

Tempe High School

Annual Report



2018



8506

Introduction

The Annual Report for **2018** 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.

Mr Socrates Dassaklis

Principal

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Tempe High School

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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.

Our school continues to progress and improve across all three domains: Learning, Teaching and Leading. Our focus on student wellbeing has meant that improvements have been noted in both the Wellbeing and Student performance measures elements. Likewise, our focus on leadership and data literacy has allowed for improvement and growth in the elements of Professional Standards, Learning and Development, and Educational Leadership.

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

Learning

Purpose

To ensure students are inspired to succeed in their academic and social endeavours and to connect and thrive within the broader school community. Information about individual student needs is used to plan for student learning and promote a rich learning environment that includes digital technologies to maximise student engagement.

Overall summary of progress

The implementation of Bring Your Own Device (BYOD) Policy was discussed with staff, students and the P&C. Parents were informed and updated regarding the development and progress of the policy through the school newsletter. The need for a the co-ordination of communications across the school resulted in the implementation of a Communications and Technology (CaT) position with a 6-period allocation funded by the school. The CaT co-ordinator is responsible for mentoring and supporting teachers to successfully integrate technology into the curriculum and their classroom.

A bank of computers have already been placed in the library available for daily borrowing or long term loan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in student engagement and satisfaction indicated in surveys.	Wellbeing Project: Nil	Student Tell Them From Me survey results revealed: 1. Social engagement was at or slightly above the NSW Government norm across the areas of positive sense of belonging, participation in sports and positive relationships. 2. Institutionally engagement was above the NSW Government norm in attendance, positive behaviour and homework while slightly below in valuing schooling outcomes. 3. Intellectual engagement was above the NSW Government norm. Students at Tempe High School rated all three drivers of student engagement (positive teacher-student relations, positive learning climate and expectations for success) above the NSW Government norm.
An increase in the number of staff and students accessing and implementing study skills strategies.	Study Skills: \$3,615	All staff participated in professional learning relating to the Elevate study skills platform.
An increase in the number of student achievement(s) and a decrease in the number of wellbeing issues logged on SENTRAL.	Wellbeing Project: \$449	Tempe High School acknowledges student achievement through a Silver, Gold and Platinum award system. In 2018, 293 students gained Silver Award status. Of these, 79 students progressed to the Gold level. Three Gold award recipients went on to receive an inaugural Platinum award. Wellbeing issue data revealed a reduction in long and short suspensions from the preceding year; being 94 in 2017 to 35 in 2018.
An increase in student	BYOD:	A new policy was introduced in 2018 where year 9

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
engagement and academic achievement through implementation of BYOD.	\$1,813	students were able to bring a BOYD. The pilot was infrequently monitored so no reliable data was recorded. The emerging trending however led to a policy rewrite and an implementation procedure developed.

Next Steps

The next phase of technology implementation will involve the full roll out of BYOD, as well as refining teaching practice so that technology is successfully implemented into teaching and learning programs where appropriate. Staff professional learning on how to implement study skills strategies will further strengthen student engagement and achievement. Study skills strategies and resources will be reflected and evidenced in teaching and learning programs. Further refinement of the THS Wellbeing Policy and simplification of processes will align key stakeholders with school vision and direction.

Strategic Direction 2

Teaching

Purpose

To provide a rich teaching and learning environment where lessons and learning opportunities meet the diverse learning needs of students. Teaching and teachers in our school will be distinguished by their professionalism and dedication to implementing evidence-based, explicit and effective teaching methods.

Overall summary of progress

This year was designated to preparing and planning effective procedures for the successful delivery of the Mini-Certificate of Gifted Education (Mini-CoGE) Certificate to be delivered by University of New South Wales (NSW) Gifted Education Research, Resource and Information Centre (GERRIC), as well as the successful implementation of differentiation strategies across the school in 2019. The use of SCOUT data underpins the successful implementation and evaluation of student learning and to this end, initial training for the executive was followed by all staff having access to SCOUT data by the end of the year. The introduction of the Literacy and Numeracy (L&N) Progressions later in the year enabled Professional Learning opportunities to introduce and familiarise staff with the progressions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of students showing greater than expected growth in Yr 9 NAPLAN Literacy and Numeracy.	Reading Project 2018: \$3,020 L&N Progressions \$900 Best Start Yr 7: \$450	Reading Project 2018: Our school participated in a pilot program 'Supporting Early Literacy Through University-School Partnerships' which involved intense individual tutoring sessions for year 7 and 8 students who were identified as needing support in reading. At the completion of the program results showed that students made gains in reading between 3 – 4 years. L&N Progressions: Early adoption of the Literacy & Numeracy progressions has allowed ample time for staff training and familiarisation of L&N Progressions, as well as the development of an effective implementation plan for Best Start Yr 7, 2019.
Increase in the proportion of selective students achieving ATAR bands above 5 in the HSC and a decrease in the proportion of selective students achieving ATAR bands below 3.	Mini-CoGE Certificate: \$24,000	In preparation for Delivery of the Mini-CoGE Certificate in 2019 payment to UNSW was made from the current budget.
Increasing trend in school average Value Added data over time.	Data Literacy Project: Nil	Executive Professional Learning afternoon and a Staff Development Day session was dedicated to executive training to enroll and familiarise executive staff with the SCOUT data package. All staff participated in the online training to access SCOUT.
Increased staff confidence in mentoring, collaborating and sharing with colleagues.	Mentoring Project: Nil	This project has been postponed until 2019.
Increased proportion of students in the top two bands of NAPLAN	Mini-CoGE Certificate	This year has been dedicated to effectively planning for and developing knowledge about

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Literacy and Numeracy.	and L&N Progressions Resources already allocated as stated above.	Gifted and Talented (GaT) education and the L&N Progressions.

