

2020 Annual Report

Tempe High School



8506

Introduction

The Annual Report for 2020 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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Message from the principal

It is my pleasure to present Tempe High School's 2020 Annual Report. Despite the challenges that the pandemic offered up we made significant strides in many areas such as:

- literacy;
- online learning;
- outstanding achievement in the Higher School Certificate where our students achieved above state average results in more than half the courses offered: eighty students were placed on the Honour Roll in the Distinguished Achievers' category and a First in the State for Extension Science;
- completion of our school improvement plan resulting in a significant increase in our capacity to: deliver digital learning, embark on renewing or wellbeing procedures, differentiate learning for gifted students and enhance our administrative and financial procedures;
- improvement in the school's infrastructure through refurbishing the library, the Staff Common Room and numerous classrooms. Additional shade and school beautification projects enhanced the physical environment for staff and students.

I thank all staff for their continued commitment and preparedness to rise to new challenges supporting students both within and outside the classroom. I also thank our P&C for the time and support they gave throughout the year. This was evident through parent representation on merit selection panels and in Finance Committee meetings, as well as representation and support on out of area mainstream student placement panels. We were well-supported by the parent body who provided valuable feedback and consistent support on school policies, helping us to shape a future strategic vision.

Socrates Dassaklis

Message from the school community

In the year of pandemic when the whole world faced an once in a century crisis, Tempe High School P&C Committee was tested and proved to be innovative, flexible, and inclusive. Making the most of a bad situation we quickly turned to zooming and continued to foster community cohesion online. Our relatively small monthly face-to-face gatherings grew tremendously with the introduction of online meetings. The P&C meetings in 2020 will be remembered by overused phrases like: "you are on mute"... Can you hear us?', unprecedented, social distancing, stopping the spread, online learning and mental health, just to name a few. Bringing the community together to discuss issues that affect parents, teachers, and students, finding solutions for those through ongoing collaboration, and looking after each other is what THS P&C committee has done in 2020, and it is what we will continue to do in 2021. We could not be able to do this without our wonderful school staff, parents and community members whose continuous support and contribution was crucial in such ill-fated times.

Thank you.

Message from the students

2020 had everyone on the edge of their seats. As a result of COVID-19, it was a year filled with many hardships, mixed emotions and a new way of living and schooling. But despite all this, our school was able to follow safety procedures and sustain a productive environment for all. Everyone continued to work through these difficult times together and we learned to develop a resilience that will surely help us through the rest of our lives. We admire the way we navigated the challenges of growing up in general with the support of teachers and our parents/guardians. Thank you to Mr Dassaklis, the staff at Tempe and the school community for ensuring our safety and for helping us to find a consistent pathway to sustain our educational experiences. It is reassuring to know that our school is in great hands.

Maggie Le, Year 10.



Maggie and her mother at Presentation Day.



Mr Dassaklis expressing gratitude for a cohesive school community during Presentation Day.

School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Sustaining and Growing
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	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 student engagement and academic achievement through implementation of BYOD.

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

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)
<p>2020 saw all year groups join the BYOD program. Procedures for day loans of laptops from the library, as well as an equity program involving the long term loan of Chromebooks to students experiencing financial hardship, were finalised and implemented.</p> <p>The BYOD policy was reviewed by the Deputy Principal responsible for BYOD and the Communication and Technology Coordinator. The policy was updated and brought into line with the Department's new "Digital Devices and Online Services" Policy. This policy was reviewed and endorsed by all members of the THS community. The policy can be found on the THS website.</p> <p>The Cyber Citizenship program was rolled out across the school. This program was taught to Year 7 by the PDHPE faculty. The school engaged YSafe to run programs to both students and parents across the school. The parent evening was well attended. A YSafe hub, accessible through the Tempe High School website, is there to support parents and students with cyber safety.</p> <p>Feedback from a survey of students revealed that there appeared a need to improve access to charging facilities. Charging facilities were installed in both the canteen and library.</p> <p>The Tell Them From Me (TTFM) survey demonstrated that 68% of students either strongly agreed or agreed that using their own device during lessons enhanced their own learning. The TTFM survey also indicated that teacher satisfaction with technology in the school was well above state average.</p> <p>A survey of teachers conducted in May 2020 showed that 90% of teachers were posting work on google classroom regularly while 76% of teachers were regularly using ICT in their class. A student survey pointed to the fact that 80% of the 381 students surveyed agreed that BYOD had improved their access to educational needs. Students surveyed also showed that 66% had</p>	<p>Funds to employ YSafe to provide workshops to students and parents.. Ex DER laptops used as short term loans as well as ex Faculty Chromebooks. Funds from T4L were used to increase our stock of good quality touch screen Chromebooks for long term loans. Continued to fund a "Communication and Technology" Coordinator.</p>

