

# 2021 Annual Report

## Tempe High School



8506

# Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

## School contact details

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## Message from the principal

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I am pleased to present Tempe High School's 2021 Annual Report. Despite the continued 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
- completion of external validation of our school self-assessment by a panel of Principals which endorsed our overall progress towards excellence in Teaching, learning and leading.
- improvement in the school's infrastructure through resurfacing our school oval and harvesting rainwater to irrigate it via 7000 meters of underground tubing

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

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### 2021 Annual Report P&C Message

2021 proved to be another 'unprecedented year', with the pandemic, fires and floods affecting schools across the state. At Tempe High School, the school community continued to pivot from online learning to face-to-face classes. And the P&C meetings continued to be well-attended as the hybrid meeting format became the new norm.

The year started with the lively welcome to new parents at the first 2021 P&C Association meeting of the year. The P&C were successful with two school grants from WestConnex, for an upgrade of the Koori garden, and the state government Community Building Grant for covered walk ways. The Year 12 Wellbeing Committee reached new heights in its support of Year 12 student as the stresses and strains of the COVID lockdown continued. There were movie nights, ice cream days, motivational speakers and care packages for our long-suffering HSC students.

We are grateful to our P&C members and all parents and carers for their ongoing support. And we are particularly in awe of the teachers and staff who continue to work tirelessly to support our community and make the school a more vibrant and caring place during these challenging times.

Melanie Morrison on behalf of the Tempe High P&C Association

## Message from the students

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2021 was to be a year of recovery after the lockdowns of the previous year, and with things slowly returning to normal, we were glad to enjoy more of the fun things about school. During the year, we had numerous sausage sizzles and student mental health activities, such as the highly anticipated Easter Egg Hunt, as well as the Super Smash Bros Tournament, bringing together Tempe's gaming community. As a school, we raised funds for Headspace and The Kids' Cancer Project, and the RSPCA. As a community, we came together to run a food drive for OzHarvest. Most significantly, the school started self defence classes for girls, which was a very exciting and informative opportunity. Although midway throughout the year, we were hit with a lockdown which unexpectedly stretched for the entirety of Term 3, we made the most of school online, and worked together to adapt to a new way of learning, we came out more resilient than ever. 2021 could not have been possible without Mr Dssaklis and all the staff at Tempe who worked tirelessly to ensure the safety and wellbeing of the students. Thank you, and we look forward to another successful year.

Amy Zhong and Lachlan Murphy, Prefects for 2022

## School vision

At Tempe High School we build positive relationships, instill high expectations and ensure that our teaching and learning is focused on inclusivity, excellence and wellbeing.

## School context

Tempe High School has an enrolment of 960 students. 67% of students are from non-English Speaking background and 3% identify as Aboriginal or Torres Strait Islander. We are a comprehensive, partially selective, multicultural high school; highly valued and supported by its community. We focus on academic achievement, student wellbeing and whole school professional learning aligned to school values and strategic directions. Our strategic directions are: Student Attainment and Growth, Embedding Quality Teaching and Enhancing wellbeing. We have clearly defined success criteria and improvement measures that will help drive improved impact of school activities on student learning, teaching quality and the wellbeing of our school community.

## 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 Strategic Improvement Plan and annual report. Every four 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 Strategic Improvement 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	2021 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: Student growth and attainment

### Purpose

Our purpose is to ensure that students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality targeted professional learning and use of student assessment data to inform teaching.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Research-based high impact teaching strategies and literacy and numeracy progressions focus
- Setting goals and using data to pursue excellence
- Promoting high expectations through robust monitoring and wellbeing practices

