

Temora High School 2019 Annual Report



8168

Introduction

The Annual Report for 2019 is provided to the community of Temora 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.

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Message from the principal

Temora High School (THS) (365 students 7–12) is located 85kms north of Wagga Wagga in the Northern Riverina. The school serves a strong, progressive, active and supportive rural community.

The vision is for a dynamic school that provides opportunities for students to achieve personal excellence in academic, cultural, sporting and civic endeavours in an environment conducive to learning, teaching and friendship.

THS offers a wide range of Stage 4, 5 and 6 courses and strives to broaden opportunities that cater for a diverse range of learners in an environment underpinned by high expectations. Programs offered embrace a wide range of academic areas including extension subjects, vocational education courses, sciences, humanities, health and community, technology and applied studies (TAS), life skills and creative and performance arts. Students benefit from an extensive range of co-curricular opportunities including music, drama, dance, languages, leadership, sports, debating and community service.

The school's continuous teaching and learning improvement focus remains on the key learning areas of literacy and numeracy, student wellbeing, student support services, assessment and feedback, communication, community and staff wellbeing. These areas form and drive teacher professional development and staff learning to improve student outcomes.

In 2019, improvements in learning facilities for staff and students included: the purchase of additional computers, laser etcher, commercial coffee machine and a complete renewal of the school Library. Other school improvements included: the completion of the Primary Industries, Agriculture and Technology centre, LED signage, office upgrade, art pergola, 80kw solar system, new phone system, improved counsellor's office, quadrangle upgrade and new carpet.

In 2020 the school will implement a new professional learning model for staff to further support the ongoing focus on school improvement, student engagement and innovative learning experiences. Learning facilities will be enhanced by plans to develop a new Industrial Arts learning space, basketball court, cricket nets and purchase of a plasma cutter.

There have been many successes for THS in 2019 and these will continue into 2020 and beyond to reinforce the school's culture of perseverance, continuous improvement and high expectations.

Message from the school community

2019 was a busy year for the Temora High School P&C. The AGM saw Sharree Goesch re-elected as President, Sarah Lennon re-elected as Vice President, Jenny McRae re-elected as Treasurer and Anne Macauley re-elected as Secretary. At the end of Term 2; Sharree Goesch and her family left the Temora Shire and Sarah Lennon took over as President. Her vacated roll was not filled.

The year was challenging with less people available to help with fundraising and volunteering, particularly in the canteen. Kim Breust, our much valued Canteen Manager, retired after 14 years in the role and Wendy Walker was employed. Her

first job was to implement the Healthy Canteen menu ready to go at the start of 2020. Jenny McRae spent a lot of time involved in these changes and also changes to payroll as directed by the ATO.

We worked together with the SRC to have enough volunteers for the Aviation Museum Kiosk and the local Show n Shine, meaning we could split the profit rather than turn down the jobs. The hospitality staff and students assisted with some catering which was much appreciated.

There were several selection panels that required a P&C representative to take part. We were grateful to have Anne Macauley, Jacqui Fisher and Kathy Weckert complete the required training and donate their time.

We enjoyed welcoming the new principal, Ian Pattingale and deputy, Lisa Muller. They attend our meetings and have taken an interest in our role and have been very supportive.

I would personally like to thank the committee, the parents who regularly turn up to meetings, those who put their hand up to help and the school. It's a lovely school to be part of.

Sarah Lennon

Temora High School P&C President

Message from the students

Temora High School's Student Representative Council (SRC) had a successful year in 2019, including hosting a number of events and reaching a variety of goals. The group comprised of 25 students from Years 7–12. The Year 12 Executive students included Corey Bradley (President), Teagan Mayor (Vice President), Andrea Coleman (Secretary), Isabelle Smart (Treasurer) and Angus Murphy (Promotions Officer). The SRC Coordinators for 2019 were Ashton Taylor and Alana Elphick.

The SRC held many events throughout 2019, including hosting Harmony Day, which promoted positive relationships and understanding throughout our school and local community. Students and staff wore the colour orange, and a variety of multicultural foods were served at lunch time. The poster competition produced many quality entries that were displayed around the corridors.

The Senior Executive were invited to a round table discussion at Temora Council Chambers to voice their opinions on issues affecting youth in Temora. The Junior SRC members had the chance to attend the REROC Youth Leadership Workshop Day held at Charles Sturt University Wagga Wagga, where they met with leaders from other schools and participated in a variety of activities to boost their communication and leadership skills.

Working closely with the P&C, the SRC assisted in funding a variety of projects around the school, including the installation of refrigerated bubblers in the Quad and MPU. This was a goal set by the 2018 SRC and was well received by the student body.

In 2020, the Student Representative Council will be looking forward to continuing to encourage strong and positive relationships between students, staff and the wider community to improve Temora High School.

School background

School vision statement

Temora High School is a dynamic school that provides opportunities for students to achieve personal excellence in academic, cultural, sporting and civic endeavours in an environment conducive to learning, teaching and friendship.

School context

Temora High School (THS) is a co-educational, high school providing a quality secondary education in a rural setting.

Located in the NSW Riverina the school has a proud tradition of promoting positive values and developing confident, capable, community-minded students.

The school provides a broad, well balanced education in a stimulating and caring environment. The school has modern facilities including science laboratories, state of the art Technical Applied Science (TAS) rooms and Trade Skills Centre (TSC), modern food technology kitchens, a Performing Arts Centre (PAC), well equipped and air conditioned learning spaces, comfortable relaxation areas and state of the art resources.

THS focuses on the development of the whole person through the curriculum, co-curricular activities and other experiences, ensuring that students become well equipped to take their place in life;

* THS draws students from the surrounding districts and has an established and productive relationship with its feeder primary schools; and

* Staff are made up of highly experienced teachers through to early career teachers as well as experienced School Administration Staff (SASS) and Student Learning Support Officers (SLSOs).

Goldenfields Learning Community (GLC) – THS, Temora Public School (TPS) and Temora West Public School (TWPS) – United in opportunity, innovation, achievement and community with enriching programs promoting quality learning in excellent facilities and environments.

The 3 schools work together to empower students by:

* Providing outstanding opportunities for students with programs that challenge, support and inspire in exceptional facilities.

* Intelligent use of technology and innovative strategies to motivate students for success.

* Achieving excellence in academic, sporting and cultural activities.

* Qualified teachers are experts in their field, maintaining high standards and ongoing professional development, ensuring a strong learning community.

THS strives to meet the present and future needs of our students, in partnership with the community, providing high quality educational programs and facilities characterised by effective teaching and learning.

THS attempts to be tolerant and understanding of all students, whilst acknowledging that all students have rights. We expect students to recognise over time, that they also have responsibilities to themselves, their peers, the staff, their parents, community and anyone else who is assisting them in their education.

Self-assessment and school achievement

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality Teaching and Learning

Purpose

- To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices to accelerate learning with differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.
- Build capacity particularly in the areas of teaching literacy and numeracy explicitly across all key learning areas to improve student learning outcomes.

Improvement Measures

- Teachers regularly review and revise lesson plans and sequences ensuring the content is based on curriculum and the teaching practices are effective.
- Teachers access and engage in professional learning that build skills in analysis, interpretation and use of student progress and achievement data.
- The school provides/facilitates professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy.

Overall summary of progress

THS's main focus to achieve improvement measures in 2019 was on the creation of structures to support teacher professional learning and distributed leadership. This was achieved using staff development groups called squadrons to develop action in areas of the school plan. Key areas where improvement has been actioned are data analysis, literacy and numeracy and feedback.

Progress towards achieving improvement measures

- Process 1:**
- Building distributed school instructional leadership at THS to established support for collaboration, PDPs and TPL to improve the school's ability in implementing evidence based effective teaching and learning practices.
 - Implementing systems to ensure teaching, learning and school planning is based on sound use of school-wide and student data to improve student achievement and progress.

Evaluation	Funds Expended (Resources)
<p>In 2019, THS implemented teams (squadrons) based on strategic directions and school improvement measures to create staff action and improvement towards the achievement of the school plan. Time for squadrons to meet is always a challenge; however, the squadrons have been successful in improving a wide range of teaching and learning and now deliver the majority of whole school TPL on school development days.</p> <p>Staff knowledge of data has improved. Head teachers completed CESE courses including using data with confidence, NESA RAP data and SCOUT. Staff received training on HSC analysis and NAPLAN data analysis. NAPLAN analysis provided areas for future whole school improvement focuses. Whole school analysis of Tell Them From Me and People Matter surveys occur to provide input into future school directions especially in student and staff wellbeing. An External Validation report was compiled in 2019 and was successfully used as a benchmark for future improvement. School excellence evaluations have led to a school and network focus on middle leadership in schools. The school is part of a network pilot of the Doctor Cam Brook's feedback model. This model will develop staff knowledge of formative assessment and use of small data. Best Start Year 7 training occurred for implementation in 2020.</p> <p>The assessment and feedback squadron has made progress which has seen changes to the assessment task front cover sheet, while working on the</p>	<p>Head Teacher Administration – \$33109</p> <p>Literacy Coordinator – \$21343</p> <p>School TPL Budget – school priorities – \$23550</p> <p>KLA and Curriculum TPL – \$20000</p> <p>PEER DEAR – \$4000</p> <p>Word Flyers – \$5000</p> <p>Clickview – \$4000</p> <p>ATOMI – \$6000</p> <p>Education Perfect – \$3000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$54452.00)

Progress towards achieving improvement measures

school's implementation of the Dr Cam Brook's feedback model. Several of the team have been on courses to ensure NESA compliance with monitoring of assessments and associated activities. Stage 6 HSC monitoring requirements were redeveloped to ensure compliance with NESA guidelines. With improved clarity and better learning feedback, staff, students and the community will have a clearer understanding of the process and see how effective feedback can impact on the learning culture of the school.

The Literacy and Numeracy squadron spend time investigating the literacy needs of KLAs and how they can best help and support classroom teachers to improve standards in classrooms. This included increasing teacher knowledge and skills in literacy through staff development day sessions focusing on vocabulary and sentence structure. The Squadron also focused on the purpose of writing and how to use vocabulary for this and spent time to professional develop a whole school writing initiative. Achievement include:

- Giving staff resources and skills to embed literacy eg. Sentence builders. Staff were able to implement strategies in class.
- Inclusion of Word–Wings regular email to staff. Regular support for all staff to teach specific literacy strategies.
- Ideas for use in all classrooms on vocabulary and glossaries. Staff given specific activities for students to use.
- Increased awareness of need to embed literacy across curriculum.
- Plan and implementation ideas of how to help students meet the minimum standards.
- A specific plan created for how to support students who have not met the minimum standard in their first round of testing. Literacy Squadron to take turns tutoring students for 20 mins 3 x per week.
- Completed professional development of Writing for Success. 12 month plan has been created for whole school writing initiative.
- Maths – VISA (Mathematical version of the ALARM matrix). Students have been taught how to use VISA and are using it regularly.
- RAW continued, focussing on developing the literacy skills of Year 8 and 9 students.
- PEER DEAR reading group continued in 2019.

