Tempe High School

2019 Annual Report

8506

Introduction

The Annual Report for 2019 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.

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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

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 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.

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

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.

Improvement Measures

An increase in student engagement and satisfaction indicated in surveys.

An increase in the number of staff and students accessing and implementing study skills strategies.

An increase in the number of student achievement(s) and a decrease in the number of wellbeing issues logged on SENTRAL.

An increase in student engagement and academic achievement through implementation of BYOD.

Progress towards achieving improvement measures

Process 1:   BOYD Project:

Develop and publish the THS BYOD policy.

Develop and implement a whole school approach to the integration of technology into the classroom.

Evaluation	Funds Expended (Resources)
Years 9 and 11 incorporated BYOD into their education. Over half of the students surveyed were using their devices daily or often, while over 67% of students surveyed agreed that BYOD had improved the way they access their educational needs. Staff training around BYOD happened during staff meetings. The Deputy Principal, Communication and Technology Coordinator and Technology infrastructure support person met on a weekly basis to coordinate technology across the school and disseminate information and provided a platform for staff to bring up technology issues. Minutes placed on Sentral to streamline and communicate processes.	

Process 2:   Study Skills:

Develop a whole school approach to study skills.

Evaluation	Funds Expended (Resources)
Staff accessed study skills activities through the website and used them in classes. Students from year 7 to 12 were taught study skills. In addition, year 12 students were given time management training. The importance of study skills as a means of the successful completion of the school year was emphasized throughout 2019.	The cost of the workshop and access to the Elevate website was $5,440

Process 3:   Wellbeing Project:

Develop a whole school approach to student academic and social success.

Implement a whole school integrated approach to student and teacher wellbeing in which students connect, succeed and thrive at each stage of their learning.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
A comprehensive Wellbeing policy and streamlined procedures resulted in improved student wellbeing. Tempe High School acknowledged student achievement through a Silver, Gold and Platinum award system. In 2019, 100 students gained Silver Award status. Of these, 44 students progressed to the Gold level. Six Gold award recipients went on to receive a Platinum award. Wellbeing issue data revealed an increase in long and short suspensions from the preceding year; being 35 in 2018 to 77 in 2019. This resulted in the School initiating an external assessment of School Wellbeing and Discipline procedures as a situational analysis to be carried out term 1, 2 and 3 2020. Embedding a culture staff wellbeing across the school was further enhanced by the delivery of the ' NESLI Staff Wellbeing Toolkit'. Participant survey results indicate that all staff identified their wellbeing as 'High' or 'Average', and no staff member identified their wellbeing 'At Risk' in this measure.	$6,451.50

Next Steps

BYOD is to be implemented across the school. This will include an evaluation and consolidation of our processes, further professional development for teachers and workshops for students to manage their online world. The Communication and Technology Coordinator will continue to support teachers in refining teaching practice so that technology is successfully implemented into teaching and learning programs. A new Use of Digital Devices and Online Services Policy has been released by the Department of Education. Tempe High School procedures will be updated to ensure our procedures are aligned with Department of Education policies..

Tempe High School will continue to work with Elevate in order to improve study skills across the school.

The situational analysis of School Wellbeing and Discipline processes and procedures will be finalised and analysis and possible implementation of recommendations will be planned. This will inform us of our further refinement of THS Wellbeing procedures and aligning our processes and procedures with the school vision and direction as well as ensuring Tempe High School is aligned with Department of Education policies.

Final report of situational Analysis of Discipline and Wellbeing procedures. Report to be analysed by executive and staff.

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.

Improvement Measures

Increased number of students showing greater than expected growth in Yr 9 NAPLAN Literacy and Numeracy.

Increase in the proportion of selective students achieving ATAR bands above 4 in the HSC and a decrease in the proportion of selective students achieving ATAR bands below 3.

Increasing trend in school average Value Added data over time.

Increased staff confidence in mentoring, collaborating and sharing with colleagues.

Increased proportion of students in the top two bands of NAPLAN Literacy and Numeracy.