### Resources allocated to this strategic direction

**6100 Consolidated Funding:** \$33,000.00

**Strategic Direction 1 Ram Funding 6100:** \$1,850.00

**COVID ILSP:** \$1,000.00

### Summary of progress

Tempe High School exceeded the 2021 expectations in the top two bands of reading and numeracy, demonstrating over 6% off the targeted baseline, indicating strong comprehension skills in the selective and gifted and talented classes in particular. The 2% difference in reading growth from baseline to actual outcome instigated an examination of data which revealed that students need support in decoding more complex texts, particularly information-style reports, and improving their Tier 2 vocabulary. Growth in numeracy will need to be strengthened by a focus on targeted interventions for the mainstream classes. While our HSC progress did not reach the expected target, it was an improvement on the year before and we hope to see incremental and positive progress as we move towards our 2022 target. We met and exceeded our attendance targets showing our students' sense of resilience during COVID, but we need to explore ways of inviting student voice and participation in wellbeing and academic ventures to increase a sense of belonging and ties to an advocate.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"><li>• Baseline reading : 40.15%</li><li>• <b>Increase to 41.73% reading</b></li><li>• Baseline numeracy: 56.49%</li><li>• <b>Increase to: 57.60% numeracy</b></li></ul>	<p>Reading in the <b>top two bands</b>: 46.20%</p> <p>Numeracy in the <b>top two bands</b>: 62.03%</p>
<ul style="list-style-type: none"><li>• Baseline: 70.18%</li><li>• Increase expected growth in <b>reading</b> to 71.59%</li><li>• Baseline: 64.3%</li></ul>	<p><b>Growth</b> in reading was 69.29%.</p> <p><b>Growth</b> in numeracy was 56.2%..</p>

<ul style="list-style-type: none"> <li>• Increase expected growth in <b>numeracy</b> to 66.75%</li> </ul>	
<ul style="list-style-type: none"> <li>• Baseline: 49.16%</li> <li>• <b>Year 12 HSC results</b> in top 2 bands : 50.88%</li> </ul>	<b>HSC results in the top two bands:</b> 44.5%.
<ul style="list-style-type: none"> <li>• Year 7-12 students 2021 showing increase in attendance : baseline of 76.80%</li> <li>• Increase to 79.25%</li> </ul>	<b>Increase in attendance:</b> 80.17%
Direction 3 activities and procedures based on wellbeing audit developed	Wellbeing: <b>Advocacy at School:</b> 51.43% Wellbeing: <b>Expectations for success:</b> 79.12% Wellbeing: <b>Sense of Belonging:</b> 66.67%

## Strategic Direction 2: Embedding Quality Teaching

### Purpose

Our purpose is to embed effective evidence-based teaching and learning practices that meet the diverse learning needs of students. Teachers take shared responsibility for student improvement by building a collaborative learning culture.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Classroom Practice
- Formative Assessment

### Resources allocated to this strategic direction

**Strategic Direction 2 RAM Funding 6100:** \$25,000.00  
: \$10,000.00

### Summary of progress

Embedding quality teacher skills into classroom practice, through a planned approach to PL, staff participated in professional learning to enhance purposeful engagement with the Australian Professional Standards for Teachers and collaboratively developed goals that support whole school initiatives prior to writing PDP goals at the beginning of the year utilising PL on staff development day.

Delving into the comprehensive wellbeing situation analysis recommendations, the senior executive determined the allocation of priorities to review the existing discipline management of the school to support classroom management. However, with the drawl of new department behaviour management framework and the prolonged COVID lockdown, priorities shifted to focus on supporting staff and students with remote learning and the management of protocols with face to face return to school.

Staff committee of interested teachers for the commencement in 2021 Planning for 2022 implementation.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
In the theme of Classroom Management the school is validated at sustaining and growing. By the end of 2021 it is expected that this theme will be maintained at sustaining and growing, pending preparatory work in developing culture, expertise and skills across the school community.	Review of the situational analysis provided opportunity to develop a schedule to work towards creating a wellbeing framework to support teachers in the theme of classroom management and review the existing discipline management of the school, in particular for those issues in classroom management.. Staff committee of interested teachers as been earmarked to review procedures in 2022.
In the theme of Formative Assessment the school is validated at delivering. By the end of 2021 it is expected that this theme will be maintained at delivering, pending preparatory work in building culture, expertise and skills across the school community.  Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students.	The senior executive initiated research into best practice for enhancing the delivering of formative assessment across the school. Due to COVID, this was not implemented in 2021 Planning for 2022 implementation has begun.