- Professional Learning (\$20000.00)
- School funding/rollover (\$45550.00)

Next Steps

1. Continue to review the assessment task system throughout the faculties.
2. Use staff development days and head teachers as ways to encourage uptake of changes from the feedback professional learning.
3. Use school wide goals for staff to assist bringing change in activating student learning and validating improvements with data to back up results.
4. Implement the Dr Cam Brook's feedback model with all staff in 2020.
5. Implement a school improvement model based on David Hopkin's peer teaching model of theory, demonstration, practice, feedback and coaching led by head teachers.
6. Create a Numeracy Coordinator role.
7. Implement Best Start Year 7.
8. HSC data analysis in Term 1 with usable strategies developed for improvement in HSC results.
9. Ensuring full staff completion of the People Matter Survey.
10. Improved use, administration and use of TTFM surveys.
11. Literacy next steps:
 - Term 1 – Word level/vocab
 - Term 2 – Paragraphing
 - Term 3 – Sentences
 - Term 4 – Re–cap

Strategic Direction 2

Student and Staff Wellbeing

Purpose

- To implement quality learning experiences that build positive, respectful and caring relationships, and will create an aspirational learning culture which will support the cognitive, emotional, social and physical wellbeing of students.

Improvement Measures

- The school's wellbeing approach focuses on creating an effective environment for learning.
- The wellbeing of students is explicitly supported by staff and community.
- Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals.

Overall summary of progress

The Student Wellbeing Squadron's focus has been on co-curricular programs and excursions as well as developing a scope and sequence of wellbeing learning activities that address the social needs of students. The squadron has been planning and developing goals to expand towards the integration of mindfulness and social regulation via introducing the Berry Street Education Model (BSEM) in to lessons and roll call in 2020.

Progress towards achieving improvement measures

- Process 1:** • Implement a whole school integrated approach to student and staff and wellbeing in which students and staff can succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>The development of student and staff wellbeing squadrons has increased the focus on wellbeing activities to improve the delivery of content and learning. Teacher professional learning included 12 staff being trained in the Berry Street Education Model (BSEM) which is now embedded in learning, discipline and suspension processes. In-class application of the BSEM was achieved in part in 2019 with the support KLA and Year 8 assemblies integrating components of BSEM in routines. BSEM activities and learning theory has been shared with staff as part of school development days and this will continue in 2020. The Headspace Be You program is in the starting stages at THS and this will be coupled with the BSEM to develop the future basis for student and staff learning in the areas of mindfulness, resilience and social skills.</p> <p>The Staff Wellbeing Squadron implemented social functions with primary partner schools, incorporating staff wellbeing activities in school development days and staff gratitude slips (positive messages of thanks for staff). The squadron is developing plans for an improved staff common room facility.</p> <p>Activities during 2019 include:</p> <ul style="list-style-type: none">Introduction of a gratitude wall in the main office area which allows students to write positive messages for others using a range of topics as prompts.Successful student wellbeing days which focused on cyber safety, mindfulness, positive messages for bushfire affected communities and students and activities delivered by Dance Mob.The Boys-to-Men mentor program was successfully run .Lads and Ladies to support student with positive relationship and self-esteem was successful with positive feedback by students involved.The SPARTAN social skills program ran as a middle school initiative with	<p>Wellbeing activities – \$12000</p> <p>Chaplain – \$15500</p> <p>Boys to Men Mentor – \$42686</p> <p>Eagles Class – \$42686</p> <p>Learning Hub SLSO – \$32000</p> <p>Learning Hub Rent – \$6000</p> <p>TPL – school priorities – \$30000</p> <p>Extra SLSO – \$18000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Student Wellbeing Support Funding (\$7000.00)• Staffing (\$42686.00)• Socio-economic background (\$74686.00)• Professional Learning (\$30000.00)• School funding/rollover (\$44500.00)

Progress towards achieving improvement measures

primary partner school to build positive relationships amongst Year 6 students.

- Cyber safety awareness day for students was conducted by Kira from Safe on Social. This included a parent information session which was attended by many parents and received positive feedback.
- SRC led initiatives for students included: Harmony Day, Melbourne Cup, RUOK day, a trivia night and Back to the 80s day.
- Our major excursions for 2019 included: Years 7–10 rewards excursions, Year 12 Senior Sneak and a successful two and half week trip to Darwin.
- Year 11 Life Ready excursion feedback from students was to focus more on resilience, mindfulness and teamwork rather than driving, drinking, partying and socialising.
- Year 9 students completed the Youth Awareness of Mental Health (YAM) program aimed at addressing the mental health needs of young people and PEER Reading training continued in 2019.

Important milestones:

- A house system for students was implemented in 2019 which includes inter-house competitions.
- A successful review of the Support KLA was conducted with a renewed focus on positive integration and differentiation support for staff.
- The school was successful in gaining an extra Support Class to support student learning. This addition included reviewing the integration support model for students.
- THS was successful in planning a social support space and gained a \$20000 rural and remote grant to implement this space in 2020 plus a \$10000 grant for a school social worker in partnership with the Family Referral Service.
- THS successfully gained funding via School Chaplain Support Funding on top of Student Wellbeing Support Funding to double the amount of Chaplain support to students in 2020.
- A Learning Support Team review was completed to improve the processes and quality of support provided to staff and students.

Overall, THS has achieved its aim to improve attendance at carnivals, a reduction in bullying and negative incidents recorded on SENTRAL, increase in positive incidents recorded on SENTRAL, better staff understanding and implementation of wellbeing strategies and greater staff attendance at functions.

Next Steps

Student and staff Wellbeing Squadron next steps:

1. One wellbeing day per semester.
2. Further promotion of class awards and whole-school acknowledgment.
3. Better student, staff and parent uptake of TTFM survey to improve data quality.
4. Establishment of Eagles class for identified Year 8 students, to continue in modified form in 2020.
5. Completion of staff common room upgrade.
6. Selection and appointment of student house captains.
7. Stronger middle school focus implemented with primary school including BSEM and PBL.
8. Implementation of a student support/time-out learning space.
9. Development of a Year 6 Advisor role..
10. Development of Aboriginal Education Team and employment of an Aboriginal Education Officer. Staff training in Stronger Smarter.
11. Boys advisor role to be developed.
12. Identification of a staff wellbeing course.
13. Berry Street Education Model strategies integrated in lessons and roll call.
14. Staff TPL in Berry St Education Model.
15. Staff TPL in mental health first aid.
16. Wellbeing audit.
17. Excursion audit.
18. Review Discipline/Excursion policy.

Strategic Direction 3

Community and Environment

Purpose

- Continue to collaborate with community and foster effective and meaningful partnership with stakeholders that already exist and to ensure these continue to empower the community to contribute positively to THS and support student learning.

Improvement Measures

- Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.
- The school's existing physical resources and facilities are well maintained and we continue to expand upon the capital structure and resources at THS whilst providing a safe environment for learning.
- Technology resources are expanded and accessible to staff and students.

Overall summary of progress

There were various opportunities in 2019 for parents and the school community to participate in school events such as Temora's Got Talent, Safe on Social and Temora High School and Beyond. The events promoted the school profile in the community and received positive feedback.

There has been extensive work undertaken during the year to create and expand the physical resources and facilities, including new LED signs, quad upgrade, completion of the agriculture learning space, increased laptops and library upgrade. These have provided students with improved learning spaces, safer grounds to use, and enabled students to access new technologies that enhance learning.

Progress towards achieving improvement measures

- Process 1:**
- School Leadership Team communicates clearly about school policies and practices, being responsive to feedback.
 - Maintain and build upon the purposeful relationships with stakeholders that align to School Strategic Directions. Discussing school needs and issues.
 - Ensure that THS existing physical resources and facilities are well maintained and we continue to expand upon the capital structure and resources at THS for future generations. We look for future opportunities to improve school facilities whilst providing a safe environment for learning.
 - Technology resources are expanded and accessible to staff and students.

Evaluation	Funds Expended (Resources)
A key to further developing community and environment in 2019 was the implementation of the Staff Communication and Community Squadron to plan for and develop improved communication with community. The squadron has implemented communication improvements to better interconnect information about school events to school media coordinators to increase the use of Facebook, the school website, LED signs and newsletter. An analysis of Facebook post types and quality was completed to concentrate on improving online content. The squadron conducted a parent survey during parent teacher night to gain feedback on ways to improve the organisation of this event and to improve the information provided. The school newsletter design and content was evaluated. This has led to design upgrades and plans to reduce the size and increase the frequency of the newsletter in 2020. Overall, the school's Facebook posts, website hits and followers continue to increase.	TSO – \$58000 Technology resources – \$72000 LED Signs – \$48000 Phone System – \$13000 Library Upgrade – \$90000 Laser Etcher – \$40000 STEM – \$7800
A range of school events continue to occur to involve parents and community in learning. These include parent information nights, Temora's Got Talent, SPARTAN and Temora High School and Beyond. In 2019, the school offered a Safe on Social cyber safety presentation to all parents in Temora and the SRC held a successful trivia night. To encourage community use of school	Ag Shed – \$51050 Art COLA – \$27042 Reception Upgrade – \$41400

Progress towards achieving improvement measures

facilities the school applied and was unsuccessful in gaining a place on the Share our Space program that encourages the use of school playground facilities during holiday periods. A range of local organisations are accessing school facilities out of hours for activities such as rugby, dance and taekwondo.

The school continues to find ways to build partnership with the local community. School staff participated in the local arts community upgrade project to promote ways in which local performing and creative arts facilities could be shared to benefit both the school and community. Strong links with the council planning team led to the development of an Adult 101 careers support program for Year 12 and links with local businesses such as Farm Link and Goldenfields Water. Student participation in community events such as ANZAC day are a priority for the school. Local links with TAFE continue with plans to move the Learning Hub from the tennis centre to the TAFE in 2020.

School facilities and learning resources continue to expand. In 2019 the following investments occurred:

- An 80kw solar power system was installed and provides 40–50% of the school's power.
- A laser etcher was purchased for the TAS area.
- Increase STEM resources for Stage 4 including Marty the Robot, programmable race car set and drones.
- The CNC 3D router in TAS was upgraded.
- The agriculture learning space was improved in 2019 by adding internal lining, data, smart TV and air conditioning.
- A new industry–standard coffee machine was purchased for Hospitality.
- A new phone system was installed across the school.
- Continued improvements to the school watering system on the oval and addition on the eastern side of MPU.
- The administration office was redesigned to improve staff safety in the front office and deputy principal's area.
- The counsellor's office was upgraded after the school received a \$10000 Youth Friendly Office grant.
- The department added new carpet to hallways.
- The school continues to invest in and increase the usage of online learning systems such as ATOMI, Clickview and Education Perfect. Education Perfect has been a valuable tool to assist the learning of disengaged students.
- Local designer, Katie Keith, was asked to design a plan for the school playground area between the oval, MPU and cola.
- Increasing the numbers of laptops for student use. The total is now 250 devices for student use. Ensuring all staff have a laptop.