Next Steps

Future focus remains on gifted and talented education. Specifically, how GaT education strategies will be explicit in teaching programs and how these strategies will be effectively embedded into practice. Teachers will be analysing appropriate sources of data to inform key decisions which directly influences the diverse learning needs of students in their class. Further, the development of lesson observation protocols will allow for the successful implementation of mentoring within and across faculties, so that a culture of effective feedback supports staff to confidently implement GaT strategies in their classrooms.

Strategic Direction 3

Leading

Purpose

To develop a professional learning community which is focused on continuous improvement of teaching and learning. The school will be recognised as excellent and responsive to its community through the use of best leadership and management practices for whole school improvement.

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, embedding of our Wellbeing Policy, refined procedures for financial management, professional learning and the administrative system SAP Payroll. Quality teaching continues to be celebrated and Professional Learning opportunities provided to staff who require support to meet the diverse learning needs of students in their classroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff surveys indicate increased confidence in school leadership and understanding of school policies and procedures.	Business Manager: (2.5 days/week) \$50,956 Technical Support Officer: \$38,600	Role descriptions for all positions are drafted. Index of handbook is complete. Head Teachers able to use SAP to access and interpret accurate budgeting data 360 Administration survey has not been completed
Increased number of parents engaging with school programs	Yr 12 Wellbeing project: \$5000 'seed money'	Parents surveyed students to find how best they could support their wellbeing and learning. A plan was put together and approved by School executive.
Parent surveys indicate increased satisfaction with the school.	Communications and Technology position: \$20,800	Electronic communication trials completed. Trial group is satisfied with the Parent Portal and the information they can access.

Next Steps

The school will continue to seek ways to improve communication with parents, to enable them to contribute to and support the learning of their children. Ongoing administrative support will be needed to implement the recommendations of the Excellence in School Administration evaluation. Additionally the school will be publishing role descriptions, policies and procedures to improve transparency and shared vision of our operational practices. The Yr 12 Wellbeing project will enable parents to support the unique wellbeing and learning requirements of their children. The parent portal will be fully operational with parents and students able to access administrative and academic information online.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$22,176	The employment of School Learning Support Officer assisted learning for Aboriginal students and co-ordinated outside agencies. This 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.. Employment of tutor to assist Aboriginal students progress through stages with all students progressing.
English language proficiency	\$33,531	Teacher time for in-class support and teacher release time has 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 continued increases in student achievement.
Low level adjustment for disability	\$59,991	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 added results achieved.
Socio-economic background	\$69,773	<p>Student assistance for socio-economically disadvantaged students enabled them to fully access curriculum, excursions, uniform etc.</p> <p>Employment of a Technical Support Officer to facilitate technology support to underpin teaching and learning and the preparation work for our revised BYOD program.</p> <p>This has also allowed us to support the development of our Student/Parent portal.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	541	554	570	571
Girls	401	397	389	370

Tempe High School is a comprehensive high school with a selective stream. Two selective classes in year 7 are populated through a state-wide testing and placement procedure run by the Schools Selective Unit. An enrichment class is also offered through a local application process. The school is now at capacity with 6 fully air-conditioned demountable classrooms, as well as five class rooms at Tempe Primary School.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	95.5	96	95.6	93.9
8	95	93.4	94.5	92.8
9	93.2	94.8	92.9	92.4
10	93.8	93.8	92.6	91.4
11	93.1	92.2	93.1	91.9
12	94.2	94.8	93.3	91.7
All Years	94.1	94.1	93.6	92.3
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Student attendance trend data shows that student attendance at Tempe High School continues to be above state figures across all cohorts. Full implementation of the SENTRAL administrative platform has allowed effective and timely attendance monitoring and parent notification. Text messages notifying parents of their child's absence and lateness are sent out daily. Furthermore, a system of truancy

notification was also trialled in term 4 with plans for further investigation and implementation in 2019.

Further to the administration procedures put in place, the Welfare team routinely monitors student attendance data looking for patterns or trends which may indicate the need for intervention and intensive one-on-one support for the student and their family. In cases where attendance is not rectified by school-based intervention, a referral to the Home School Liaison Officer (HSLO) is activated. The role of the HSLO is to support students, families and schools improve and maintain satisfactory attendance rates.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	3.5
Employment	1	1	5
TAFE entry	0	5	10
University Entry	0	0	80
Other	0	0	0
Unknown	0	0.5	1.5

Post school data reveals that 119 of 155 students from the 2018 HSC cohort were successful in gaining university entry in 2019 (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 (which accounts for almost 45% of successful places), 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.

Not all of our 2018 cohort pursue university entry. 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 High School offers Hospitality (Kitchen

Operations) on campus, with 8.5% 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 2018, students were enrolled across a wide range of vocational learning areas, including: Nursing, Business Services, Design, Plumbing, Construction and Fitness.

Nursing/Human Services TVET has seen a notable increase in both interest and participation.

School Based Traineeship (SBAT) opportunities are available that allows students to combine traditional HSC subjects with VET training, structured workplace learning and paid work.