Progress towards achieving improvement measures

read the BYOD policy and 97% were aware that their device could be confiscated during a lesson for inappropriate use.

Process 2: Study Skills:

Develop a whole school approach to study skills.

Evaluation	Funds Expended (Resources)
<p>Study skills workshops ran for Years 7, 10, 11 and 12 throughout 2020. The organisation <i>Elevate</i> also ran parent presentations, informing parents of strategies they could use to support their children.</p> <p>Elevate continues to support students through the Elevate Education portal which provides information on all things educational from mindfulness and stress management to study skills and subject specific information. Tell Them From Me data shows that, of students surveyed, 41% agreed and 17% strongly agreed that they had engaged with the online study skills program while 16% of students surveyed had not engaged with the online study skills program.</p>	<p>We continued to use the services of Elevate Education services to support THS students with study skills. Study skills continues to be coordinated by Mr. Newton-Green.</p>

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.

Evaluation	Funds Expended (Resources)
<p>A comprehensive situational analysis of THS wellbeing policies and procedures was carried out by external consultants. Data from interviews and surveys from staff, student and parents was collected. The consultancy group presented a comprehensive report to the school in September 2020 with 23 recommendations to be implemented in order to improve wellbeing and discipline at THS.</p> <p>A Wellbeing day with Year advisors, Head Teacher Wellbeing and Deputy Principal took place in Term 4 2020, with the goal of allowing the team to reflect on the recommendations made by an external body of principals. Data from the Situational Analysis, Sentral and the Tell Them From Me survey was discussed, and a plan for the creation of a Wellbeing Framework was initiated.</p> <p>Tempe High School acknowledges 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.</p> <p>Wellbeing issue data revealed an increase in long and short suspensions from the preceding year; 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 in Term 1 and 2 of 2020.</p> <p>Tell Them From Me (TTFM) Data indicated that THS was above the government norm for positive student teacher relationships. Data from TTFM showed that 80% of students knew where to get help if bullied, though data also showed that THS was above state average when asking students if they had been the victim of moderate to severe bullying. Data from TTFM also showed the boys at THS were more optimistic than the girls. This information will be used to set future directions and inform the next school plan.</p>	<p>Funds to employ external providers to evaluate Wellbeing at THS.</p>



Our wonderful school community is thanked at Presentation Day.

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.

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)
<p>Differentiation opportunities continue to be a focus in teaching and learning programs. The publishing of the new High Potential and Gifted Education (HPGE) Policy and supporting documents has paved the way for revision of current practices and procedures. Further PL in unpacking the new policy, implementation and further development of the school procedures have been moved to 2021 due to Covid-19. Further focus on extending the top students is needed.</p> <p>Focus moved to teaching and learning in a remote environment.</p> <p>PL opportunities were intensely focused on upskilling staff to use Google Classroom, Zoom and other online platforms to deliver interactive learning experiences for our students. Ongoing provision of rich teaching and learning environments to meet the diverse learning needs of students, as well as ongoing implementation of evidence-based, explicit and effective teaching methods via an online platform were the focus for 2020.</p> <p>The Student Mentoring Program did not run in 2020 due to Covid-19 restrictions. The proposed model was unreasonable to implement in the current climate.</p>	<p>Planning time allocated to faculties</p>