Additional Water – \$13000

Student seating – \$13600

Solar Power – \$35000

Funding Sources:

- Socio–economic background (\$130000.00)
- School Rollover (\$359892.00)
- School Funding (\$13000.00)
- P & C (\$17000.00)

Next Steps

1. Improved quality and quantity of information and positive news on Facebook and website.
2. Plans to build a senior art learning and exhibition space.
3. Plans to upgrade the general assistant space and add a TAS automotive and multipurpose industrial technology learning space.
4. Seeking improvement to MPU louvers and lighting.
5. THS digital device and online learning guidelines to be reviewed.
6. Staff professional learning to increase use of ATOMI, Education Perfect and Clickview.
7. Building stronger links with local media to report positive school information.
8. Implement SMS attendance system to better support parents and improve school communication about absenteeism.
9. Investigate the use of a school app to communicate key message and organisation to parents.
10. New wheelchair ramp near Kasey's Corner.
11. Complete playground improvements between oval, MPU and cola.
12. Continue to develop partnership with local businesses and council.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$27 831.00) 	<p>Students completed courses of study, gaining credentials through school and other providers accessing a range of pathways post school.</p> <p>All students have completed an individual Personal Learning Plan with the Learning and Support Teacher.</p> <p>Students received individualised support to ensure they successfully completed learning, developed literacy and numeracy skills, gained credentials and met the requirements for the ROSA, HSC and/or ATAR.</p> <p>Greater awareness of career options for students and increased awareness for Aboriginal students of tertiary opportunities in the workplace. Purchase of new flag poles to fly the Aboriginal flag.</p> <p>Promotion of Aboriginal scholarships and awards.</p>
Low level adjustment for disability	<p>Teacher Learning and Support – \$85373</p> <p>SLSO support Flexible Funding – \$47697</p> Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$133 069.00) 	<p>Flexible funds are used to supplement integration funds to increase support to a wider group of students identified with low level disability learning needs in mainstream schooling.</p> <p>Strong partnerships with families and students have been sustained through the ongoing collaborative reviews of learning support plans, where needs are identified and the necessary adjustments made for learning and participation.</p> <p>Students successfully completed course requirements within a supportive learning environment including the operation of homework DEAR.</p> <p>Students experienced high support at key transition points including the transition from school to work.</p> <p>Greater professional support for staff to implement differentiated teaching strategies in classrooms.</p>
Socio-economic background	<p>Head Teacher Admin position – \$33109</p> <p>Literacy Coordinator – \$21343</p> <p>Eagles Class – \$42686</p> <p>Learning Hub SLSO – \$32000</p> <p>Technology Support Officer – \$58000</p> <p>Technology upgrades –</p>	<p>Funds available to assist families with the cost of school. 25% travel cost subsidy for all school excursions.</p> <p>Increase in technology to support learning. 80% of the student body can access computers at any one time.</p> <p>Increase in the range of software available to students to support learning in the HSC and Stage 4 English/Literacy.</p> <p>A dedicated literacy teacher allowance to build RAW (Reading and Writing) program to build skills in identified Year 8 students.</p>

<p>Socio-economic background</p>	<p>\$72161</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$259 481.00) 	<p>The coordination of whole school learning activities to improve literacy across the school.</p> <p>Students trained as mentors for the Peer DEAR program.</p> <p>Additional wellbeing support for students through the employment of a wellbeing teacher mentor. This included the Boy-to-Men's program and development of the Year 8 Eagles class.</p> <p>Ongoing staff development in school priority areas including BSEM, literacy and online learning systems.</p>
<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$32 529.00) 	<p>Induction for beginning and new staff to support a successful start to teaching at Temora High School.</p> <p>Collaborative support network for beginning teachers to complete accreditation. All beginning teachers have started accreditation and will complete it in 2020.</p> <p>Additional professional learning and executive support for beginning teachers resulting in improved programming, planning and classroom management.</p> <p>Release from teaching to work on improving teaching quality.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	183	168	194	185
Girls	176	164	167	167

Student attendance profile

School				
Year	2016	2017	2018	2019
7	92.7	91.4	88.4	89
8	90	88.2	88.2	83.1
9	90.6	88	85.6	83.5
10	90	86.6	83.3	83.4
11	89.6	89.1	83.4	82.6
12	91.2	92.4	90.7	83.6
All Years	90.6	89.1	86.4	84.2
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

In 2019 there were 185 boys and 167 girls at Temora High. Enrolment numbers remain consistent with only slight variations up or down each year.

Temora High monitors non-attendance closely. All members of the staff undertake roll call each morning and THS continually follows up with aid of lesson attendance tracking, close teacher observation and use of computer software programs on Sentral to keep track of unexplained absences. Staff contact parents of students with low attendance and refer students to the Learning Support Team where they are placed on Attendance Improvement Programs and referred to the Home School Liaison Officer if attendance does not improve.

Parents are expected to supply the school with a note detailing the reason for their child's absence or a doctor's certificate (if a protracted illness) and the school discourages the taking of leave for holidays outside normal holiday leave times.

For 2020, THS will review its attendance processes and will implement SMS messaging to assist parents to notify the school when a student is absent.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at

school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-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
Employment	10	27	46
TAFE entry	1	1	2
University Entry	0	0	15
Other	8	1	1
Unknown	6	13	2

All students who left Temora High School upon completing Years 10 and 11 in 2019 or during 2019 left for a full time job, apprenticeship or part time job and full time TAFE. Most students were employed in the local area and the Riverina region. 46% of Year 12 students were able to find employment, or an apprenticeship, at the conclusion of the HSC. 4% enrolled at TAFE and 33% gained access to a university place (down from 38% the year before). 33% of those students who gained university access deferred their place for at least 12 months.

A large range of university courses were selected including Education, Creative Arts, Business, Commerce, Science, Law, Occupational Therapy, Medical Science, Occupational Therapy, Sports Media, Exercise Science and Forensic Science.

Students successful in gaining apprenticeships were in the construction industry, bricklaying, farm machinery mechanics and hairdressing.

A large number of students were also successful in gaining traineeships (locally).

Year 12 students undertaking vocational or trade training

34.55% of Year 12 students at Temora High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

95.7% of all Year 12 students at Temora High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Temora High School continues to offer a broad curriculum including construction, hospitality, metals and engineering and primary industries. 100% of students in the HSC construction class achieved a Certificate II in Construction Pathways. 0% of students in the HSC Hospitality course achieved the full Certificate II in Hospitality (students obtained a statement of attainment for qualifications completed). 60% of students in the HSC Metals and Engineering course achieved a Certificate I in Engineering. There was no HSC Primary Industries course in 2019.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	25.4
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	8.98
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Staff engaged in a range of professional learning opportunities throughout the year based on the priorities identified in the School Plan and teachers PDPs. These training events included online training conducted at school after hours, courses by both DoE and external providers, network meetings with staff around the state and the local area and

professional learning presented by professional associations. These training opportunities provided a wide experience base for staff and specific training that ensures teachers are better able to address the learning needs of individual students.

The key school improvement areas addressed during School Development Days were literacy, online learning tools (ATOMI, Clickview), mandatory training, RAP data analysis and school planning in squadron groups.

Key professional learning areas in 2019 included data analysis, Berry Street Education Model, wellbeing, assessment and feedback. Staff also attended a wide variety of curriculum-based professional learning courses to increase core subject knowledge of learning content and how to teach it.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	970,184
Revenue	6,333,492
Appropriation	6,069,525
Sale of Goods and Services	8,514
Grants and contributions	246,590
Investment income	7,559
Other revenue	1,303
Expenses	-6,295,959
Employee related	-5,261,757
Operating expenses	-1,034,202
Surplus / deficit for the year	37,533

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.

Throughout the 2019 school year there was significant expenditure on student curriculum materials, resources and technology. These expenditures were outlined in the school newsletters throughout the year and in consultation with the P&C. The school financial management is primarily the responsibility of the Principal and SAM. School committees are formed to assist decision making, including the finance committee and executive team. All school processes for the expenditure and use of school funds follow approved DoE procedures, guidelines and policies.

Major financial activities in 2019 included: The completion of the Primary Industries, Agriculture and Technology (PAT) Centre (\$50000), technology improvements for teaching and learning (\$70000), 80kw solar power system (\$35000), LED signs (\$48000), reception upgrade (\$41000), Library upgrade (\$90000), laser etcher (\$40000), CAPA Cola (\$27000), phone system upgrade (\$13000), STEM resources (\$8000) and playground seating (\$14000).

Unused funds from 2019 will be used to improve school facilities and broaden learning resources to offer a wider range of learning activities for all students. Areas identified include: Art learning space, TAS learning space, playground facilities, technology, online learning programs (Education Perfect), basketball court and cricket nets.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	558,482
Equity Total	420,381
Equity - Aboriginal	27,831
Equity - Socio-economic	259,481
Equity - Language	0
Equity - Disability	133,069
Base Total	4,567,222
Base - Per Capita	86,319
Base - Location	78,763
Base - Other	4,402,141
Other Total	307,989
Grand Total	5,854,073

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.

Key areas for expenditure of equity funding includes:

- Student travel subsidies for excursions,
- Additional staff for literacy, technology support, learning hub, additional head teacher and learning support, and
- Technology resources.