Many school leavers continue with their vocational studies beyond school, gaining further qualifications and industry experience, whilst others pursue a new study direction but benefit from the transferable skills gained whilst engaged in VET study.

Year 12 students attaining HSC or equivalent vocational education qualification

Our Year 12 cohort of 155 students all successfully completed the HSC or equivalent vocational educational qualification in 2018.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	46.5
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	1.6
School Counsellor	1
School Administration and Support Staff	11.37
Other Positions	1

*Full Time Equivalent

Our school workforce was proud to have two employees of Aboriginal or Torres Strait Islander descent.

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

The last 12 months has seen Tempe High School embark on a new journey in the area of professional learning and teacher accreditation. The development of a Professional Learning Community aims to facilitate the teacher accreditation process and support staff address the goals in their Performance and Development Plan (PDP). Professional learning sessions were run by staff who share their expertise, experiences and strategies with others. Staff also undertook professional learning opportunities linked to the School Plan and their PDP goals through external providers.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	955,108
Revenue	10,234,561
Appropriation	9,594,978
Sale of Goods and Services	64,283
Grants and Contributions	498,823
Gain and Loss	0
Other Revenue	62,525
Investment Income	13,953
Expenses	-9,658,989
Recurrent Expenses	-9,658,989
Employee Related	-8,754,100
Operating Expenses	-904,889
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	575,573
Balance Carried Forward	1,530,681

The introduction of Learning Management and Business Reforms (LMBR) has required intensive staff training to familiarise, implement procedures and use multiple electronic platforms to facilitate the management of school finances.

Financial management practices at Tempe High School are aligned with Departmental guidelines and procedures. Practices include the inclusion of a Financial Report in all executive meetings, budget allocations which are managed by Head Teachers, management of school income through regular invoicing and the Finance Committee which assists in overseeing the financial management of the school.

Tempe High School appreciates ongoing parent contributions and fundraising by the P&C.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	8,458,919
Base Per Capita	185,596
Base Location	0
Other Base	8,273,323
Equity Total	435,342
Equity Aboriginal	22,176
Equity Socio economic	69,773
Equity Language	200,112
Equity Disability	143,281
Targeted Total	54,539
Other Total	109,528
Grand Total	9,058,327

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.

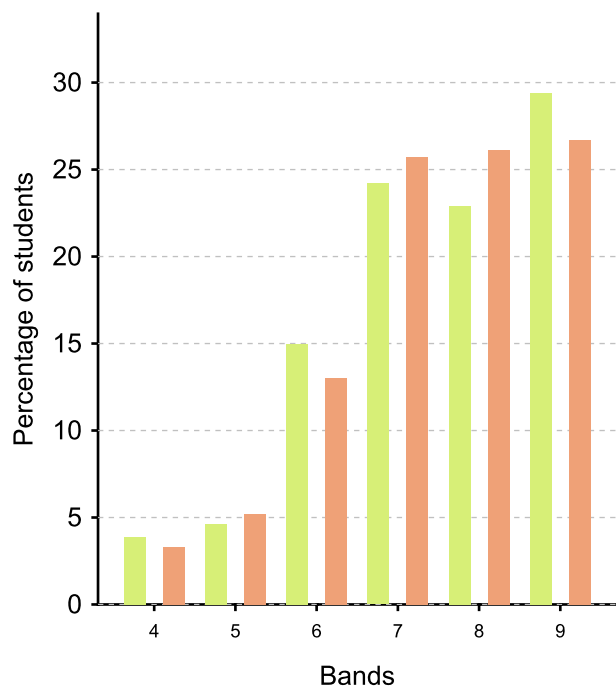
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

NAPLAN 2018 data shows that the average value added of our year 9 students in 2018 is above the State average, and in the Delivering value added category. Further, the percentage of our year 9 students achieving in the top 2 NAPLAN bands consistently outperformed the Similar School Group and the State in all NAPLAN domains. The NAPLAN domain of Writing however, shows only a modest outperformance and has been identified as an area needing improvement.

Plans are in place to further investigate and implement Best Start and the Learning Progressions across the whole school in 2019 with particular focus on writing for literacy and graphing for numeracy.

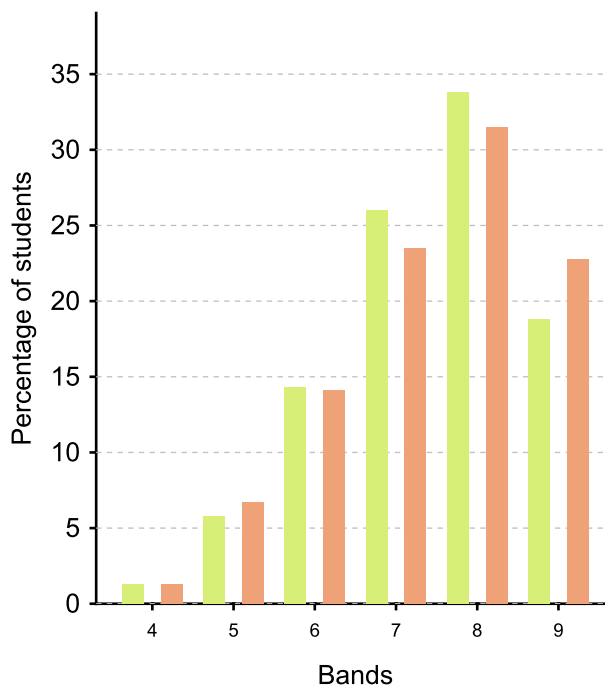
Percentage in bands:
Year 7 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	3.9	4.6	15.0	24.2	22.9	29.4
School avg 2016-2018	3.3	5.2	13	25.7	26.1	26.7