Overall summary of progress

The delivery of the Mini CoGE Certificate course was a key turning point in addressing differentiation of teaching practice and resources. Faculty programs have been revised to include appropriate resources and strategies to meet the diverse learning needs of students. In this case, Gifted and Talented strategies were addressed across Stage 4 teaching programs. Progress to date indicates a decrease in selective stream students achieving ATAR bands below 3. Likewise, the compulsory registration process for SCOUT data enabled the majority of staff to access and use school data to inform teaching practice. Progress to date indicates an increasing trend in school average Value Added data. The current feedback in relation to the Mentoring Project highlights a genuine desire of staff to be actively involved in the development of protocols, as well as be participants in the mentoring process. Evidence to date indicates increased number of staff sharing their expertise by presenting professional learning opportunities across the school.

Progress towards achieving improvement measures

Process 1:   Gifted & Talented Project:

Provide research–based, staff training opportunities to enable the implementation of best practice for teaching Gifted and Talented students.

Evaluation	Funds Expended (Resources)
The successful delivery and completion of the Mini–Certificate of Gifted Education (Mini–CoGE) Certificate delivered by University of New South Wales (NSW) Gifted Education Research, Resource and Information Centre (GERRIC) enabled further development of staff capacity to develop and implement Gifted and Talented strategies in programs and classrooms. Professional Learning afternoons during the year were dedicated to developing Professional Learning Communities with a focus on embedding Gifted and Talented strategies in programs and effectively implementing these into practice.	$3,900.00

Process 2:   Data Project:

Provide staff training on the use of the Departmental data analysis package (SCOUT).

Evaluation	Funds Expended (Resources)
Professional Learning opportunities and Staff Development Day sessions were dedicated to training staff on using SCOUT data to inform teaching	$1,500.00

Progress towards achieving improvement measures	
practice. All staff were required to complete the required registration process to access the data platform and participate in the learning opportunity. School data shows evidence that most staff have completed the compulsory SCOUT data registration and have subsequently accessed the SCOUT data platform.	

Process 3:   Coaching & Mentoring Project:

Develop protocols and systems to enable the development of mentoring & coaching processes for staff.

Evaluation	Funds Expended (Resources)
Initial stages of developing a teacher mentoring culture across the school began with a pilot group of two faculties who will develop and trial protocols relating to lesson observations and mentoring practices. Investigation of Quality Teaching Rounds and the Quality Teaching Framework provided the necessary structure required to build a mentoring culture across the school. Development of this project will continue in 2020 with expansion of the pilot group and the development of daft protocols.	$2000.00

Next Steps

Future direction will focus on the implementation of the new High Potential and Gifted Education Policy, finalising protocols for lesson observations, and embedding the regular use of SCOUT data to inform practice.

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.

Improvement Measures

Staff surveys indicate increased confidence in school leadership and understanding of school policies and procedures.

Increased number of parents engaging with school programs

Parent surveys indicate increased satisfaction with the school.

Progress towards achieving improvement measures

Process 1:   Administration & Financial Systems Project:

Engage in professional learning and draw on best practice to develop whole school financial and management systems.

Evaluation	Funds Expended (Resources)
Role statements for all positions complete. Draft handbook complete, Head Teachers able to use SAP to access and interpret accurate budgeting data, increased use of P–Cards by executive	**Funding Sources:** • Strategic directions funding ($1000.00)

Process 2:   Parent Engagement:

Draw on best practice to implement a whole school integrated approach to increase parent engagement with student learning.

Evaluation	Funds Expended (Resources)
Sentral parent and student portal launched. Attendance, Communication, timetable and Academic reports now delivered via the portal.	Sentral administrative system had been pre purchased and annual subscription maintained. Communications and Technology position maintained to assist with both Bring Your Own Device program and parent engagement. This was funded through general staffing allowance.

Next Steps

Publishing staff handbook and Role descriptions on Sentral Documents with Hyperlinked Indexes. Completion of final staff and parent surveys to indicate success of measures implemented. 360 Administration survey to be complete and recommendations implemented.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($18 000.00) • Socio–economic background ($15 000.00)	Ngurra room refurnished, tutoring and educational resources provided for Aboriginal students. Excursions, uniform and fee relief provided. Attendance remains a concern as does under–performance in NAPLAN.
English language proficiency	**Funding Sources:** • English language proficiency ($47 588.00)	These programs are embedded in classroom practice and internal reporting indicates continued increases in student achievement.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($59 991.00)	Excellent value added results achieved for students with disabilities.
Socio–economic background	**Funding Sources:** • Socio–economic background ($71 689.00)	Students with socio–economic disadvantage have been provided with resources to allow them to participate in curriculum requirements and take up opportunities for learning in the school context.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	554	570	571	566
Girls	397	389	370	379