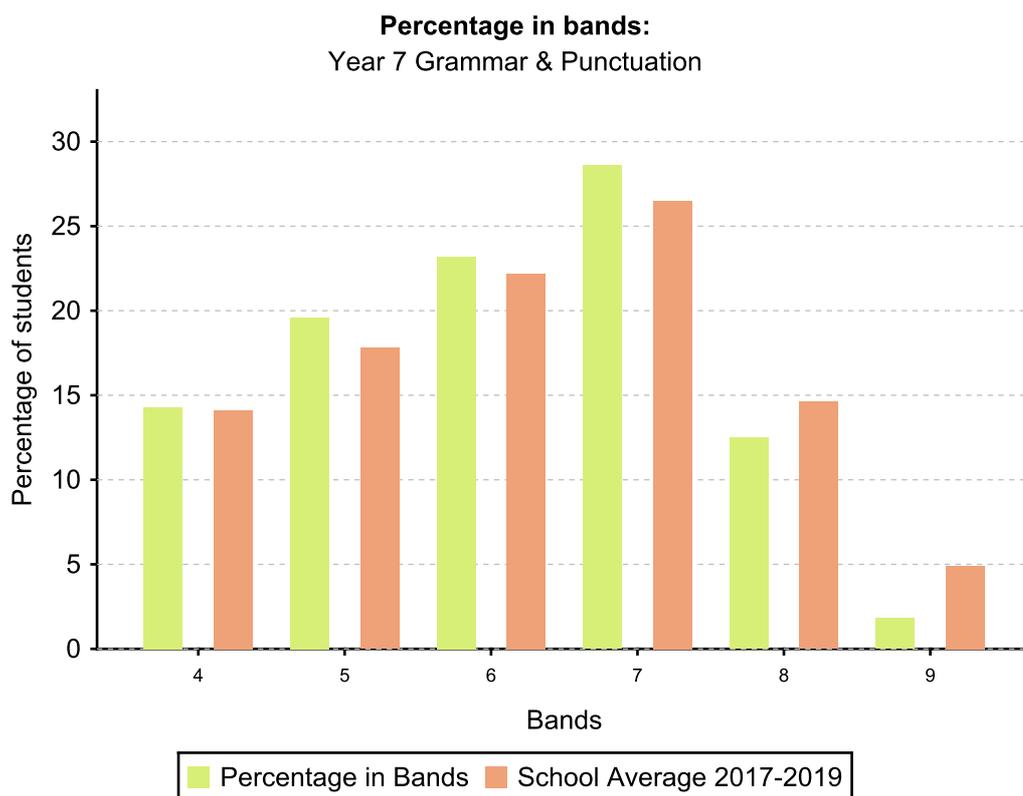


School performance - NAPLAN

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.

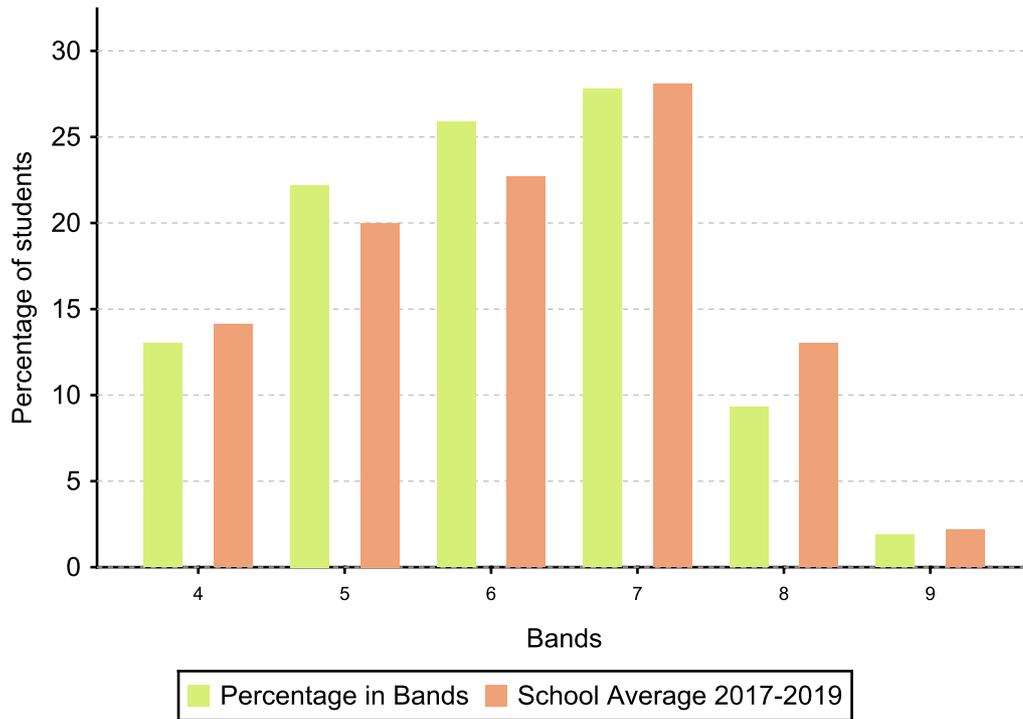
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



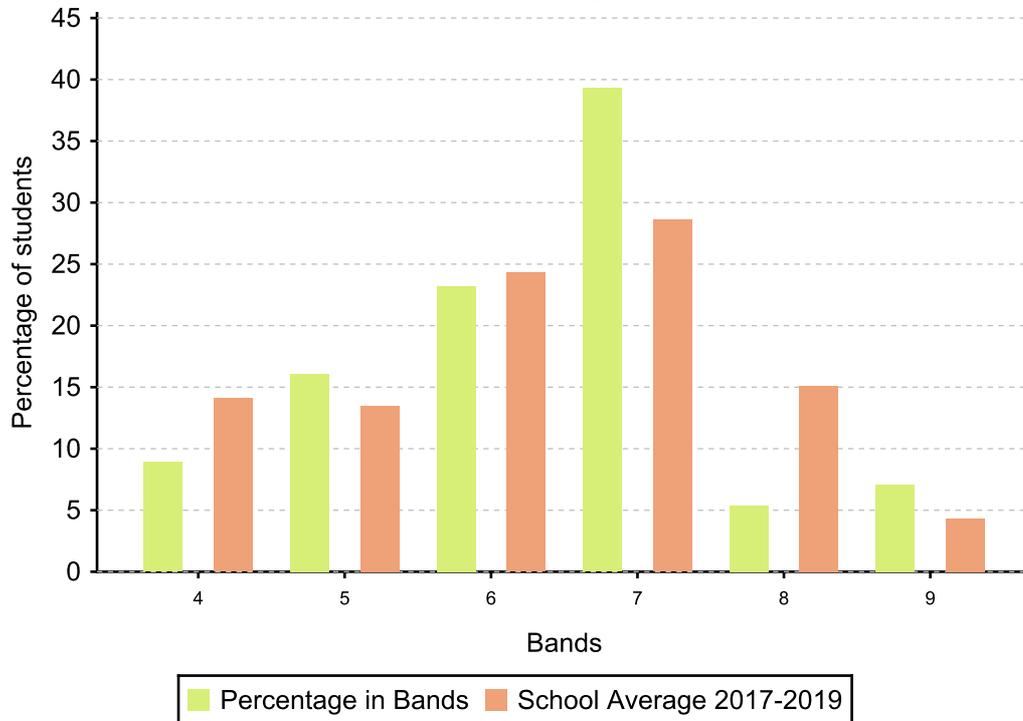
Band	4	5	6	7	8	9
Percentage of students	14.3	19.6	23.2	28.6	12.5	1.8
School avg 2017-2019	14.1	17.8	22.2	26.5	14.6	4.9

**Percentage in bands:
Year 7 Reading**



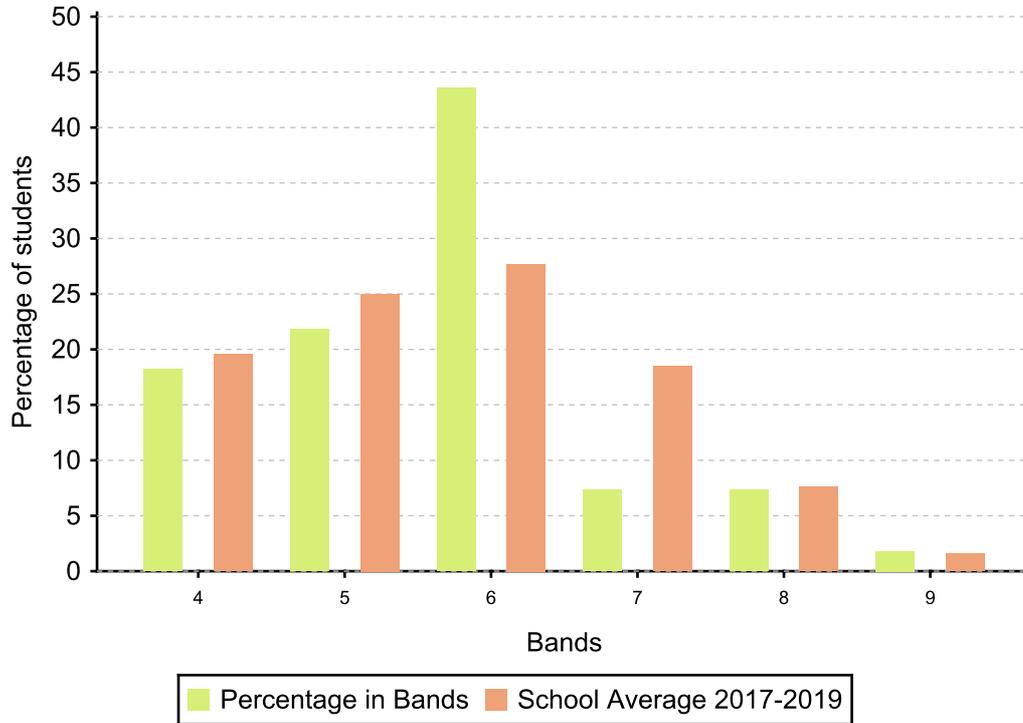
Band	4	5	6	7	8	9
Percentage of students	13.0	22.2	25.9	27.8	9.3	1.9
School avg 2017-2019	14.1	20	22.7	28.1	13	2.2

**Percentage in bands:
Year 7 Spelling**



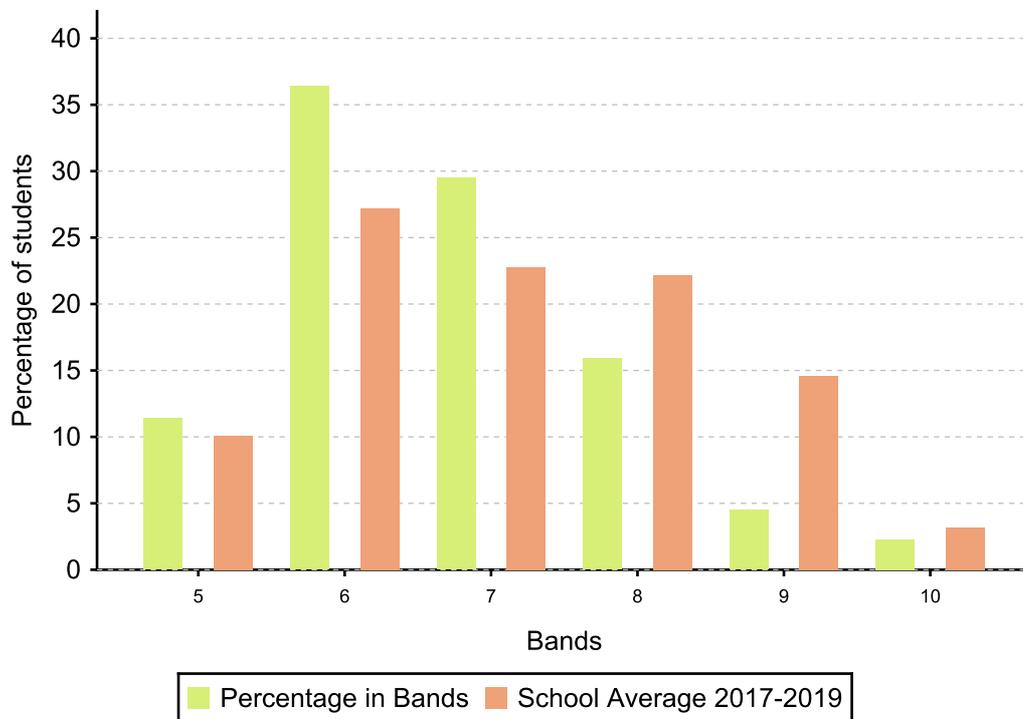
Band	4	5	6	7	8	9
Percentage of students	8.9	16.1	23.2	39.3	5.4	7.1
School avg 2017-2019	14.1	13.5	24.3	28.6	15.1	4.3