Process 2: Data Project:

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

Evaluation	Funds Expended (Resources)
<p>Continued progress and monitoring of staff who have completed Scout data training. Ongoing use of Scout data reports and RAP data at an executive level have provided data-driven decisions and development and refinement of programs. Examples include: Best Start data, Minimum Standards</p>	<p>Professional learning funds and time allocation for training and sharing of learning.</p>

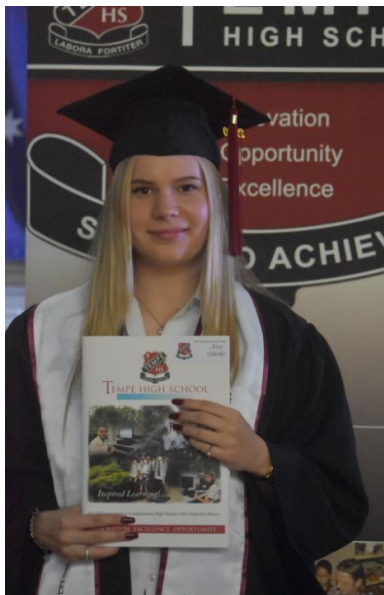
Progress towards achieving improvement measures

monitoring and HSC analysis. Future directions include further broadening the use of Scout reports by classroom teachers to inform practice and development of differentiated strategies to meet the diverse learning needs of students.

Process 3: Coaching & Mentoring Project:

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

Evaluation	Funds Expended (Resources)
The successful pilot of observation protocols enabled the development of the draft Tempe High School Observation Protocol which is to be further refined and trialed across the school in 2021. The pilot of Quality Teaching Rounds also provided quality evidence to support early career teachers with the opportunity to investigate teaching practice and quality teaching. Future directions include staff PL in Coaching and Mentoring as part of the professional learning plan and the publishing of the Tempe High School Observation Protocol.	Relief provided for staff to collaborate and develop protocols



Ava, an exceptionally creative student, was nominated for Encore and Art Express.

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)
Staff surveys indicate increased confidence in school leadership and understanding of school policies and procedures, particularly around financial management. School excellence self-assessment rates our resource management as excellent. Tell Them From Me Survey data shows that staff morale has increased by 6% (compared to 2017); this was in response to a question about whether morale was good amongst staff at our school. The 360 Excellence in School Customer Service Reflection Tool Indicates that our school community believe that we have a culture that highly values communication and engagement.	Professional development Allocation of staffing to complete projects Administrative support Funding Sources: <ul style="list-style-type: none">• Professional learning (\$2000.00)• consolidated funding (\$4000.00)

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)
Increased numbers of parents have been engaging with school programs; engagement was primarily online due to Covid. The 2020 Tell Them From Me survey reflected increased parent satisfaction ratings for our school when compared to 2017. Parents felt more welcome, informed and more able to support learning from home.	Administrative support Professional learning for staff Funding Sources: <ul style="list-style-type: none">• Professional learning (\$10000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Funded Part time additional Learning and Support Teacher</p> <p>Employment of Aboriginal Education Officer</p> <p>National Aboriginal Sporting Chance Academy partnership</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$23 348.00) • Socio-economic background (\$15 000.00) 	<p>Attendance remains a concern for particular families and will continue to be targeted in 2021.</p> <p>All students had access to laptops for learning.</p> <p><i>Check In</i> assessment indicates that our ATSI students who attend are <i>at or above</i> state average for ATSI students in both numeracy and literacy.</p>
English language proficiency	<p>EALD Teachers employed</p> <p>Professional learning for staff</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$187 105.00) 	Our EALD students continue to perform <i>at or above</i> state average. Staff are differentiating and applying EALD strategies in their teaching programs.
Low level adjustment for disability	<p>Learning and Support Teacher</p> <p>School learning and support officer.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$158 082.00) 	Excellent value added results achieved for students with disabilities.
Socio-economic background	<p>Technical support Officer 2 days per week</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$77 319.00) 	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.