<p>In the theme of Feedback the school is validated at sustaining and growing. By the end of 2021 it is expected that this theme will be maintained at sustaining and growing, pending preparatory work in building culture, expertise and skills across the school community.</p>	<p>Additional interim reports were introduced due to prolonged periods of remote learning. These provided parents and students with basic feedback around engagement and completion of school work. Due to COVID, the introduction of enhanced feedback procedures was not fully explored particularly around formative feedback.</p>
<p>In the theme of Student Engagement the school is validated at delivering. By the end of 2021 it is expected that this theme will be maintained at delivering, pending preparatory work in building culture, expertise and skills across the school community.</p> <p>There is a whole-school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored.</p>	<p>In regards to this annual progress measure it is planned that work towards this goal will be started in 2022/3.</p>

## Strategic Direction 3: Enhanced Wellbeing

### Purpose

Our community promotes student wellbeing, safety and positive relationships so that students can reach their full potential. We aim to ensure that all members of the school community are active participants in building a welcoming school culture that values diversity, and fosters positive, respectful relationships. Students are encouraged to contribute to their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful and resilient.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- School Wellbeing Framework
- Collaborative wellbeing
- Enhancing transition pathways

### Resources allocated to this strategic direction

: \$10,000.00

**6100 Consolidated Funding:** \$33,000.00

**Strategic Direction 2 RAM Funding 6100:** \$5,000.00

**strategic Direction 3 RAM Funding 6100:** \$10,000.00

**strategic Direction 3 Ram Funding 6100:** \$5,000.00

### Summary of progress

Our focus for 2021 was to further develop the sense of pride in our school for all members of the community. Work toward this goal was achieved through the commencement of a number of key initiatives and programs. The Wellbeing team identified the existing practices and yearly activities that occur throughout the year by developing a calendar of wellbeing events that build on existing strengths, to enhance student learning and sustain the safety and wellbeing of the whole school community. All expected progress was diverted to meet the constantly changing compliance demands due to the unprecedented pandemic.

Tempe High School acknowledges student success through merit awards of Silver, Gold and Platinum award system at recognition assemblies. Celebrations occurred in Term 1 and 2 prior to covid lockdown. Staff responded with over 4, 000 merit certificates being sent to students during remote learning, delivered with the support from SASS, . Digital resources, newsletters highlighting student work were created to support staff in maintaining contact with students showed an increase in community interaction and students. Feedback from parents, via an online survey, was extremely positive with 98% respondents feeling confident that the school is making the right decisions to support students through the lockdown crisis.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.	New staff induction program included presentations from HT Wellbeing and LaST to cultivate positive wellbeing culture within school and how to address support for students. SDD2 presented staff with more detail on wellbeing practices, student plans and opportunity for staff to understand students in their classes learning needs.
The school experiences an increase, to meet state average in the areas of expectations for success, positive relationships and sense of belonging through the Tell Them From Me survey	The Tell Them From Me survey occurred during the lockdown period. IT and SASS support ensured that every student and teacher was emailed individual passwords and instructions to complete the survey. This new process was extremely efficient and will now become the normal way to administer the survey. TTFM data from students indicated: <ul style="list-style-type: none"><li>• increases 0.1% expectations for success, 0.1 % above state</li><li>• increased 5% positive relationships, 1% above state</li></ul>