Percentage in bands:
Year 7 Writing



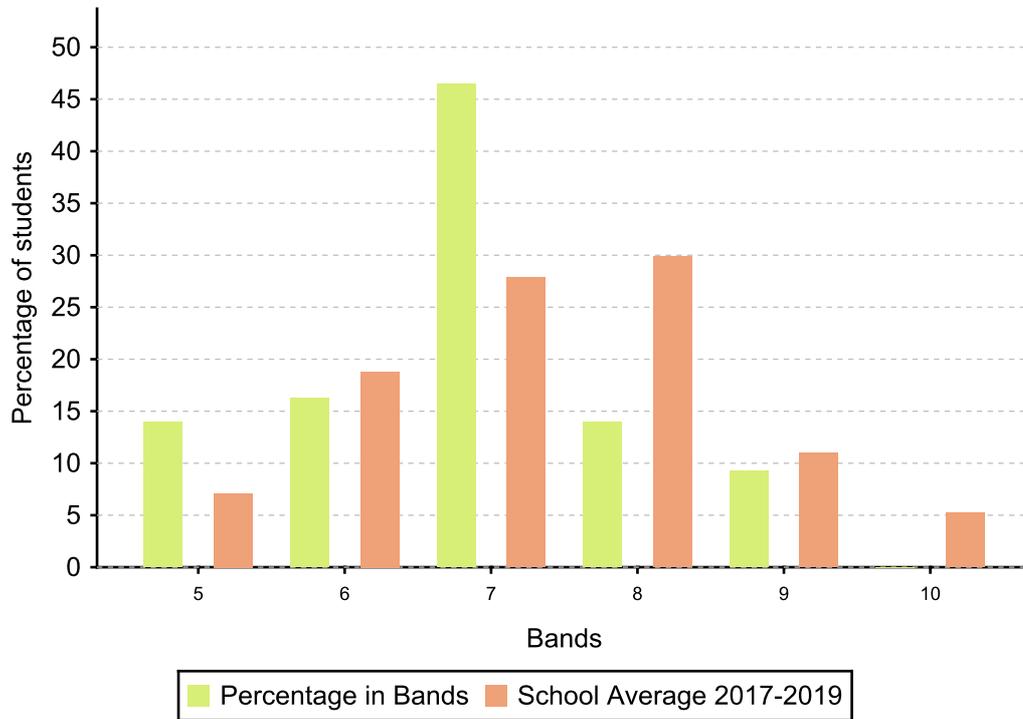
Band	4	5	6	7	8	9
Percentage of students	18.2	21.8	43.6	7.3	7.3	1.8
School avg 2017-2019	19.6	25	27.7	18.5	7.6	1.6

Percentage in bands:
Year 9 Grammar & Punctuation



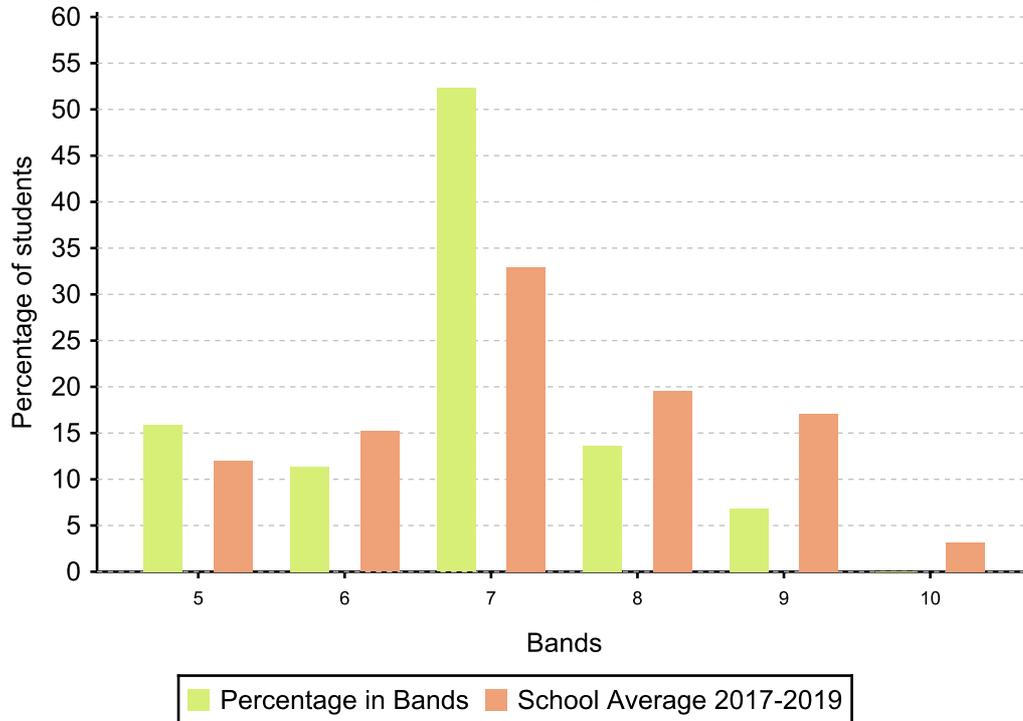
Band	5	6	7	8	9	10
Percentage of students	11.4	36.4	29.5	15.9	4.5	2.3
School avg 2017-2019	10.1	27.2	22.8	22.2	14.6	3.2

**Percentage in bands:
Year 9 Reading**



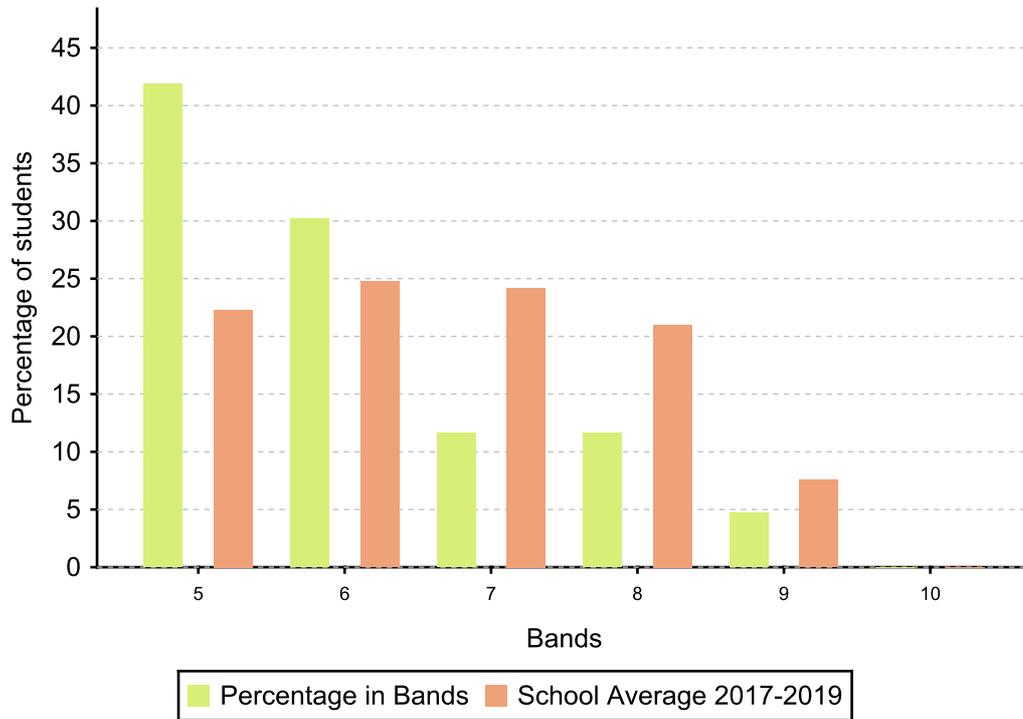
Band	5	6	7	8	9	10
Percentage of students	14.0	16.3	46.5	14.0	9.3	0.0
School avg 2017-2019	7.1	18.8	27.9	29.9	11	5.2

**Percentage in bands:
Year 9 Spelling**



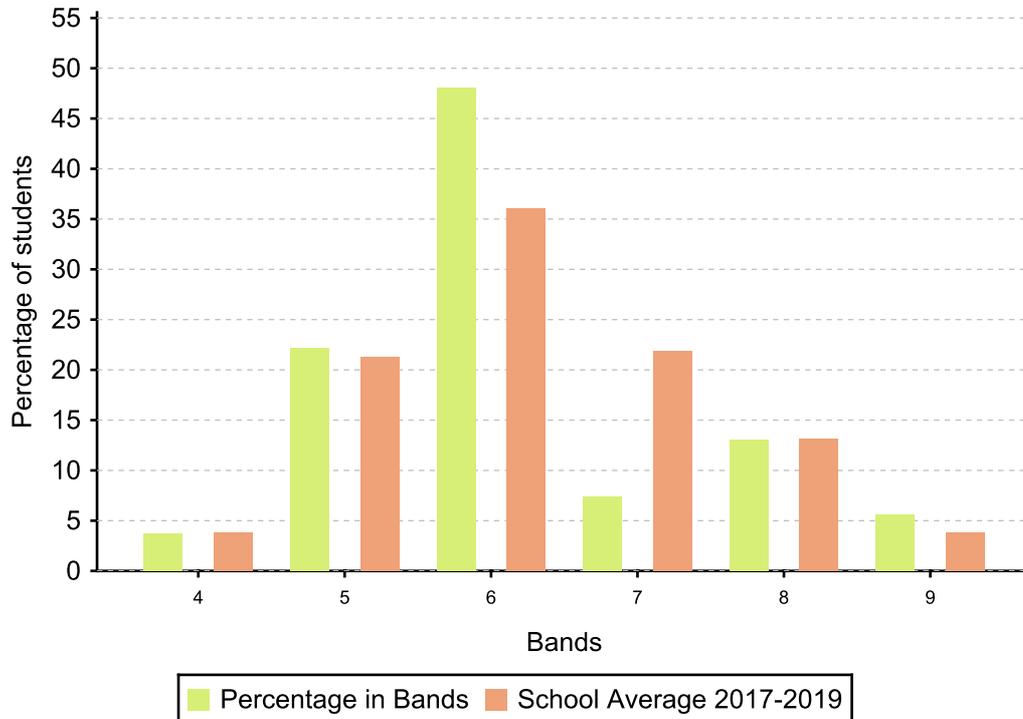
Band	5	6	7	8	9	10
Percentage of students	15.9	11.4	52.3	13.6	6.8	0.0
School avg 2017-2019	12	15.2	32.9	19.6	17.1	3.2