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
7	96	95.6	93.9	94.4
8	93.4	94.5	92.8	90.4
9	94.8	92.9	92.4	90.2
10	93.8	92.6	91.4	89.4
11	92.2	93.1	91.9	90.4
12	94.8	93.3	91.7	91.4
All Years	94.1	93.6	92.3	91
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

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	0.5	5	4
TAFE entry	0	1	9
University Entry	0	0	78
Other	0	0.5	0
Unknown	0	0	5

In progress

Post school data reveals that 116 of 150 students from the 2019 HSC cohort were successful in gaining university entry in 2020 (this includes both domestic and international students). When compared to the 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 40% of successful course places), The University Of Technology Sydney, The Australian Catholic University, The University Of Wollongong, Macquarie University and The University Of Western Sydney.

Students have enrolled across a range of university degree programs – including Business, Science, Engineering, Medical Science, Engineering, Paramedicine, Pharmacy and Creative Arts.

Not all of our 2019 cohort pursued university entry. School leavers from Years 11 and 12 also followed career pathways via TAFE, with students enrolled in study areas such as Automotive, Fashion, Graphics/Design, Childcare, Health. Nursing and Beauty/Hairdressing.

Year 12 students undertaking vocational or trade training

9.74% of Year 12 students at Tempe High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

99.3% of all Year 12 students at Tempe High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	46.6
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	11.37
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.

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	1,530,681
Revenue	10,528,675
Appropriation	9,651,102
Sale of Goods and Services	111,512
Grants and contributions	613,072
Investment income	13,891
Other revenue	139,097
Expenses	-9,967,055
Employee related	-8,566,874
Operating expenses	-1,400,181
Surplus / deficit for the year	561,619

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.

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	111,571
Equity Total	419,758
Equity - Aboriginal	22,796
Equity - Socio-economic	71,689
Equity - Language	175,647
Equity - Disability	149,627
Base Total	8,562,523
Base - Per Capita	220,701
Base - Location	0
Base - Other	8,341,822
Other Total	383,207
Grand Total	9,477,060

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.

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.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