The school experiences an increase, to meet state average in the areas of expectations for success, positive relationships and sense of belonging through the Tell Them From Me survey	<ul style="list-style-type: none"> <li>increased by 4% sense of belonging, 3% above state norms.</li> </ul>
School surveys into ways of increasing sense of belonging undertaken, analysed and planning for improvement undertaken	Feedback from parents, via an online survey, was extremely positive with 98% respondents feeling confident that the school is making the right decisions to support students through the lockdown crisis.
The wellbeing framework is scaffolded and recommendations from our external wellbeing audit are reflected in the planning.	The Wellbeing team identified strategic direction 3 focus areas for the recommendations from external situation review.
Schoolwide practices mapped out and rationalised to be needs based and funding sources developed	The existing schoolwide wellbeing practices and yearly activities lead to the initial development of a Term 1 calendar highlighting wellbeing events to ensure consistent wellbeing themes run across each year group.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$199,973.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tempe High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• SLSO support for students in classroom</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students having additional guidance during class time and teachers being able to progress teaching knowing that students with disabilities were being supported by SLSOs.. Ultimately we are seeing increased engagement and attainment at a NAPLAN levels by our students with disabilities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> We plan to continue employing SLSO's to support our students with disabilities in classrooms making the necessary adjustments as student needs arise..</p>
<p>Socio-economic background</p> <p>\$45,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tempe High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of additional staff to support [Ghanim Al Tobi] program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Socio economically disadvantaged students students were able to access materials for practical subjects, uniforms and excursions, laptops and other resources. Our year 9 NAPLAN results are above SSSG</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to engage the Technical support officer and providing resources to students of socioeconomic disadvantaged backgrounds, additional peer tutoring will be developed, particularly for stage 4 numeracy.</p>
<p>Aboriginal background</p> <p>\$23,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tempe High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading</b></p>

<p>Aboriginal background</p> <p>\$23,000.00</p>	<p><b>include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Support of aboriginal students to re engage after covid lockdowns. including completion of assessment tasks and attendance at school excursions and extra curricular activities. We engaged an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. As a result all our students had PLPs to support their continued education.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Engaging more closely with local elders and the community to ensure our aboriginal students are attending and engaging.</p>
<p>English language proficiency</p> <p>\$112,118.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Tempe High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> After evaluation, the next steps to support our students with this funding will be: to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$160,269.47</p>	<p>Low level adjustment for disability equity loading provides support for students at Tempe High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy and numeracy needs of identified students has resulted in above expected growth in NAPLAN results for these students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>

<p>Low level adjustment for disability</p> <p>\$160,269.47</p>	<p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>School support allocation (principal support)</p> <p>\$45,388.77</p>	<p>School support allocation funding is provided to support the principal at Tempe High School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Employ business manager.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Completion of major projects in school infrastructure modernisation and the timely application of maintenance to school assets. Additionally school financial planning and administration has delivered excellent resourcing to faculties.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> completion of major infrastructure projects around the schools and further refining our work health and safety procedures.</p>
<p>COVID ILSP</p> <p>\$98,349.81</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Research-based high impact teaching strategies and literacy and numeracy progressions focus</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	571	566	544	569
Girls	370	379	390	381

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	93.9	94.4	94.4	95
8	92.8	90.4	94.5	92.1
9	92.4	90.2	92.8	92.3
10	91.4	89.4	90.6	89.8
11	91.9	90.4	92.5	92.4
12	91.7	91.4	93.1	92
All Years	92.3	91	93	92.3
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### Management of non-attendance

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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	1
Employment	1	1	1
TAFE entry	2	3	18
University Entry	N/A	N/A	77
Other	N/A	N/A	2
Unknown	1	1	1

Post school data reveals that 116 of our 150 students from the 2021 Year 12 cohort sought a place at university for 2022.

Of the 116 students who applied for university, 110 were successful in gaining entry in 2022, a figure of 96% (this includes both our domestic and international students).

This high figure is due largely to an increase in university places being offered to domestic students as a result of 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 diverse range of university degree programs; particular examples are: Business, Science, Architecture, Psychology, Engineering, Medical Science, Pharmacy, Policing and the Creative Arts.

Not all of students pursue university as a post- school pathway. 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. Many students begin their vocational journey at school by completing a TAFE Certificate qualification during Years 11 and 12 before transitioning to full time time TAFE study.

### Year 12 students undertaking vocational or trade training

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12.57% of Year 12 students at Tempe High School undertook vocational education and training in 2021.