Percentage in bands:
Year 9 Writing



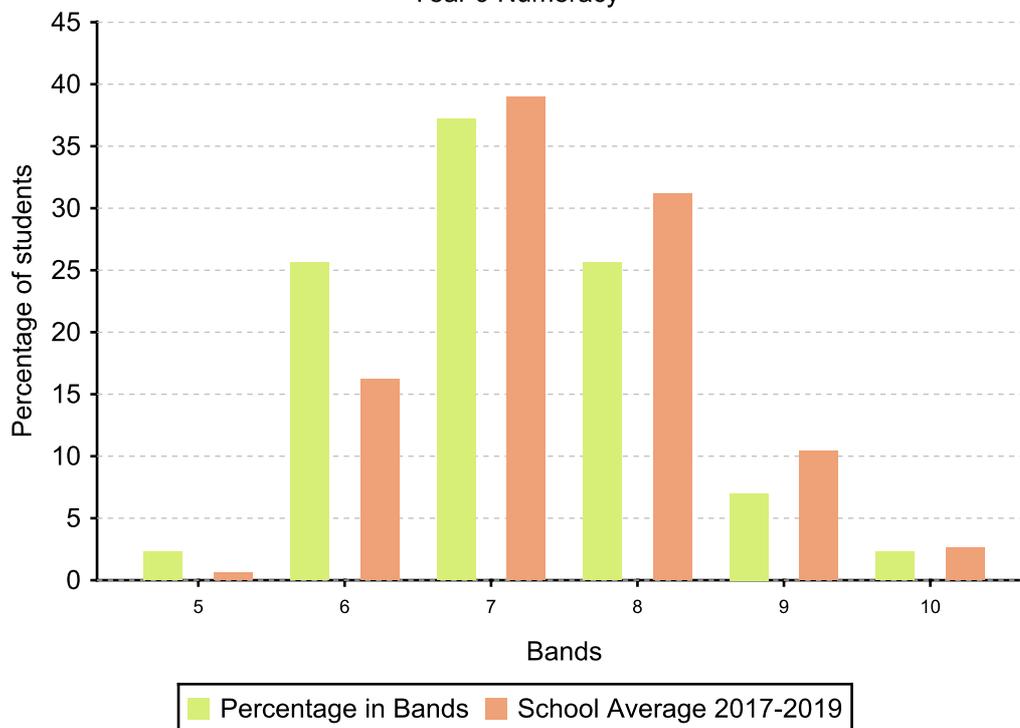
Band	5	6	7	8	9	10
Percentage of students	41.9	30.2	11.6	11.6	4.7	0.0
School avg 2017-2019	22.3	24.8	24.2	21	7.6	0

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	3.7	22.2	48.1	7.4	13.0	5.6
School avg 2017-2019	3.8	21.3	36.1	21.9	13.1	3.8

**Percentage in bands:
Year 9 Numeracy**



Band	5	6	7	8	9	10
Percentage of students	2.3	25.6	37.2	25.6	7.0	2.3
School avg 2017-2019	0.6	16.2	39	31.2	10.4	2.6

Year 7 Data

In Numeracy, 50% of our students were at or above expected growth, with only four students achieving negative growth. We are above the SSSG with our top performing students however, below state average in this area. In Writing, 60% of our students achieved positive growth. Students are achieving well in character and setting as well as paragraphing. In Reading, 25% of our students achieved average growth, which is well below SSSG and State average. We have decreased the number of students achieving in the bottom two bands. In Grammar and Punctuation, 63% of our students have achieved growth in this area, which is only slightly below state average. In Spelling, only seven students in the year achieved negative growth.

Year 9 Data

In Numeracy, our students are mostly achieving growth, with only 11% of students achieving negative growth. Our results are consistently above SSSG average, but below state. In Writing, 63% of our students achieved positive growth though we are still below average in the number of students achieving in the top 2 bands. In our Reading results it can be seen that 85% of our students have shown positive growth in 2019 and our percentage of students achieving the lowest bands has decreased. Our student improvement in this area is on par with the state average. In Grammar and Punctuation, we had no student achieve below a Band 6, which shows a solid improvement over the last two years. Spelling is an area to continue to work on as we had no student achieve in the top band.

Future Focus:

In all areas we should be ensuring that our top students keep achieving growth. We must ensure that they keep actively learning and growing in their understanding. In a couple of areas, in both Year 7 and Year 9, we had no student achieve in the top band. This demonstrates that we need to push our highest achieving students further. Our lowest achieving students are making little progress, so we need to focus on increasing their basic skills to ensure that they can achieve academic growth. Extending our students to achieve full or higher marks is also an area to look at.

In Writing, we need to focus on spelling, text structure and vocabulary in Year 7 and paragraphing in Year 9 and in Year 7 we need to continue to focus on reading and comprehension skills.

The Literacy Squadron has spent Term 1 providing staff with resources and knowledge in how to best teach vocabulary across all KLAs to improve in this area. Faculties spent time implementing these activities into their programs. We are

moving into paragraphing and sentence structure as a whole school writing focus, which should enable us to further improve. The first step is teaching staff how to teach paragraphing across all KLAs, which will occur Day 1 Term 2 2020. This will also improve our reading results, especially as we move into our whole school focus on sentence structure and joint constructions.

To further improve reading results, the English faculty has started a Wide Reading (RAW) Program where we help students improve their sustained reading capability and work on their comprehension skills. In English we also spend one lesson a fortnight focusing on literacy skills, utilising the program Word Flyers and other classroom activities.

Our Literacy teacher is continuing to run the Reading and Writing program for Year 8, focusing on comprehension strategies in small groups. She is also producing a booklet of writing strategies for teachers to use across all KLAs, to enable literacy and writing skills to improve in every classroom.

To improve Numeracy results, the Mathematics department has introduced Key Information Summary (KIS) books for Years 7–12. Students summarise each topic to understand, recall and revise the skills that they have learned in class.

Students have started using a Mathematics version of ALARM, called VISA. The method starts by looking for the "verb" to understand what the question is asking, obtaining the relevant "information", "showing" the necessary working and asking if the "answer" makes sense.

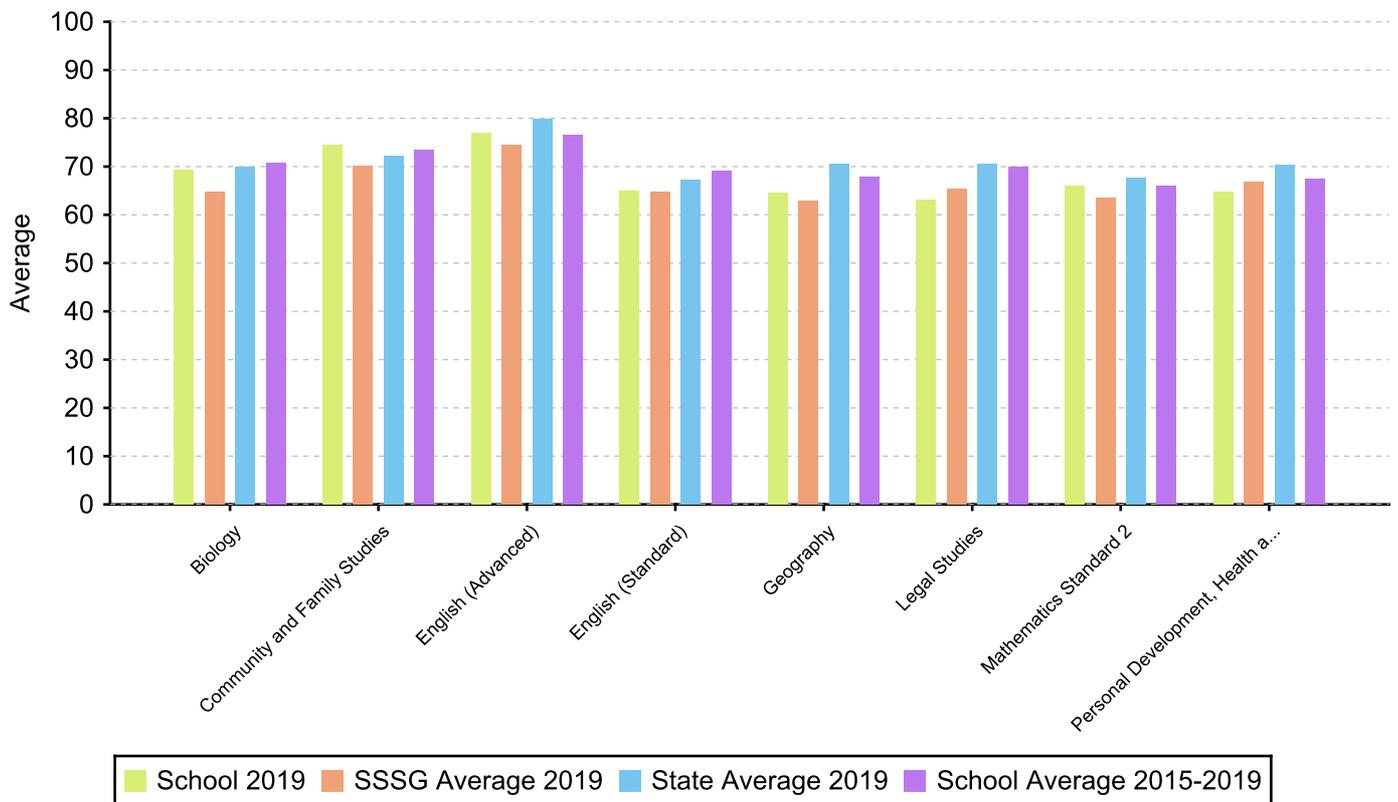
Students have been starting to use concrete materials to help learn new concepts and to revise older work. Active learning has been encouraged and students have been encouraged to discuss and share their ideas with their peers.