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.
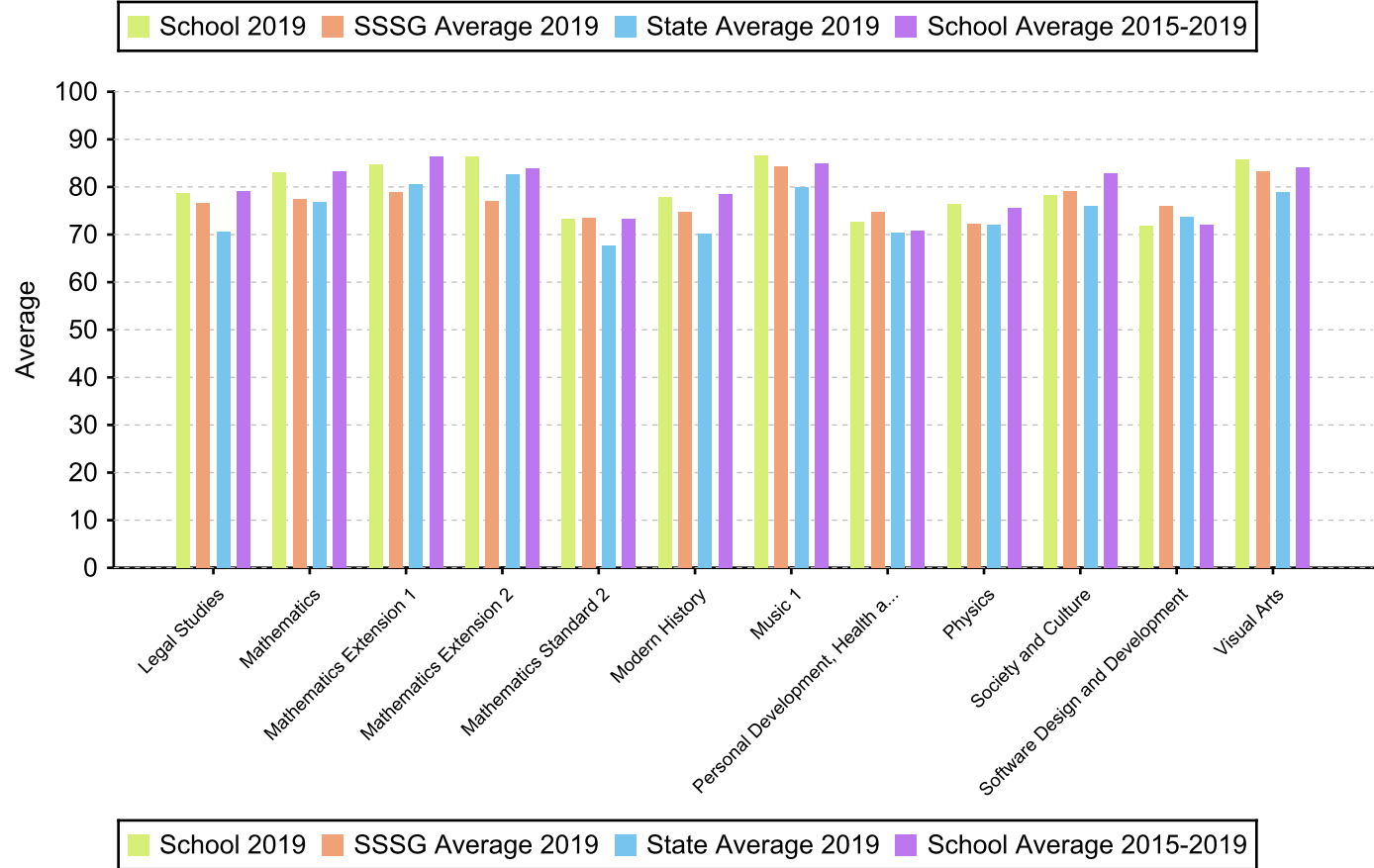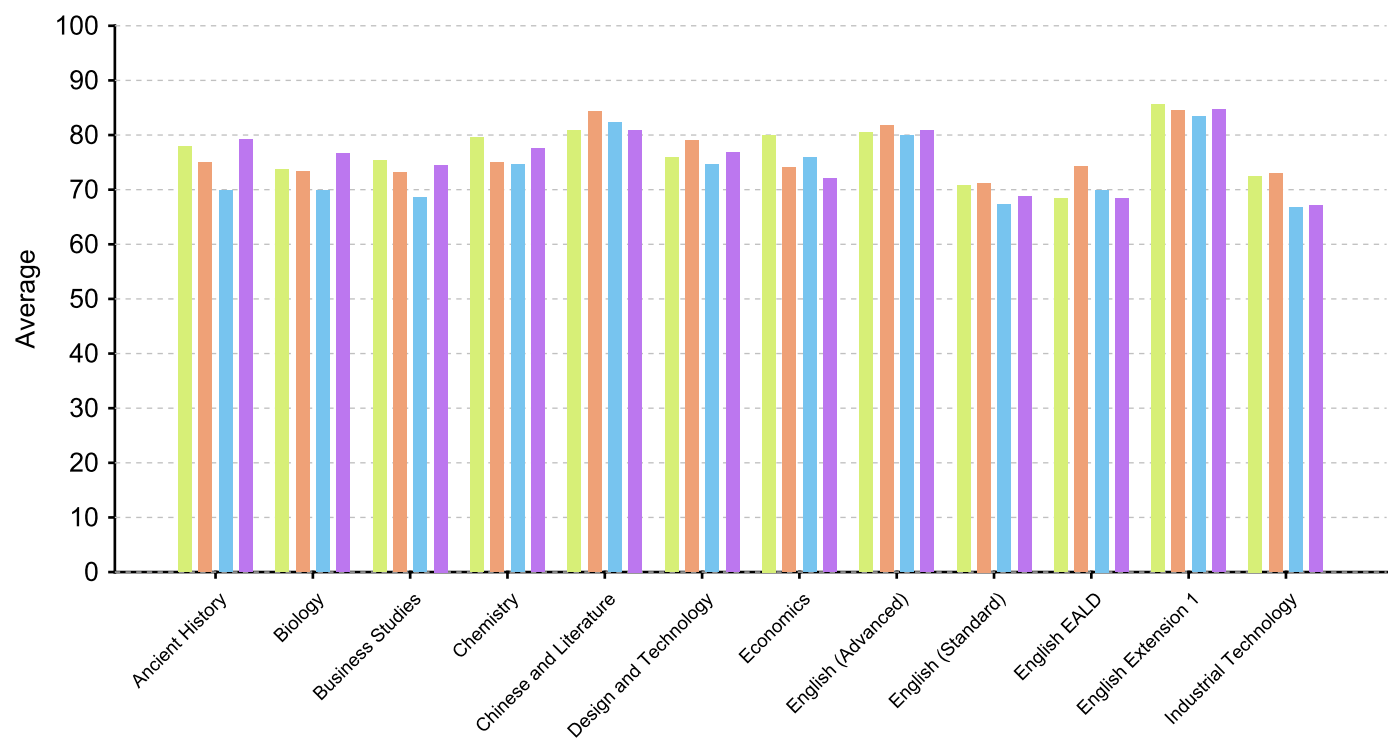
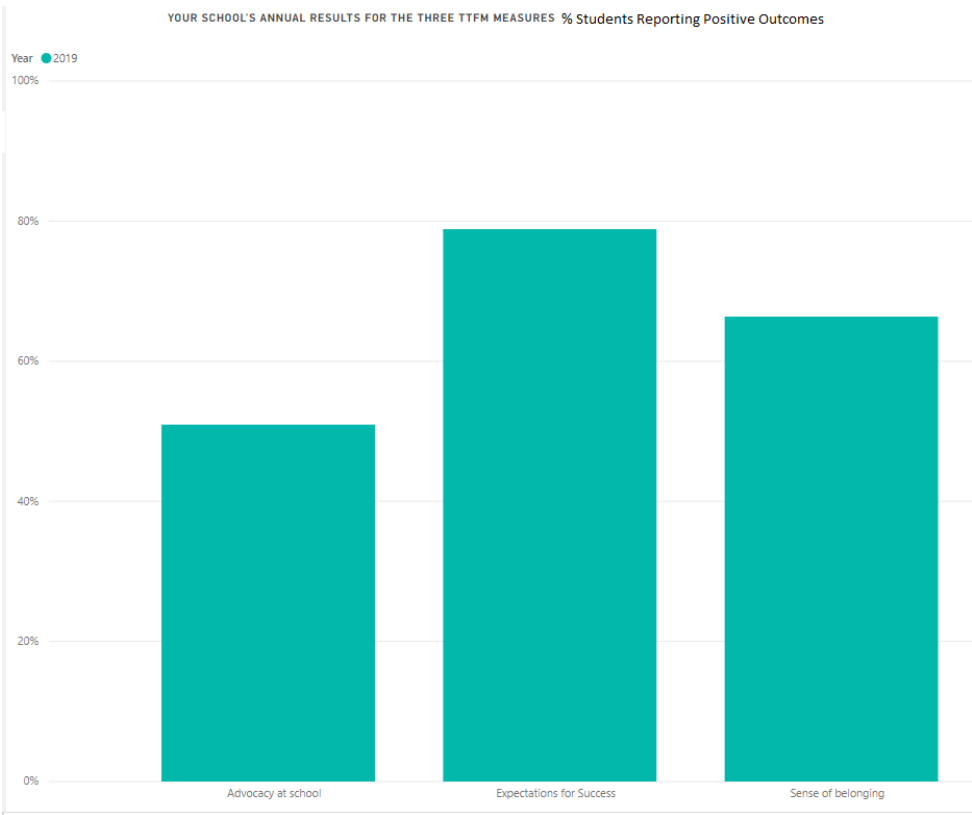| Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	77.9	74.9	69.9	79.2
Biology	73.7	73.4	69.9	76.6
Business Studies	75.3	73.1	68.6	74.5
Chemistry	79.6	75.0	74.7	77.6
Chinese and Literature	80.9	84.3	82.3	80.9
Design and Technology	75.9	79.0	74.5	76.8
Economics	80.0	74.1	75.9	72.1
English (Advanced)	80.5	81.7	80.0	80.8
English (Standard)	70.8	71.2	67.3	68.8
English EALD	68.4	74.3	70.0	68.4
English Extension 1	85.6	84.5	83.4	84.6
Industrial Technology	72.5	73.0	66.8	67.1
Legal Studies	78.7	76.6	70.6	79.0
Mathematics	83.1	77.4	76.9	83.3
Mathematics Extension 1	84.8	79.0	80.6	86.3
Mathematics Extension 2	86.3	77.1	82.7	83.9
Mathematics Standard 2	73.2	73.4	67.7	73.2
Modern History	77.8	74.7	70.2	78.4
Music 1	86.5	84.4	79.9	84.8
Personal Development, Health and Physical Education	72.7	74.6	70.5	70.7
Physics	76.4	72.2	72.1	75.6
Society and Culture	78.3	79.1	75.9	82.8
Software Design and Development	71.9	76.0	73.8	72.1
Visual Arts	85.8	83.3	78.8	84.1