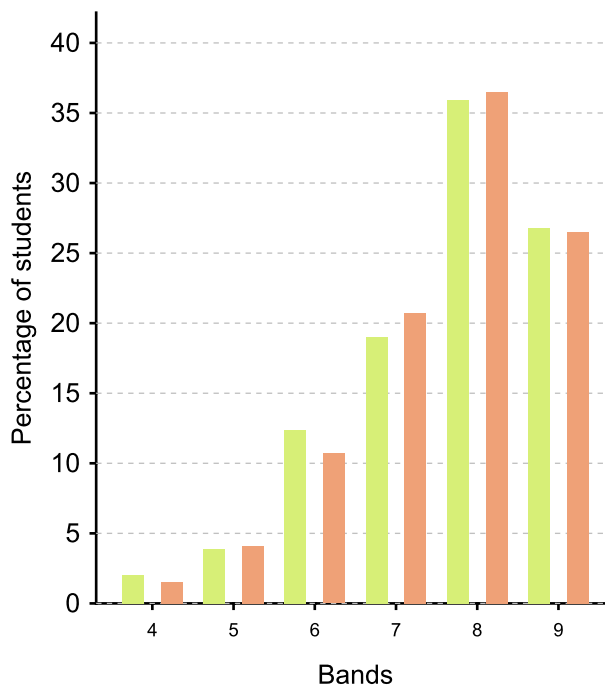
Percentage in bands:
Year 7 Reading



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	1.3	5.8	14.3	26.0	33.8	18.8
School avg 2016-2018	1.3	6.7	14.1	23.5	31.5	22.8

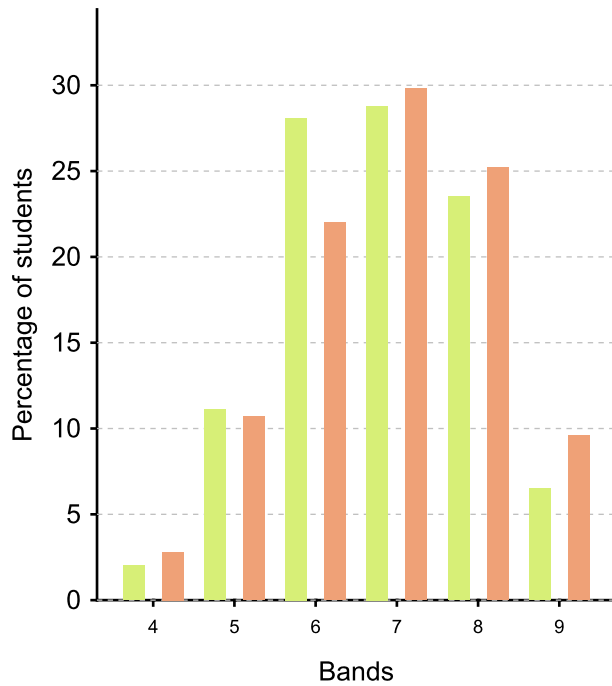
Percentage in bands:
Year 7 Spelling



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	2.0	3.9	12.4	19.0	35.9	26.8
School avg 2016-2018	1.5	4.1	10.7	20.7	36.5	26.5

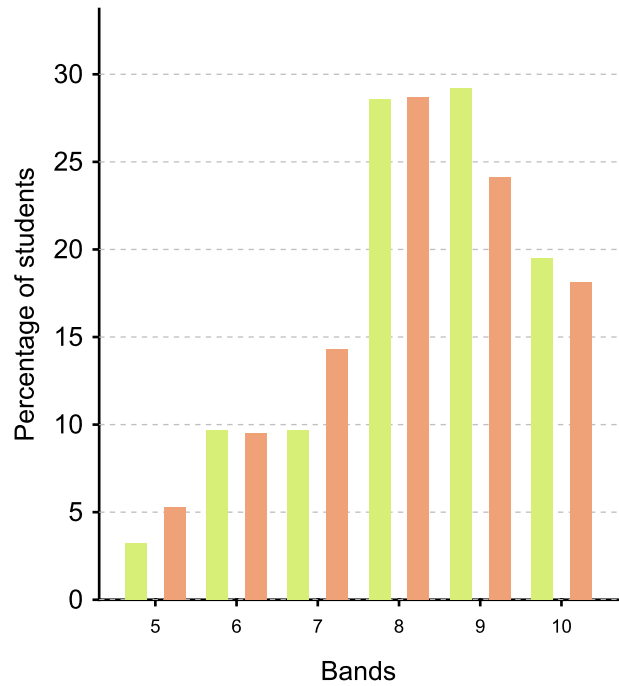
Percentage in bands:
Year 7 Writing



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	2.0	11.1	28.1	28.8	23.5	6.5
School avg 2016-2018	2.8	10.7	22	29.8	25.2	9.6