Our international students are welcomed into the DET fold.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	570	571	566	544
Girls	389	370	379	390

Student attendance profile

School				
Year	2017	2018	2019	2020
7	95.6	93.9	94.4	94.4
8	94.5	92.8	90.4	94.5
9	92.9	92.4	90.2	92.8
10	92.6	91.4	89.4	90.6
11	93.1	91.9	90.4	92.5
12	93.3	91.7	91.4	93.1
All Years	93.6	92.3	91	93
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	N/A	1	4
Employment	2	4	5
TAFE entry	2	2	16
University Entry	N/A	N/A	70
Other	N/A	N/A	3
Unknown	1	1	2

Post school data reveals that 98 of 113 students (87%) who applied for university from the HSC cohort were successful in gaining entry in 2021 (this includes both domestic and international students).

There was an upwards trend in successful applications from the previous year. This upwards trend is due largely to an increase in early entry offers made by universities to domestic students during the Covid-19 pandemic.

Our students secured entry across a wide variety of tertiary institutions which included: The University of NSW, University Of Sydney, The University of Technology Sydney, The Australian Catholic University, The University of Wollongong, Macquarie University and The University of Western Sydney.

Students enrolled across a range of university degree programs; particular examples are: Business, Science, Architecture, Psychology, Engineering, Medical Science, Pharmacy, Policing and the Creative Arts.

Not all of our 2021 cohort pursued university entry. School leavers from Years 10, 11 and 12 also followed vocational career pathways via TAFE. Study areas include: Automotive, Fashion, Graphics/Design, Childcare, Health, Nursing and Beauty/Hairdressing. There was a notable increase in students pursuing vocational courses via TAFE when compared to the previous five years.

Year 12 students undertaking vocational or trade training

7.39% of Year 12 students at Tempe High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

96.7% of all Year 12 students at Tempe High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.



Our students show skills across the curriculum.



Winner of Young Creatives- Oliver Whitehouse.



Well done to Lucy O'Rourke for being selected for Art Express.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	46.1
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	1.4
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



PDHPE teachers organising a novelty Athletics Carnival for Year 12.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	2,092,300
Revenue	10,436,602
Appropriation	9,944,367
Sale of Goods and Services	74,068
Grants and contributions	316,814
Investment income	4,456
Other revenue	96,897
Expenses	-11,197,050
Employee related	-9,446,038
Operating expenses	-1,751,012
Surplus / deficit for the year	-760,448
Closing Balance	1,331,852

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.

	2020 Approved SBA (\$)
Targeted Total	191,713
Equity Total	445,855
Equity - Aboriginal	23,348
Equity - Socio-economic	77,319
Equity - Language	187,105
Equity - Disability	158,082
Base Total	8,774,970
Base - Per Capita	227,276
Base - Location	0
Base - Other	8,547,694
Other Total	359,180
Grand Total	9,771,718