School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	69.4	64.9	69.9	70.7
Community and Family Studies	74.4	70.2	72.2	73.4
English (Advanced)	76.9	74.6	80.0	76.7
English (Standard)	65.0	64.7	67.3	69.2
Geography	64.6	62.9	70.6	68.0
Legal Studies	63.1	65.4	70.6	69.9
Mathematics Standard 2	66.1	63.6	67.7	66.1
Personal Development, Health and Physical Education	64.7	66.8	70.5	67.6

Agriculture

Both Section 1 and 2 of the Agriculture paper were above state mean, multiple choice was 10.55% and Part 1 was 9.35%. Section 3 was -17.55% below state average. 100% of students gained a Band 4 which on average is higher than previous years. The 2019 Z score of 0.8 indicates a positive trend in results from 2017 and 2018.

Ancient History

Overall our Ancient History results were lower than expected. A positive note is that we received no Band 1s or 2s.

Whilst in some sections we achieved results on or above state average overall, we achieved below state average and received results in Bands 3 and 4. The main area of concern was students leaving the examination early, so we have updated our assessment task types and class work to get students more committed to writing as much as possible for all sections.

Biology

The HSC results for Biology in 2019 saw an above state average score of 2.85 for the multiple choice and a -4.14 for Section 2 (extended response). Students performed strongly in Band 3 and 4 with two Band 5s and one Band 6. A Z score of -0.22 indicates a small overall positive trend in results from the 2018 score of -0.58, the aim for the coming years is to return Biology's Z scores to a positive trend by focusing on student writing and developing skills in information and data analysis.

Business Studies

In 2019 eight students completed the HSC Business Studies course. All four sections of the paper performed below the state average. Students achieved scores ranging from Bands 2 – 4, two students (25%) received a Band 2, 3 students (37.5%) a Band 3 and 3 students (37.5%) a Band 4.

Chemistry

In 2019 six students sat the HSC Chemistry exam. Both Sections 1 and 2 of the paper produced results of below state average, indicating that there is a need to examine more closely the specific areas that students need more attention and identifying focus areas of improvement for the future. 40% of students received Band 4 and 60% a Band 3, No Band 1s or 2s.

Community and Family Studies

The Community and Family Studies class consisted of 14 students. Band 5 results were achieved by six students representing 42% of the group. Band 3 and 4 scores were achieved by 50 % or seven of the students. The Band 5 scores demonstrate an improvement on the previous year with some individual scores in the mid 80's. The cohort performed above the state average. Band 5 students improved their results leading into the HSC. A very positive year for this subject.

Dance

Dance achieved similar results in the assessment and exam marks. There were no Band 6 students in the past 2 cohorts, but a big increase in Band 3 students. Both the Composition Area and Major Studies did not score well. In the future, tutors need to be invited to our school or students need to travel as a way to extend composition. Students also need to expand their movement vocabulary. A challenge approach is recommended to composition work in Stage 5 and Preliminary courses.

One student was accelerated and completed the HSC requirements for Dance. It is anticipated the accelerated student will complete the remainder of her subjects and attain her HSC in 2020.

Advanced English

Our cohort for Advanced English was 18 students. Overall our results were strong, with everyone achieving either a Band 5 or 4. These results were in-line with teacher expectations. Our results were also above the SSSG average. Positive areas include the first paper, where we achieved results equal to the state average of 14.5. We also achieved close to the state average for Paper 2, Module C. An area to improve on is our Module B results, where we achieved at a C grade, on average, compared to the state average which was a B. To improve in this area we will be looking at a greater scope of practice questions. To improve student growth in 2020 we will be focusing on ranks and students achieving C Grade. This seemed to be the most discrepant area in our RAP analysis of student achievement in HSC compared to school achievement.

Standard English

Overall our Standard English students achieved higher results than expected. We received nothing below a Band 3 and on average our results were slightly higher than the SSSG and only slightly lower than the state average. When examining each section of the exam, our results were mostly lower than state average, but still in the same band, highlighting that we are achieving close to state average in all areas. The main area of improvement is helping students to write more under timed conditions. To improve student growth in 2020 we are focusing on more opportunities for in-class work on timed essay responses. We brought in a longer Year 11 yearly exam to prepare students for the Trial and HSC environments.

Geography

In 2019, 11 students completed the HSC Geography course. Three sections of the paper performed below the state average. Students achieved scores ranging from Bands 1 – 6, two students received a Band 1 (18.18%), two students (18.18%) received a Band 2, two students (18.18%) received a Band 3, four students (36.36%) a Band 4. No students received a Band 5 and one student (9.09%) received a Band 6.

Industrial Technology (Timber)

Overall our Industrial Technology students achieved results that were expected. We received nothing below a Band 2 and on average our results were only slightly lower than the state average. Four of the nine students had the IT Timber subject as their best result. On average the students were over 8% higher in the IT exam than the rest of their subjects combined. This would suggest that they are achieving well for their level in this subject and particularly this KLA. When examining each section of the exam, our results were mostly lower than state average, but still in the same band, highlighting that we are achieving close to state average in all areas. The main area of improvement is helping students to understand and define the technical language of the subject. To improve student growth in 2020 we are focusing on more technical language and folio management.

Legal Studies

In 2019, 11 students completed the HSC Legal Studies course. Three sections of the paper performed below the state average. Students achieved scores ranging from Bands 1 – 5, one student (9.09%) received a Band 1, two students (18.18%) received a Band 2, the highest performing band was Band 3 with six students (54.54%), No Band 4s and 2 students received a Band 5 (18.18%).

Mathematics Standard 2

24 students sat the Mathematics Standard 2 course with three students achieving a Band 5 and over 52% of the students achieving a Band 4 or above. The students performed well in the areas of Finance and Measurement, with the most improvement needed in Algebra and Statistics. In 2020, students will be continuing to write in their Key Information Summary (KIS) booklets and more concentration on VISA (similar to ALARM in English) to help with the understanding when reading questions.

Mathematics

Four students sat the Mathematics course with the two highest students achieving a Band 4. Overall, this represented an improvement on the previous year's Z score. The areas of improvement needed are Trigonometric Functions and Graphs. There is a new course commencing in 2020, with more concentration on KIS booklets and VISA.

Mathematics Extension 1

Four students sat the Mathematics Extension 1 course, with two students achieving a Grade of E2. The areas of improvement needed are Trigonometric Functions and Probability. There is a new course commencing in 2020, with more concentration on KIS booklets and VISA.

PD/Health/PE

Results for PD/H/PE were mixed with two students receiving high Band 5s. These students were rewarded with continued application over the Year 12 period. 68% of students received Band 3 and Band 4 results. An identified area of improvement is in the extended responses in two of the core subject areas. The data had an outlier in a Band 1 result which has affected state average comparison. Results that students achieved in the HSC were in line with the assessment results achieved throughout the school year.

Physics

Five students completed HSC Physics in 2019. Both sections of the paper were below state average. One student (20%) achieved a Band 4, two students (40%) a Band 3 and two students (40%) a Band 2. The Z score indicates a small improvement in results from 2018 of -0.57 up from -0.86 .

VET Construction

Students performed above state average $73.8 (+0.65)$ and almost all students in the group found this subject to be their best result. Only one student performed significantly better outside this faculty area. The group performed well in the exam particularly in the multiple-choice section. Areas for improvement will be the long answer section where historically students in this subject struggle to produce quality essay length responses.

VET Hospitality

The VET Hospitality cohort of 2019 consisted of 10 students. Overall, student results exceeded teacher expectations. Exam marks ranged from 62–85. Two students received Band 5s, five students received Band 4s and two students received a Band 3 in the subject. Examination results were above state average by 0.28% and when compared to statistically similar school groups, they were above by five marks. Students performed strongly in the multiple-choice section of the paper, however, there is room for improvement in the extended response questions. To improve student growth in future cohorts, focus will be placed on structuring student responses for extended response answers and improving subject specific metalanguage required to construct these responses.

VET Metals and Engineering

Overall our VET (Certificate I – Metals and Engineering) students achieved results that were expected. We received nothing below a Band 2 and on average our results were slightly above the state average. When examining each section of the exam, our results were mostly lower than state average, but still in the same band, highlighting that we are achieving close to state average in all areas. The main area of improvement is helping students to understand and define the technical language of the subject.

Visual Arts

The 2019 HSC results were once again pleasing. 100% of THS candidates in Visual Arts achieved results at Band 4 or above, as they did in 2018 and 2017. There were six students in the course and Band 5 results were achieved by 50% of the Visual Arts candidates and 50% achieved Band 4. The lowest mark from the cohort was 74 and the highest was 86. Our mean mark was 79.07. The overall score placed the class at 0.19% under the state average. Students achieved higher in their practical Body of Work assessment, than they did in the written exam which had a mean of 39.9/50. In the written exam students performed better in Section 2 which was the extended essay response. 2020 will see more focus given to Section 1 of the exam which is based on interpretation of unseen images.

Work Studies

We had two students start the course with one completing the course. Both students have successfully gained employment when leaving school. One through school support and the other independently with skills learnt in this course. To improve this course a new scope and sequence was developed with more opportunity in Work Experience.

Temora High School value adding from Years 9 to Year 12 is above stage average, school average is 26.75 compared to state average of 25. Value adding has improved for four consecutive years. Year 9 data is based on NAPLAN and Year 12 data is based on HSC scores. Value adding is highest, above state average in the low and medium achievers bands based on NAPLAN Year 9. From SCOUT, six HSC courses achieved above state average results and 15 courses achieved below state average results.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Parents were asked to take part in the Tell Them From Me parent survey. The survey includes seven separate measures, which were scored on a ten–point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

CESE results are an average result for all schools that participated in the survey. Results for Temora High School (THS) parent responses are as follows:

1. THS parents feel welcome – THS score was 7.5. CESE Years 7–12 average of 7.0.
2. THS parents are informed – THS score was 6.9. CESE Years 7–12 average 6.3.
3. THS parents support learning at home – THS score was 5.9. CESE Years 7–12 average 6.1.
4. THS supports learning – THS score was 6.9. CESE Years 7–12 average 7.0.
5. THS supports positive behavior – THS score was 7.0. CESE Years 7–12 average 7.0.
6. THS creates a safe school environment –THS score was 7.2. CESE Years 7–12 average 7.0.
7. THS is an inclusive school environment –THS score was 6.7. CESE Years 7–12 average 6.2.

Overall the school was above the CESE parent average in most measures. The school will continue to further analyse the survey results in the areas of supports learning and supporting learning at home in order to work towards improving student learning and wellbeing.

A parent survey was conducted as part of parent teacher meetings. The outcomes of the survey were:

- 79% of parents thought the format of parent teacher night was effective.
- 76% of parents rated access to teachers as the aspect that worked well.
- 38% of parents felt that communication before the night needed improving. Suggestions included teacher names on desks, report to be given out earlier to allow time to discuss and longer time after work for parents to attend.







Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

THS supports Aboriginal education and promotes a culture of inclusiveness through Aboriginal perspectives across all KLA's. THS embeds Aboriginal education into all programs and units of work. All students are subject to specific cultural information and opportunities.

Aboriginal student leaders give the Acknowledgement of Country, an important part of our assemblies and this serves to further promote the recognition of Aboriginal cultures and custodianship of country. In 2019 new flag poles were placed at the front of the school. The Aboriginal flag is now flown next to the Australian flag.

As part of the Aboriginal education program at THS we conduct individual interviews with each Indigenous student and their parents/carers. The aim of the interview is to develop a Personalised Learning Pathway for each student. The interview is conducted with at least two members of the school Aboriginal Education Team. The teachers involved in the interviews are: Deputy Principal, STLA and a classroom teacher. These meetings are essential for improving the quality of teaching and learning for Aboriginal students and improving the quality of leadership.

During the interviews the topics covered include: educational and career goals, personal and academic strengths, areas for improvement and assistance required, role models, NAPLAN results, co-curricular activities, hobbies, interests, responsibilities and cultural understanding and development. As a result of these interviews we develop a greater understanding of each child's strengths and identify ways to assist them to attain the best possible educational outcome.

Students and parents discuss student goals and areas of development with individual teachers at parent teacher meetings. THS supports Aboriginal students at key transition points including for students' readiness for transition from Year 6 to 7 (transition and sampling program), Year 10 to 11 (transition program, post school connections) and Year 11 and 12 (school to work or further study). Years 11 and 12 all participate in a program where students, their parents and careers adviser meet at the beginning of the year to identify goals, career options and pathways to work which continues to be successful. Decisions regarding subject choice, requirements of work and opportunities available to ATSI students are made and reviewed throughout the year to ensure success.

Tutoring and mentoring to help support all students in the school is available to improve the outcomes of our students.

THS entered an Aboriginal art work painted by students for the Local Land Services competition as part of the reconciliation action plan and received a highly commended and a prize of a didgeridoo.

In 2019 THS undertook the strengthening of partnerships and promoted genuine collaboration between schools, Aboriginal families and Aboriginal community organisations. In 2020, the school plans to employ an Aboriginal Education Officer, create an Aboriginal Education Team, plans for a yarning circle are underway and staff are working closely with local Aboriginal elder, Mark Saddler to develop the cultural knowledge of all students.

Ellie Cooper (Year 11) was successful in gaining an Aboriginal engineering grant to assist with her studies.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

The school's Anti-Racism Contact Officer (ARCO) works with students and staff to build multicultural awareness and

learning programs to strengthen student knowledge and understanding. The ARCO supports students who are experiencing cultural issues and works with school executive to help address the needs of the diverse range of students within the school.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

At THS we value the diverse multicultural nature of Australian society with a particular focus on the nationalities represented at our school. Multicultural education is covered in every Key Learning Area through the cross curricular content component of the syllabi but also through co-curricular activities which promote and celebrate diversity. Some of our recent activities include:

- Harmony Day. An SRC fundraising day which promoted the wellbeing of all. In collaboration with hospitality students, the SRC provided students with taster plates from a range of cultures and the chance to celebrate harmony through art.
- Video Conferencing with schools in Korea creates opportunities for Year 7 Korean classes to interact with students from the other side of the world and explore their cultural similarities and differences.
- A series of archaeological digs providing students with the opportunity to take a look at cultural history from around the world through primary sources.
- Cultural Diversity in food technology and hospitality classes. Students gain insight into the origins of particular dishes from a wide range of cultures and have the opportunity to participate in practical lessons to create multicultural cuisine.
- In-depth studies into Australian immigration and the changing rights and freedoms of indigenous cultures in Stage 5 History.
- The chance to explore racial issues and multiculturalism from a variety of composers through film, literature, multimedia, drama, music, art across CAPA and English faculties.
- Participation in the Golden Plains Dramatic Minds Festival raising student awareness around issues of wellbeing, understanding and tolerance of others.
- Development of a Korean garden to enjoy the aesthetics of Korean culture.
- University of Wollongong senior trip and our collaboration with Canberra University provides students with the chance to meet students from city-based schools that have a more diverse student population, and allows them a glimpse at potential university life.
- Initiatives to enhance communication with parents and community members from culturally and linguistically diverse backgrounds.
- Dance Mob performances where students are able to experience musical, verbal and non-verbal aspects of different cultures and communication.

Other School Programs (optional)

Some of the many activities and achievements by THS in 2019

CAPA

- Students participated in the Riverina Dance Camp at Wagga Wagga High School for three days.
- Year 10 Dance and the ensemble entered the Riverina Dance Festival.
- HSC dancers had a chance to see some fantastic routines when they visited Sydney to watch the HSC Callback performances.
- Michael Dominic Laxina represented THS in the 2019 In Concert performances at the Sydney Town Hall.
- Temora's Got Talent. Performances by local students from Temora PS, Temora West PS and Temora HS for education week.
- CAPA combined performance evening.
- Year 8 Drama and Support Unit excursion to Civic Theatre, Wagga Wagga.
- Year 10 Dance was awarded a highly commended at the Wagga Eisteddfod.
- Dance trip to Canberra to see the performance of 'Filling The Space' followed by workshops by Quantum Leaps Youth Dance Company teacher Olivia Fyfe.
- Ellie Cooper was successful in gaining selection to attend the National Art School Intensive Studio Practice Course.
- Year 10 Drama students visited Stockinbingal Public School and assisted with their annual pirate day.

- Year 8 Drama visited Temora Preschool. They presented a puppet show performance of 'The Hungry Caterpillar' by Eric Carle.

Experiences

- THS students access Aurora College School – High potential and gifted education program.
- Year 7 Laurel Hill excursion.
- Year 8 excursion to Sydney.
- Year 9 Canberra excursion.
- Year 10 Surf Trip.
- History competition.
- SRC student leadership team.
- Year 11 students attended the Rotary Youth Driver Awareness (RYDA) program in Wagga.
- Start Smart. The Commonwealth Bank visited our Years 9–11 students engaging all in interactive learning to equip them with knowledge about money management.
- Rotary Club of Temora helped our Year 10 students with mock interviews.
- Making Money – Caitlin Wood from the Australian National University Canberra visited THS to take our business studies and commerce students through some activities to better understand marketing, labour cost, rent, revenue and materials.
- Year 11 ancient history undertook an archaeological dig that Mrs Willoughby set up on school grounds.
- Year 11 senior geography field study excursion.
- Taleah Wiencke and Ben Rayner represented THS in the Plain Speak Competition.
- Maths scavenger hunt for Year 7 to apply maths to practical problems.
- Years 11 and 12 VET construction students attended the HIA Trades Career Event in Wagga.
- HSC Legal Studies Day.
- Wagga Careers Day.
- Work placement.
- Year 10 commerce to Wagga Police Station.
- PASS snow trip.
- Year 11 business studies excursion.
- Year 9 visit to Goldenfields Water.
- Young Rotary Driver Seminar for Year 10.
- Year 9 visit to Hutcheon and Pearce.
- Senior Sneak to Kangaroo Valley.
- Darwin Safari. 33 students and seven teachers set off on an adventure of a lifetime for two weeks up to Darwin and through Central Australia.
- Legacy Public Speaking competition Wagga Wagga.
- Book Week celebrations in the Library. "Reading is my Secret Power". Students had a great time with a Hogwarts invisibility cloak.
- Community Connect with our Awesome Unit students and buddies.
- Awesome Unit attended Circus Quirkus.
- Legal studies trip to Temora court house.
- Andrea Groth received a Victor Chang Award for excellence in science.
- Colour Run.

Community

- ANZAC Day
- Harmony Day was a great day with many students dressing in orange or white clothing.
- Temora and District Sports Council Awards. Damian Wells won the Brian Walker Memorial Award, Luke Tudulu was Intermediate Sportsperson of the year, Sophie Bowley was presented the Michael McCormack All-Rounder Award and Ruby Watterson the Rick Firman Scholarship.
- Students were assisted by Neil Martin from Temora Family History on their research project on Gallipoli.
- SRC represented the school at a local round table discussion with state member Steph Cooke and Mayor Rick Firman.
- Meals on Wheels participation by the Awesome Unit.
- Community Connect students.
- Temora High School and Beyond 2019 – Our students engaged in talks provided by Katie Keith, James Firman, Cindy Cassidy, Jono Goode and Dr Angela Lehmann.
- SRC Trivia Night.

Sport

- Damian Wells and Sophie Bowley competed in Australian Athletics Championship. Damian was 3rd in hammer–

throw and 5th in discus. Sophie was selected for the NSW Target Talent program after running under the qualifying time.

- Halle Philip and the 13 Years relay team (Halle, Emily Amey, Makaela Carless, and Jade Smith) have made it to the State CHS Swimming Carnival at Homebush.
- Keisha McLean and Ruby Watterson made the Riverina open girls basketball side and Shelby Worland was selected as a backup player.
- Sophie Bowley, Ruby Watterson and Bella Sinclair represented Riverina at CHS U15s Touch. Carnival.
- Zone Cross Country. Temora placed first overall on the day and Jacob Tinnock (18 years boys) and Ethan Goesch (13 years boys) were age champions.
- Three students; Jacob, Ethan and Darcie Manning participated in the State Cross Country Championships.
- Boys and Girls Tennis. Boys team came third in Riverina.
- 20 plus student attended the Riverina Athletics Carnival.
- Luke Tudulu was awarded the Riverina Medal for Players Player at the Under 19 CHS State Rugby Union carnival. Waisea Tudulu, Bernie Ricketts and Bronson Avery represented in the same side.
- Year 10 Challenge Cup Rugby league match with St Anne's.
- Other sports in 2019 include: bowls, league tag, cricket, boys rugby league 9's, chess, netball cup, debating, squash, touch football and AFL.

Social

- Our Years 7 and 8 students met with Joe Stimson from the NRL. Joe talked about Cyber Safety and the important issues and considerations for students including being safe and responsible online.
- Peer Tutoring program for Years 7 and 10 students.
- Easter Egg Hunt.
- Police liaison visited all our Years 7–10 students to talk about online safety.
- Five students attended the Riverina Youth Mental Health Forum.
- RUOK? Day was a great activity conducted by our SRC.
- Brett Murray from Make Bullying History visited and spoke with Years 7 and 8.
- Lads and Ladies Program. The program is designed to improve self–esteem, improve collaborative skills and build self–belief.
- Year 11 Life Ready excursion.
- SRC members participated in REROC Take Charge Riverina Leadership Forum.
- Safe on Social presentation to all years and the Temora community.
- Student wellbeing days.