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

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96.6% of all Year 12 students at Tempe High School expected to complete Year 12 in 2021 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)	46.7
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	1
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,331,852
<b>Revenue</b>	10,725,501
Appropriation	10,273,975
Sale of Goods and Services	78,190
Grants and contributions	316,792
Investment income	1,577
Other revenue	54,966
<b>Expenses</b>	-11,198,534
Employee related	-9,663,202
Operating expenses	-1,535,332
<b>Surplus / deficit for the year</b>	-473,033
<b>Closing Balance</b>	858,819

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	173,646
<b>Equity Total</b>	408,612
Equity - Aboriginal	21,272
Equity - Socio-economic	72,284
Equity - Language	154,786
Equity - Disability	160,269
<b>Base Total</b>	8,949,078
Base - Per Capita	230,271
Base - Location	0
Base - Other	8,718,806
<b>Other Total</b>	437,578
<b>Grand Total</b>	9,968,914

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

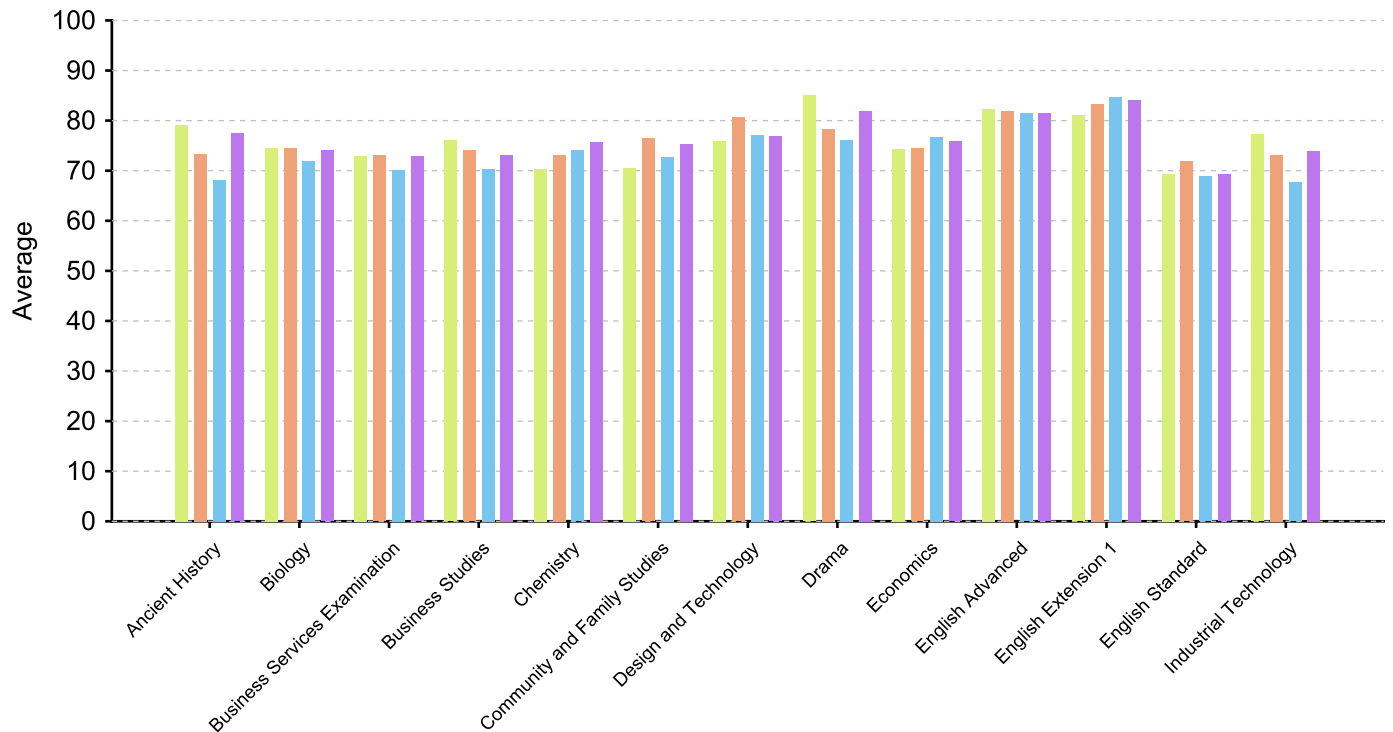
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