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

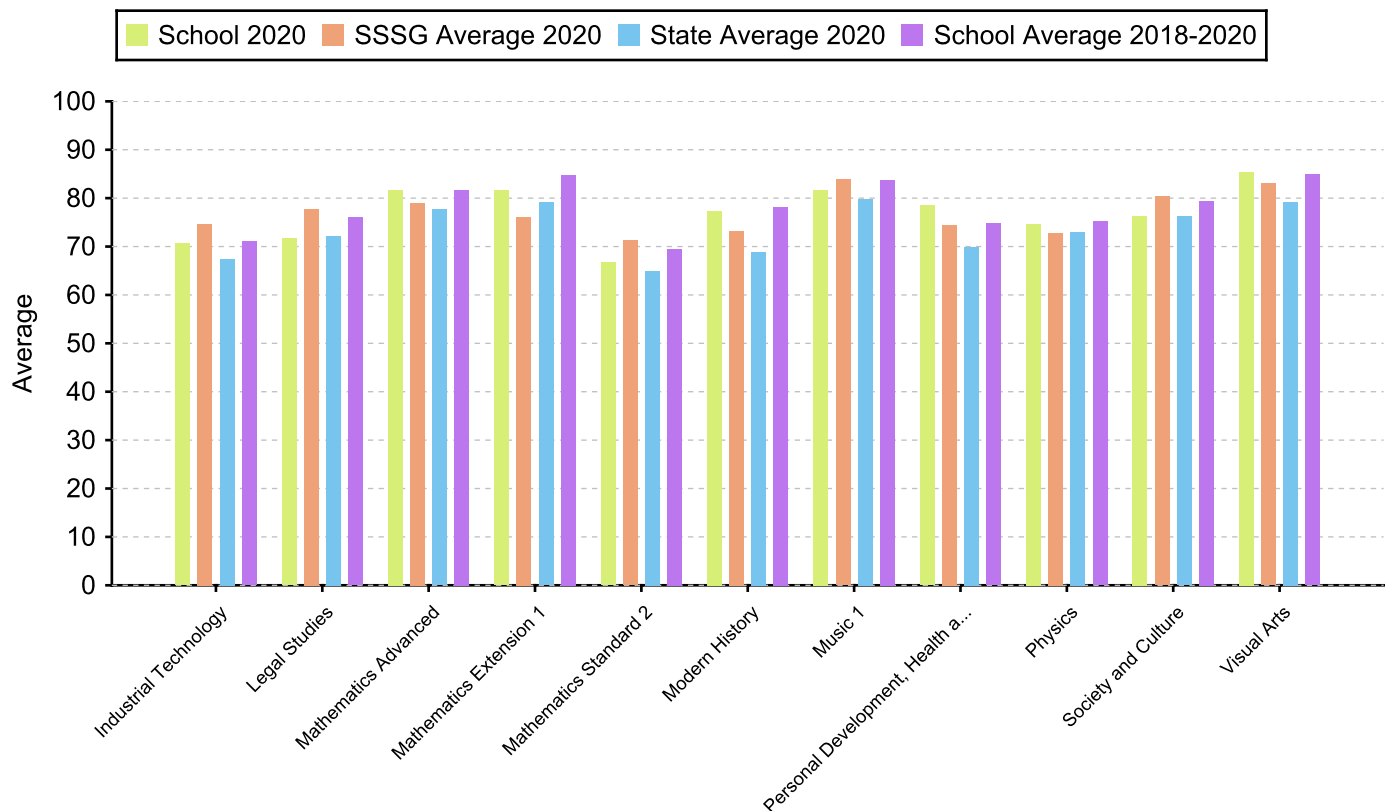
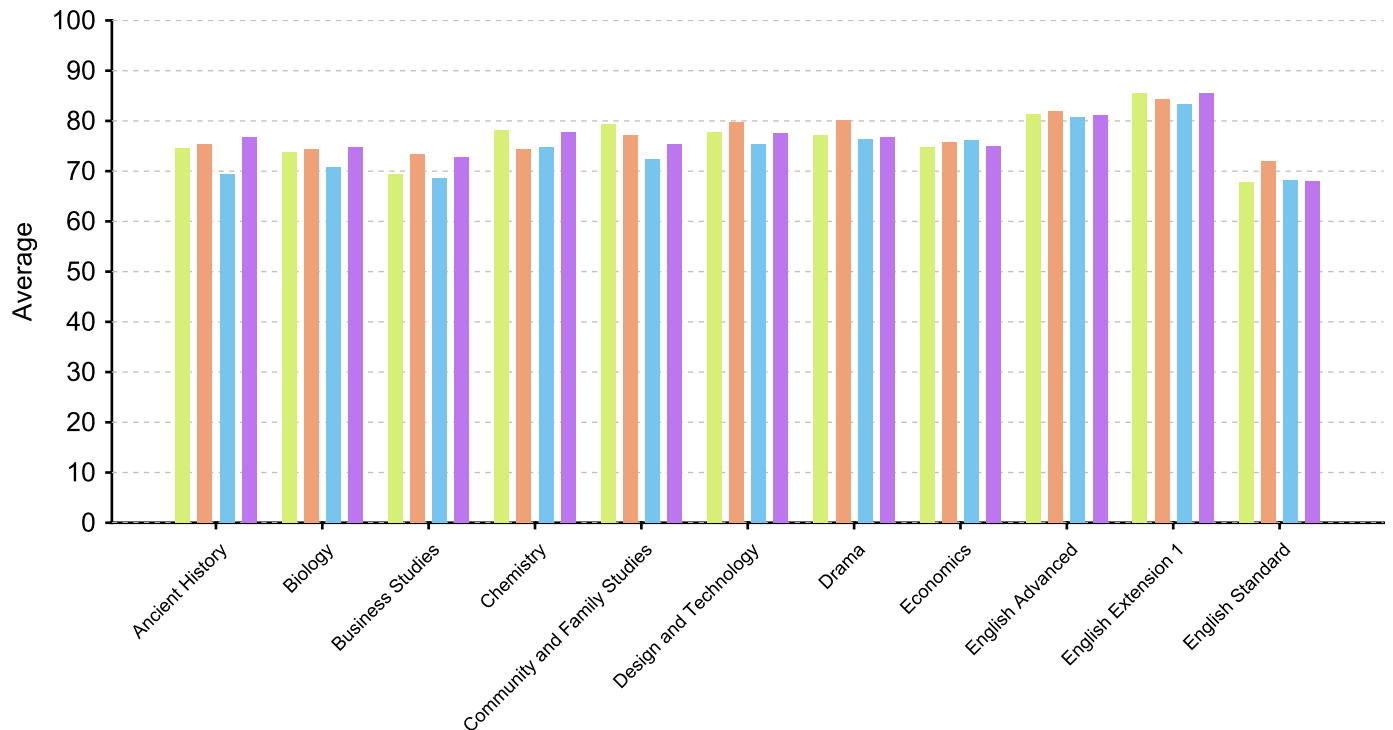
The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Tempe High School participated in *Check In* Assessments. This provided the school community with a diagnostic measure instead of NAPLAN - it tested reading and numeracy. The assessment provided staff with one measure of assessing student knowledge and skills in 2020.