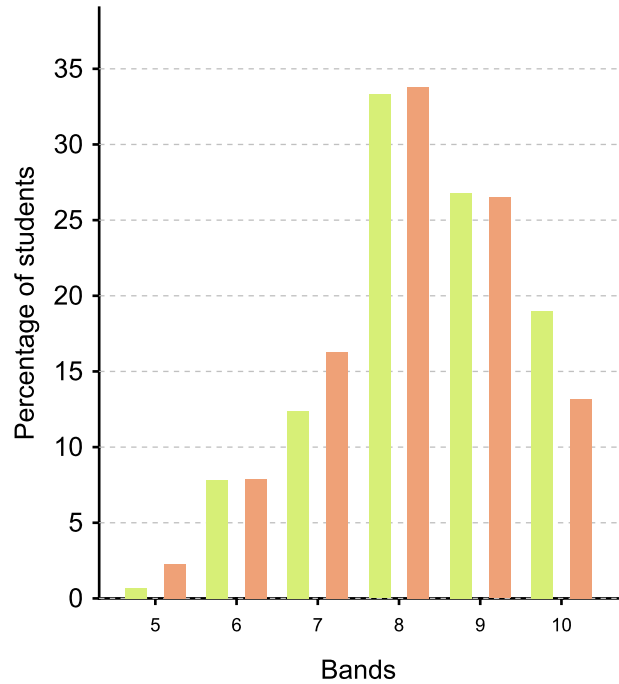
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	3.2	9.7	9.7	28.6	29.2	19.5
School avg 2016-2018	5.3	9.5	14.3	28.7	24.1	18.1

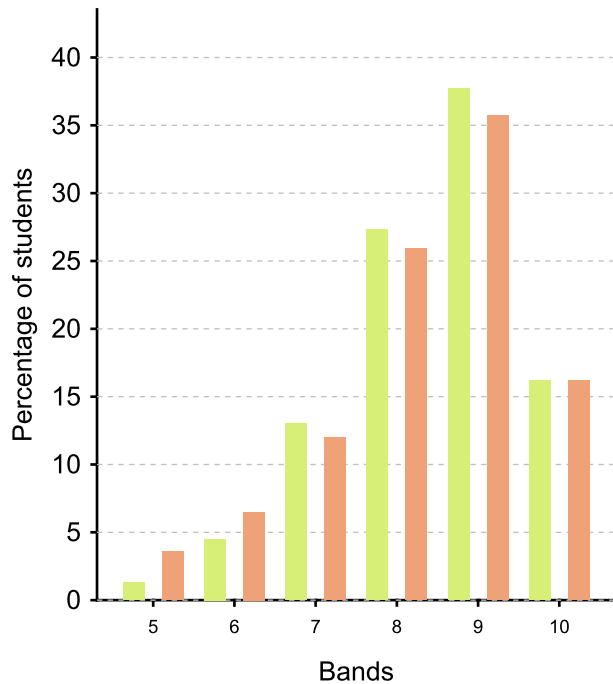
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	0.7	7.8	12.4	33.3	26.8	19.0
School avg 2016-2018	2.3	7.9	16.3	33.8	26.5	13.2

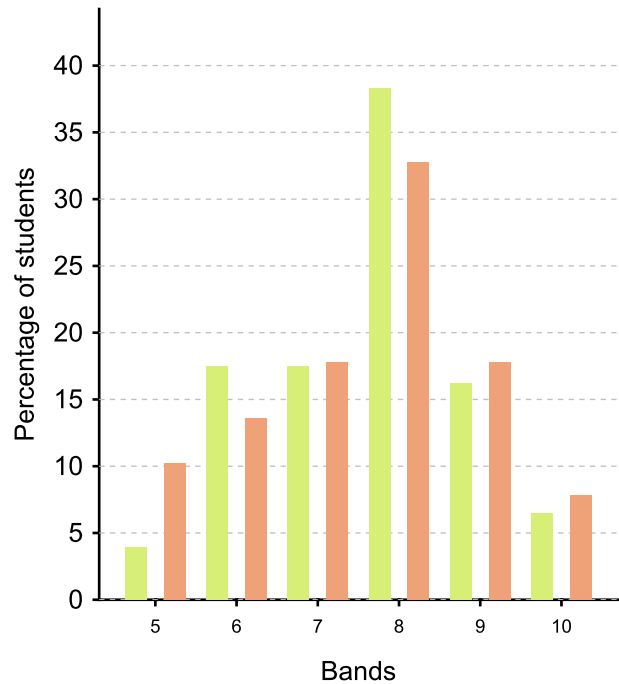
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	1.3	4.5	13.0	27.3	37.7	16.2
School avg 2016-2018	3.6	6.5	12	25.9	35.7	16.2

Percentage in bands:
Year 9 Writing

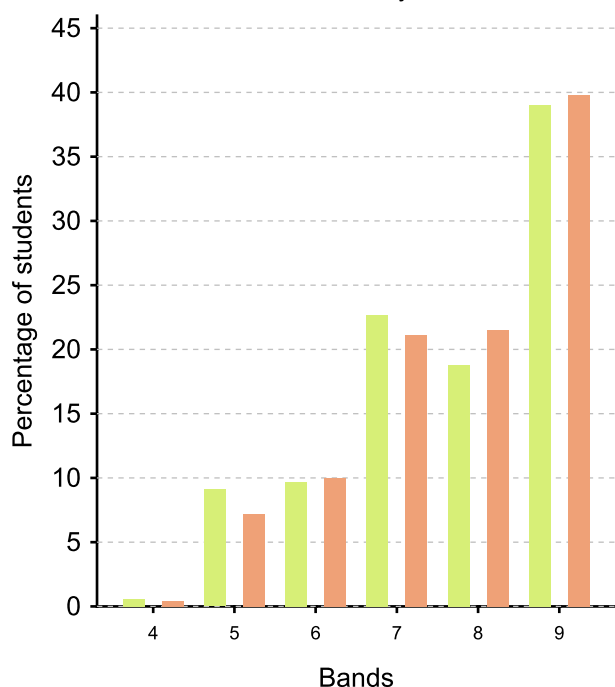


Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	3.9	17.5	17.5	38.3	16.2	6.5
School avg 2016-2018	10.2	13.6	17.8	32.8	17.8	7.8