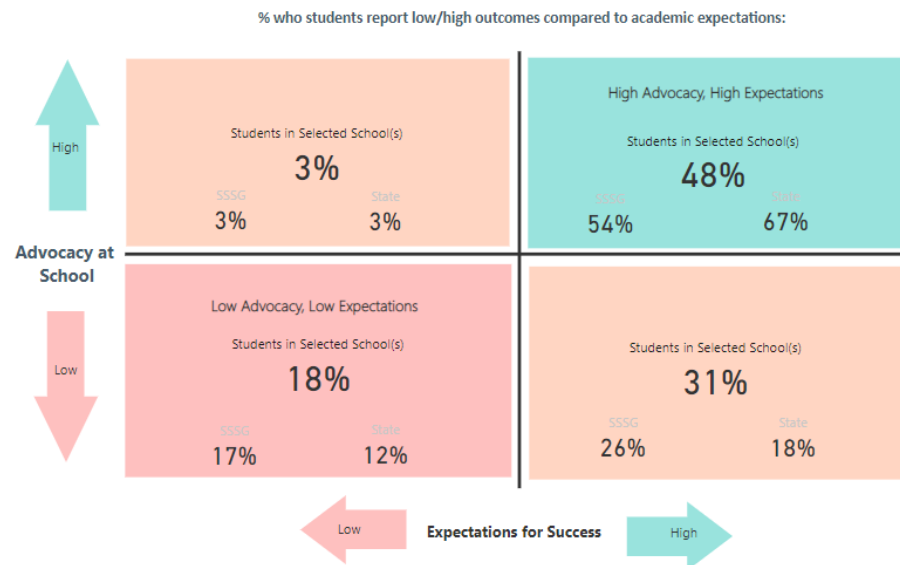# Parent/caregiver, student, teacher satisfaction