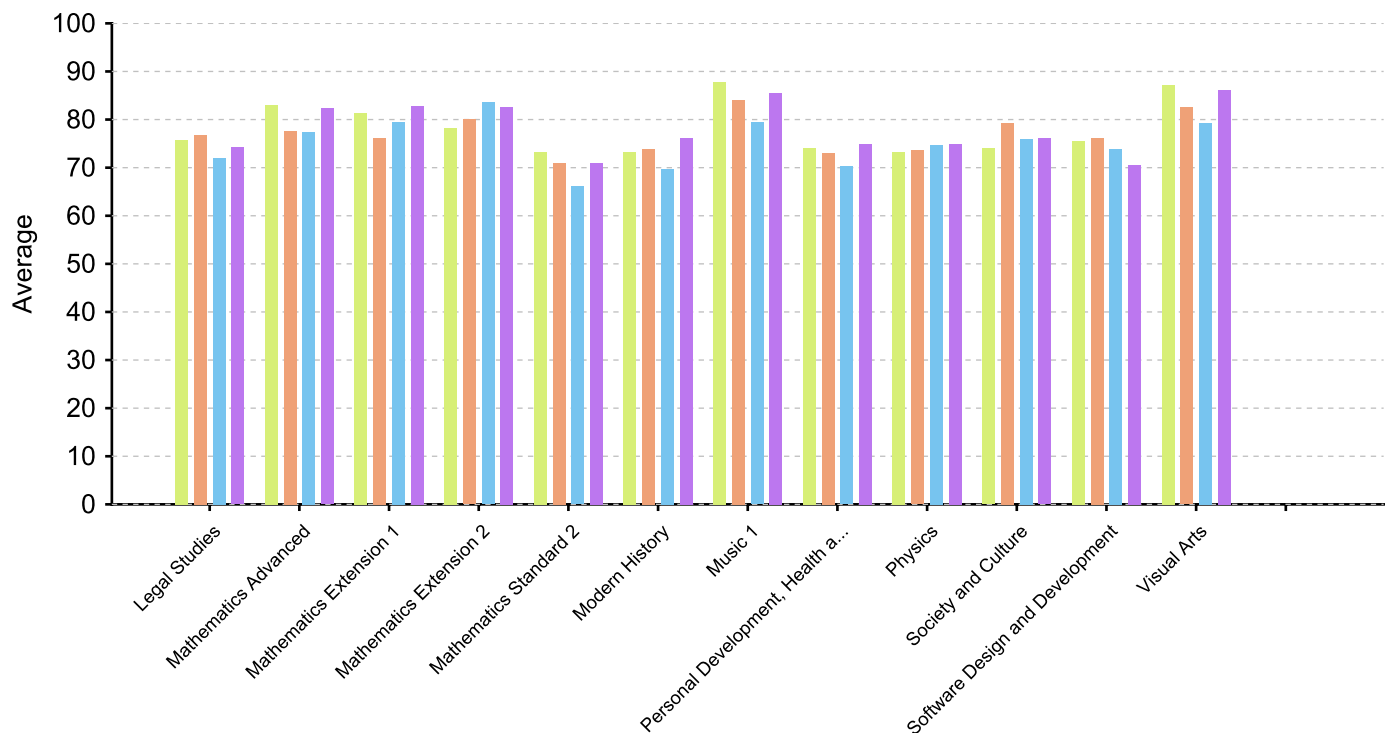
# School performance - HSC

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.