NAPLAN Numeracy data continues to show strong performance of our year 9 students with over 60% of year 9 students achieving the top two bands in NAPLAN Numeracy. Further investigation, however, identified that the percentage of students at or above expected growth is below state and the similar school group. The skill of interpreting data was identified as a target area for improvement. Plans are in place to embed strategies into teaching and learning programs to address specific areas of Numeracy requiring improvement, as well as meet the needs of gifted and talented students.

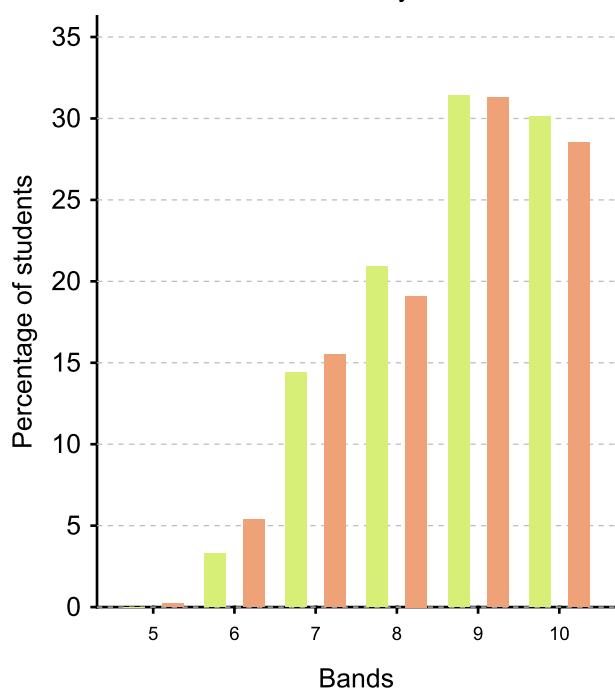
Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	0.6	9.1	9.7	22.7	18.8	39.0
School avg 2016-2018	0.4	7.2	10	21.1	21.5	39.8