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 survey in 2019. The Graphs below show that we are particularly strong in having high expectations of our students. This assists our students in performing well.

Students in each year group at Tempe High School acknowledged that they had a positive sense of belonging and that they were accepted and valued by their peers and others at the school. There was a sense of trust and that they re supported to make positive choices. They indicated that their education at Tempe was beneficial now and would continue to assist them beyond school. Positive behavior and homework with low truancy rates contributed to intellectual engagement, effort, motivation and interest. Academically, Tempe students recorded that their grades were above 70% in English, Mathematics and Science. In each response, Tempe HS students rated positively when compared to the NSW average.

In 2019 our teachers responded to internal school surveys with positive satisfaction ratings though some frustration with consistency in the application of the wellbeing and discipline procedures was noted and will be addressed in our projects in 2020.

Parent forums and discussions were positive with parents increasingly feeling that the school was communicating better with them. Parents also reported that they were able to contribute more in 2019 to supporting their children's learning.

% who students report low/high outcomes compared to academic expectations:

Advocacy at School

High

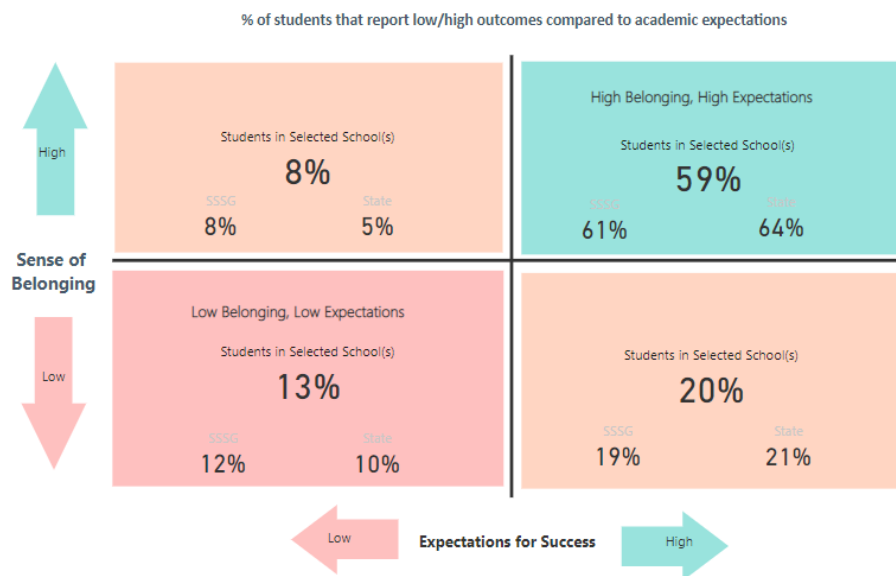| Students in Selected School(s) **3%**	High Advocacy, High Expectations Students in Selected School(s) **48%**
SSSG **3%** State **3%**	SSSG **54%** State **67%**
Low Advocacy, Low Expectations Students in Selected School(s) **18%**	Students in Selected School(s) **31%**
SSSG **17%** State **12%**	SSSG **26%** State **18%**

Low   **Expectations for Success**   High

Students who score 6 or more on the TTFM scale score are reported to have positive (high) outcomes, while those who score less than 6 are reported to have negative (low) outcomes. Each quadrant represents the proportion of students that fall into the combination category.
High wellbeing and high expectations (top right quadrant) is the optimum quadrant. The school(s) results are displayed in the green coloured box.
Low wellbeing and low expectations (bottom left quadrant) is the least optimal quadrant. The school(s) results are displayed in the red coloured box.

TTFM   Advocacy, Expectations, Belonging – Quadrants

% of students that report low/high outcomes compared to academic expectations

Sense of Belonging

High

Students in Selected School(s) **8%**	High Belonging, High Expectations Students in Selected School(s) **59%**
SSSG **8%** State **5%**	SSSG **61%** State **64%**
Low Belonging, Low Expectations Students in Selected School(s) **13%**	Students in Selected School(s) **20%**
SSSG **12%** State **10%**	SSSG **19%** State **21%**

Low   **Expectations for Success**   High

Students who score 6 or more on the TTFM scale score are reported to have positive (high) outcomes, while those who score less than 6 are reported to have negative (low) outcomes. Each quadrant represents the proportion of students that fall into the combination category.
High wellbeing and high expectations (top right quadrant) is the optimum quadrant. The school(s) results are displayed in the green coloured box.
Low wellbeing and low expectations (bottom left quadrant) is the least optimal quadrant. The school(s) results are displayed in the red coloured box.

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.

In 2019 the Aboriginal Education Committee at Tempe High School coordinated a number of events and programs, addressing the learning needs of the 30 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 organised workshops in various sporting skills. They organised for students to attend 3 day leadership camp at the National Centre for Indigenous Excellence in Redfern. The school employed an Aboriginal and Community Liaison Officer two days a week. He worked closely with both staff, students and community and was effective in strengthening our links with our ATSI community.

Our Aboriginal Projects Coordinator continued to work with Aboriginal students and Year Advisers on student's Personalised Learning Plans, as well as coordinated many programs that the students were involved in. An aboriginal art program in conjunction with Marrickville council was run one day a week at Marrickville library. ATSI students from Tempe High School and Tempe Public School worked together on a Mural over the course of term 4.

SCOUT data for our Aboriginal students showed that the majority Year 12 Aboriginal students performed better than the state in most of their subjects.

NAPLAN 9 data shows that the 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.

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.

Our Anti–Racism Coordinator (ARCO) actively promotes harmony among or diverse campus . There were 4 ARCO referrals in 2019 which were resolved through mediation.

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.

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 2019 our school community employed 1

Community Liaison Officer (Chinese and International Students) and 1 Anti–Racism Cordinator (ARCO) position. There were 4 ARCO referrals in 2019.

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 2019 our guest speaker was Mr Jay Laga'aia, actor and long–time presenter on Play School. His message of coexistence and the strength we garner from our diverse backgrounds resonated with both staff and students.