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 2020	SSSG	State	School Average 2018-2020
Ancient History	74.5	75.4	69.4	76.7
Biology	73.8	74.3	70.8	74.8
Business Studies	69.3	73.3	68.6	72.7
Chemistry	78.1	74.3	74.8	77.7
Community and Family Studies	79.4	77.2	72.4	75.3
Design and Technology	77.8	79.8	75.4	77.5
Drama	77.2	80.1	76.4	76.8
Economics	74.7	75.8	76.1	74.9
English Advanced	81.3	82.0	80.8	81.0
English Extension 1	85.5	84.2	83.4	85.6
English Standard	67.7	72.0	68.1	67.9
Industrial Technology	70.6	74.7	67.5	71.1
Legal Studies	71.7	77.8	72.1	76.0
Mathematics Advanced	81.7	79.0	77.7	81.7
Mathematics Extension 1	81.6	76.1	79.1	84.7
Mathematics Standard 2	66.7	71.3	64.9	69.5
Modern History	77.4	73.2	68.9	78.2
Music 1	81.7	83.8	79.8	83.8
Personal Development, Health and Physical Education	78.5	74.5	69.9	74.8
Physics	74.6	72.8	73.0	75.1
Society and Culture	76.3	80.3	76.2	79.4
Visual Arts	85.4	83.0	79.2	84.8

We would like to highly commend the following students for their exceptional performance in the following:

- A) **Alex Nguyen:** *First* in the State for Science Extension
- B) **Ava Clarke:** nominated for ART EXPRESS and ENCORE
- C) **Chloe Irving McKinnon:** *selected* for Art Express
- D) **Lucy O'Rourke :** *selected* for Art Express
- E) **Willow Ferris:** Nominated for inclusion into InTech
- F) **Illyda Candemir:** Nominated for the SHAPE exhibition

Tempe High School performed higher than the state in 19 out of 22 subjects.