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

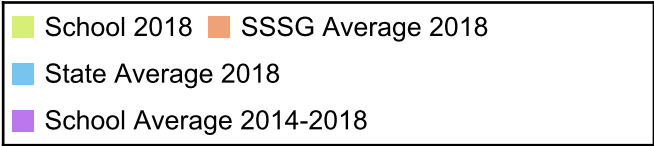
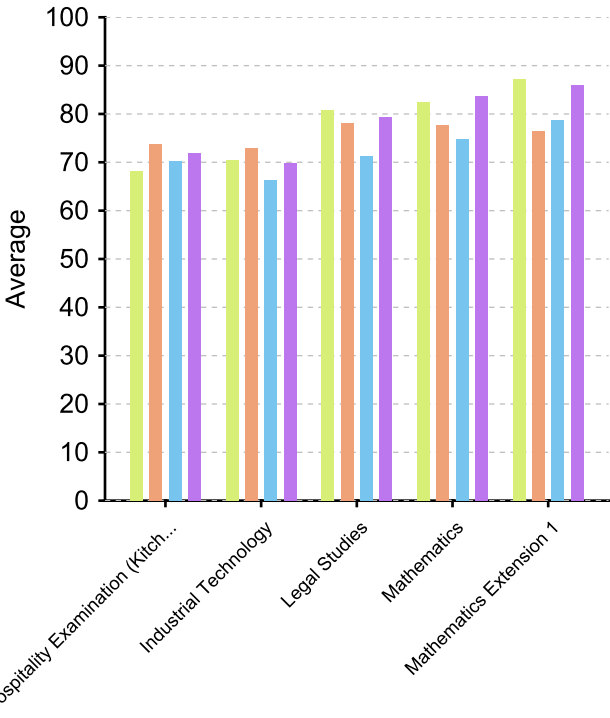
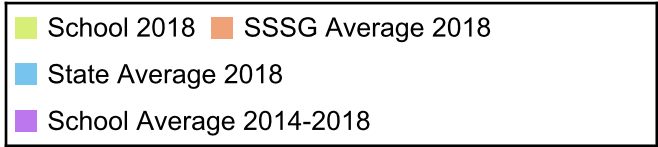
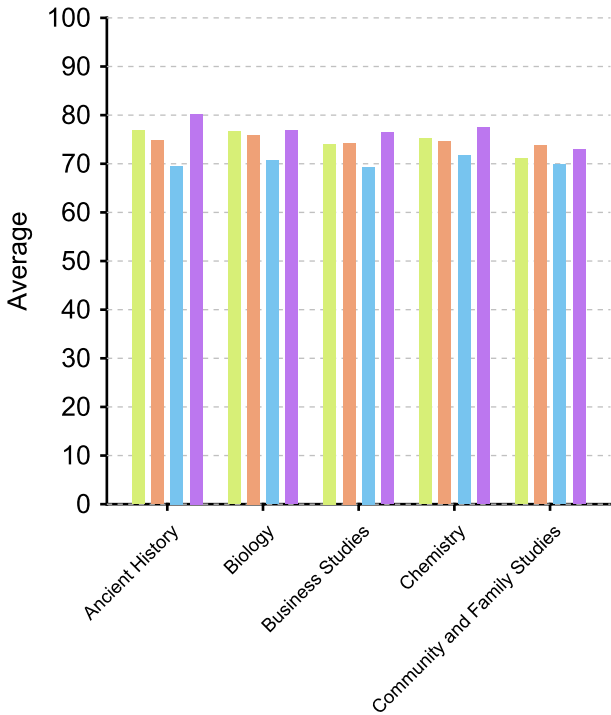
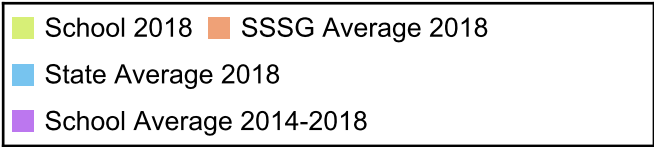
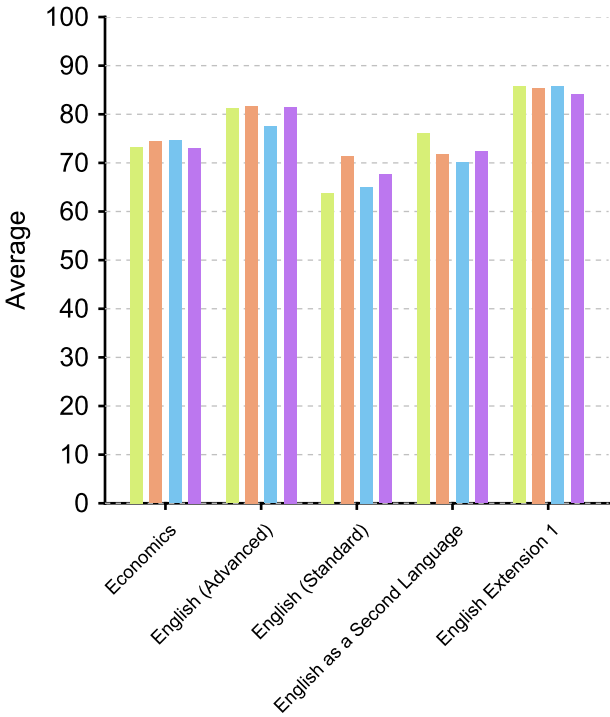
Band	5	6	7	8	9	10
Percentage of students	0.0	3.3	14.4	20.9	31.4	30.1
School avg 2016-2018	0.2	5.4	15.5	19.1	31.3	28.5

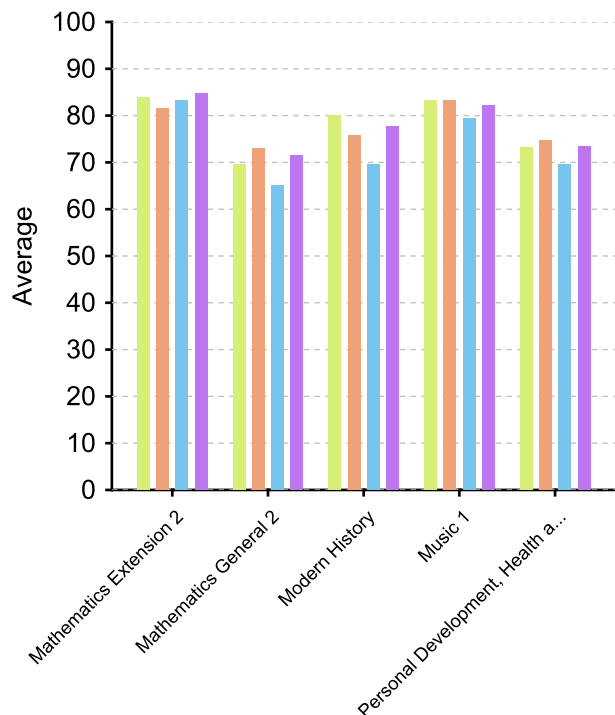
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In 2018 we have five year 9 ATSI students participate in NAPLAN assessment. Data indicates that our year 9 ATSI students outperformed state and similar school group results across all NAPLAN domains except for Writing. Trend data analysis shows a distinct and marked improvement in the achievement of ATSI students from last year with the majority of students achieving in the middle to top bands across all NAPLAN domains. One student achieved in the bottom two bands for Writing. Plans are in place to address literacy and numeracy across the whole school and in particular, culturally specific and targeted strategies to meet the needs of ATSI students.

