrounds that Tempe High School's students come from. This year's Harmony Day guest speaker was Tanya Jackson Vaughan, the Assistant Director of the Refugee Advice and Casework Service. Tanya talked about the treatment of asylum seekers by Australia, provoking conversation amongst the school community about the issues with harmony that Australia faces.

As always, many students participated in cultural programs. There was an Indigenous cleansing ceremony, the Haka dance, a Polynesian dance and a multi-cultural performance by our Year 12 students. Students from Year 7 and Year 10 also shared their perspectives through a number of speeches representing experiences from parts of Asia, Africa and Europe. The continued support given to Harmony Day by the school community is reflective of the inclusive culture at Tempe High School.

In order to maintain an environment where all students feel comfortable at school, regardless of their background, all members of the school community will continue to:

- Promote diversity whenever it is relevant to their classroom teaching
- Suggest and enforce school policies that incorporate multicultural, anti-racist and human rights perspectives
- Enhance teachers' and students' intercultural understanding and cross-cultural communication skills
- Ensure that all school policies, including strategic and annual plans, codes of conduct, dress codes and discipline policies reflect the diverse nature of the school community
- Support staff including Aboriginal support services, ESL teachers and Community Liaison Officers.