We performed higher than statistically similar schools in the following courses:

- Chemistry
- Community and Family Studies
- English Extension 1
- Maths Advanced
- Maths Extension 1
- Modern History

- PDHPE
- Physics
- Visual Arts

Excellence at Tempe High School was seen across the curriculum as can be seen by the results below:

- Ancient History: 43% of Tempe students in the top 2 bands vs 25% of the state
- Biology: 33% of Tempe students in the top 2 bands vs 26% of the state
- Business Studies: 35% of Tempe students in the top 2 bands vs 26% of the state
- Chemistry: 52% of Tempe students in the top 2 bands vs 41% of the state
- Community and Family Studies: 58% of Tempe students in the top 2 bands vs 27% of the state
- Design and Technology : our school had 55% in the top 2 bands while 32% of state
- Engineering : 43% of Tempe students in the top 2 bands vs 31% in state
- English Advanced: 63% of Tempe students in the top 2 bands vs 58% in the state
- English Extension 1: 100% of Tempe students in the top 2 bands
- History Extension: 83% of Tempe students in top 2 bands vs 72% in the state
- Mathematics Advanced: 55% of Tempe students in top two bands vs 47% in the state
- Maths Extension 2: 89% of Tempe students in top two bands vs 83% in state
- Modern History: 43% of Tempe students in top two bands vs 25% in the state
- PDHPE: 60% of Tempe students in top 2 bands vs 27% in the state
- Science Extension: 100% of Tempe students in top 2 bands vs 69% of state
- Visual Arts: 87% of students in the top 2 bands vs 55% of students in the state



Well done to Alex Nguyen who came FIRST in the state for Science Extension.

Parent/caregiver, student, teacher satisfaction

Our school community remained steadfast and goal-oriented in 2020 and this was evident through a triangulation of feedback: a BYOD survey sent out a few weeks into the remote learning phase, the Tell Them From Me (TTFM) survey and a Wellbeing Situational Analysis conducted by the school.

a) The BYOD survey emailed to parents revealed the following:

- overwhelmingly positive reviews for the way in which teachers and the school had transitioned to online learning;
- responses from parents included the following statements: *weekly communication was much appreciated; school teachers have done a magnificent job under the circumstances; teachers ringing my son at home has been helpful and has kept him accountable;*
- parents wanted teachers to be mindful of the amount of work being sent home and to how an eagerness to ensure learning was continuous had resulted in unrealistic quantities of work;
- parents wanted more face-to-face zoom sessions for their students so students had more developed interactive opportunities throughout the week. There was a feeling that students were missing the classroom environment; overall,
- the common theme from the survey was that the community was appreciative of the efforts by the school.

b) The TTFM survey had a fantastic participation rate which included 120 parents, 764 students and 50 staff. It revealed the following:

- 81% of parents said that they would recommend Tempe High School to other parents;
- all agreed that Tempe High has a good reputation in the community;
- Tempe High was highly regarded for its positive learning climate and the positive teacher-student relations; and
- teachers also felt that they contributed to a positive learning climate.

While the survey revealed some clear positive feedback, it also provided areas for improvement which may come from:

- a purposeful wellbeing structure to develop resilience and academic buoyancy, especially for Years 7-8;
- an increase in support for girls in terms of their relationships with others and their sense of agency;
- a highly collaborative cross-curricular coaching and mentoring framework between staff to 'share the expertise'.

c) Wellbeing Situational Analysis: this was conducted by an external body of retired principals who were approached by our school to evaluate procedures and practices so that we could make improvements. The analysis involved face-to-face discussions with focus groups (parents, teachers and students) as well as online surveys. It pointed to the need to:

- develop a wellbeing framework and age-sensitive programs that show a sustained and consistent approach to wellbeing across year groups;
- increase student and staff recognition of efforts in creative ways; and
- increase the consistency in applying disciplinary processes for all students.