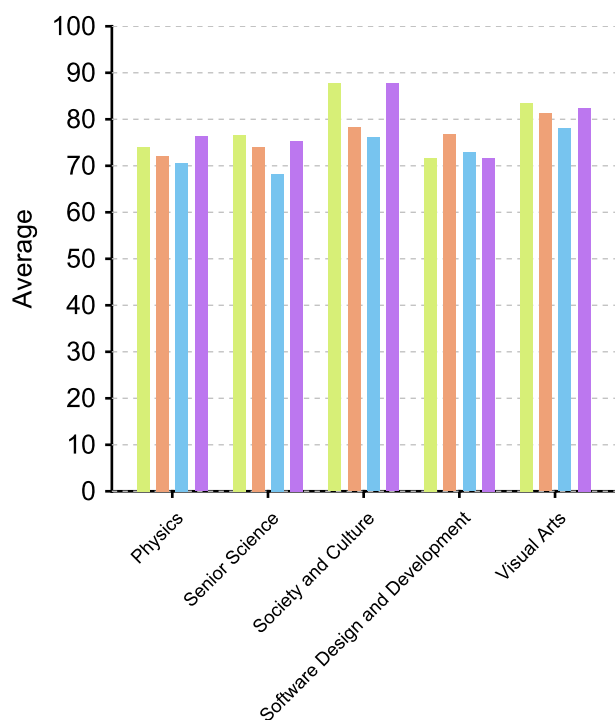
Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Improvement measures, data summaries and evaluation of school progress identifies an increase in the top two bands (Bands 5 & 6) and a decrease in the bottom two bands (Bands 1 & 2) awarded in the 2018 HSC. SCOUT data also supports this improvement trend with our 2018 value added results for the HSC identified as excelling and comparative data placing our results at a moderate average difference above the state average. Furthermore, achievements of our HSC students were recognised at state level with the work of one of our English Extension 2 students selected for Young Writers Showcase and a Music 1 student nominated for OnStage Vocal Performance.





■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018



■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and staff about the school. Tempe High school participated in the learning Bar's *Tell Them From Me* student and parent survey in 2018.

In 2018 survey results are based on data from 110 respondents. The parent survey reflected results below the NSW Government norm across the seven separate aspects of parent perceptions about their children's experiences at home and at school. Despite this trend, parents felt strongly about feeling welcomed and able to easily to speak to staff about their children's wellbeing and progress. Furthermore, 78% of the parents surveyed agreed and strongly agreed that our school has a good reputation in the local community and 63% would recommend their child's school to parents of primary school students. In contrast, student engagement scores in 9 out of the 10 measures were at or above the NSW Government Norm suggesting a positive climate for the dynamic and interactive process of student engagement and learning to flourish at our school. Plans are in place to strengthen communication with parents and our community.

Policy requirements

Aboriginal education

In 2018 the Aboriginal Education Committee at Tempe High School coordinated a number of events and programs, addressing the learning needs of the 25 ATSI students, as well as supporting the Professional Learning needs of staff and the school community.

Each Key Learning Area across the school has implemented the Department of Education Aboriginal Education and Training Policy to enable all students to learn about Aboriginal history, culture and contemporary life through integrated perspectives across the curriculum.

We continued our successful partnerships with the National Aboriginal Sporting Chance Academy (NASCA) and Souths Cares. NASCA ran a well-organised, effective and empowering program of both sporting and cultural activities. The NASCA team provided in-class tutoring for the Aboriginal students as well as organising workshops in various sporting skills. They organised for students to attend 3 day leadership camp at the National Centre for Indigenous Excellence in Redfern.

An Aboriginal Projects Co-ordinator was employed and worked with Aboriginal students and Year Advisers, on student's Personalised Learning Plans, as well as coordinating many programs that the students were involved in.

SCOUT data for our Aboriginal students shows that both Yr 12 Aboriginal students performed better than expected across all their subjects in the HSC when compared to their NAPLAN 9 average score. Notable

mention that the English Extension 2 work selected in the Young Writers Showcase was an Aboriginal student.

NAPLAN 9 data shows that our Aboriginal students outperformed state and similar school group statistics with no Aboriginal student achieving in the bottom bands across all NAPLAN domains. Writing results of our Aboriginal students indicate a need for focused intervention and plans are in place to address writing across the school, as well as specific programs and strategies to address the needs of Aboriginal students in this domain. The percentage of students achieving in the middle and top bands in all other domains outnumbered both the state and similar school group comparisons.

Multicultural and anti-racism education

Multicultural education at Tempe High School supports and strengthens connections across and within our school community. Diversity is celebrated and the sense of belonging is nurtured. In 2018 our school community employed 1 Community Liaison Officer (Chinese and International Students) and 1 Anti-Racism Coordinator (ARCO) position. There were 5 ARCO referrals in 2018.

At Tempe High School we continue to:

- Promote and celebrate the diverse cultures, languages, customs and beliefs across the 47 different cultural backgrounds represented in our school community
- Develop and support intercultural respect and understanding
- Incorporate multicultural, anti-racist and human rights perspectives in appropriate teaching and learning programs
- Evaluate and develop school policies and procedures that reflect the diverse nature of the school community
- Employ resources to support multicultural education and practices

Harmony Day is a significant event at Tempe High School, and one of the key events in the anti-racism education calendar providing an authentic opportunity for our students to interact with, share and learn about the diverse cultural richness of our school community. The Student Representative Council distributed orange ribbons to staff and students, there was an Indigenous cleansing ceremony, a Haka dance and a multi-cultural performance by our Year 12 students. Students from Year 7 and Year 8 spoke about their multicultural experiences sharing stories from their cultural backgrounds.

In 2018 our guest speaker was Mr Robert Cockburn, the creator of the 1994 documentary entitled 'The School of Babel' based on Tempe High School's multicultural leadership in the 90's. His message of coexistence and the strength we garner from our diverse backgrounds resonated with both staff and students.