The external body did report that: *Staff, students and parents expressed a positive view of the school, including a perception that it is progressive in values, has an inclusive culture, and it is a desirable place to work in and for students to learn.*

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.

At Tempe High School, we have implemented this policy in three ways:

a) **Learning:** we have a team of teachers who support students both within the class and during assessment periods to achieve their learning outcomes and work to the same high expectations as other students;

b) **Wellbeing:** our team of teachers meet with parents to discuss student wellbeing and ensure there is communication before personalised learning plans are in place; strategies are discussed to improve attendance; and students are encouraged to use the Ngurra room (a safe space during class and breaks) to foster positive relationships with students and their support teachers. Teacher support in this space is essential for building resilience and promoting reassurance for students who may be experiencing a lack of confidence and need a helping hand.

c) **Parent and community connections:** the team has organised luncheons and barbecues for parents to invite them into the school space and promote dialogue about the needs and aspirations of students; ensuring the parents also feel safe is an essential part of the therapeutic web that Tempe High promotes when cultivating a feeling of belonging in the school community. The team also organised team-building excursions, such as the Jamberoo excursion, which facilitated learning about students' cultural background as well.

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.

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 a sense of belonging is nurtured by all members of the school community.

In 2020 our school community employed three Community Liaison Officers (1. Chinese and International Students, 2. Aboriginal students, & 3. Polynesian students) and 1 Anti-Racism Contact Officer (ARCO) position.

There were few ARCO referrals in 2020.

At Tempe High School, we continue to:

- promote and celebrate the diverse cultures, languages, customs and beliefs across the 52 different cultural backgrounds represented in our school community;
- develop and support intercultural respect and understanding;
- incorporate multicultural, anti-racist and human rights perspectives within 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; and
- support staff including Aboriginal support services, EAL/D teachers and Community Liaison Officers.

Harmony Day is a significant event at Tempe High School and one of the key events in the anti-racism education calendar. It provides an authentic opportunity for our students to interact with, share, and learn about our school's diverse cultural richness in our school community. Unfortunately, Harmony day 2020 was cancelled due to COVID 19. However, the ethos of diversity and respect continued to be the message that permeated all relationships at Tempe High School in 2020.

Rohini Vimalarajah

Other School Programs (optional)

Literacy Policy

Our school developed a whole-school literacy team with the mindset that literacy is 'every teacher's business'. A whole school google classroom was set up for teachers to collaborate and share their resources and ideas.

The focus of our literacy goals in 2020 was sentence structure and our pilot year group was Year 8. NAPLAN data of our Year 8 2020 cohort - when in Year 7 - showed that students did not access the highest marking criteria for sentence structure. Using the literacy progressions for grammar/sentence structure, staff worked collaboratively across the curriculum to update their own skills to ensure they were supporting their students. A survey conducted with Year 8 students during Term 3 showed that sentence structure was being taught in all faculties, demonstrating the importance of teacher efficacy in working towards a common goal. Teachers also commented on their students' ability to identify complex sentences in a report outcome on literacy.

Training of teachers occurred on Staff Development Days, during afternoon workshops and through professional learning days for selected faculties. The end of Term 4 saw staff describe their journeys and share their ideas about how they have embedded sentence structure in their particular faculties. Feedback from the showcase also revealed that teaching sentence structure is an ongoing journey; a focused move towards writing complex sentences was needed to show sustained impact in student writing.

The data from NAPLAN 2021 for Year 9 will be our measure of whether our concerted efforts to support literacy through the avenue of sentence structure had a positive effect.



NASCA support our Aboriginal students in reaching their personal best.