■ School 2021 
 ■ SSSG Average 2021 
 ■ State Average 2021 
 ■ School Average 2019-2021



■ School 2021 
 ■ SSSG Average 2021 
 ■ State Average 2021 
 ■ School Average 2019-2021

<b>Subject</b>	<b>School 2021</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2019-2021</b>
Ancient History	79.1	73.3	68.1	77.4
Biology	74.5	74.6	71.9	74.0
Business Services Examination	72.9	73.0	70.1	72.9
Business Studies	76.0	74.1	70.4	73.1
Chemistry	70.4	73.1	74.1	75.7
Community and Family Studies	70.5	76.5	72.7	75.3
Design and Technology	75.9	80.6	77.2	76.9
Drama	85.0	78.4	76.1	82.0
Economics	74.3	74.4	76.7	75.9
English Advanced	82.3	82.0	81.4	81.4
English Extension 1	81.0	83.3	84.8	84.1
English Standard	69.3	71.9	68.8	69.2
Industrial Technology	77.2	73.1	67.7	73.9
Legal Studies	75.8	76.8	72.0	74.2
Mathematics Advanced	83.0	77.6	77.4	82.3
Mathematics Extension 1	81.3	76.2	79.5	82.8
Mathematics Extension 2	78.2	80.0	83.5	82.6
Mathematics Standard 2	73.2	71.0	66.1	71.0
Modern History	73.3	73.8	69.7	76.2
Music 1	87.8	84.0	79.4	85.5
Personal Development, Health and Physical Education	74.1	73.1	70.3	74.9
Physics	73.3	73.6	74.8	74.9
Society and Culture	74.0	79.3	76.0	76.0
Software Design and Development	75.5	76.1	74.0	70.6
Visual Arts	87.2	82.5	79.4	86.2

## Parent/caregiver, student, teacher satisfaction

Consultation with parents, students and staff is an ongoing process. The 'Tell Them From Me' surveys were used in 2021 to capture student, parent and teacher voices, providing reliable evidence to identify strengths and areas for improvement.

As the school community was in lockdown during the survey period, new protocols were established for the delivery of the access and individual passwords for staff and students needed to be developed and were implemented. Students who completed the survey provided the following data:

Student responses to questions relating to social-emotional outcomes are in general above the NSW government norms across most of the criteria. The survey specifically shows high success in students with positive relationships, homework behaviour, positive behaviour at school, intellectual engagement, interest and motivation.

Areas for improvement include: Cultivating students with a positive growth orientation (56% students set challenging goals for themselves in their schoolwork and aim to do their best), providing opportunities for high skill/high challenge learning (17% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for this category is 11%). Addressing bullying (18% of students reported they don't know where to go when they are bullied.)

Student responses to questions relating to the drivers of student outcomes show results above NSW government norms in effective learning time, positive learning climate, expectations for success, positive student-teacher relations and advocacy outside of school.

Areas for improvement include: advocacy at school, strengthening a sense of school pride in students (47% of students did not feel a sense of school pride) and further enhancing authentic connections to Aboriginal and Torres Strait Islander culture in all aspects of the school (52% of Aboriginal students report they do not feel connected to their culture when they are at school and 39% feel that their teachers do not understand their culture.)

Parents or carers completed the survey in October. For this group of respondents, the data was above NSW government norms in the following areas;

- Parents feel welcome when visiting the school
- The school's administrative staff are helpful when parents have a question or problem
- Written information from the school is clear and in plain language
- Reports on their child's progress are written in terms that parents can understand
- Teachers expect their child to pay attention in class and that their child is clear about the rules for school behaviour
- Their child is clear about the rules for school behaviour.
- Their child feels safe at school and travelling to and from school
- Their child is enrolled at their first choice of public school
- Teachers help students who need extra help, and help the students to develop positive friendships
- In relation to useful communication about school news, 94% of parents found emails useful to very useful, 74% found text messages useful to very useful, 45% found social media useful to very useful, 66% found the school website useful to very useful and 79% found the newsletter useful to very useful.

On November 16 2021, Tempe High School participated in external validation. In preparation for this meeting, the required body of evidence was prepared, reviewed, and annotated.

This snapshot from the Executive Summary synthesises the annotated information provided in the body of evidence. Our highly skilled and motivated teachers deliver quality educational programs with a strong focus on literacy, numeracy, and ICT. The staff has a range of experience that ensures all aspects of school life are vibrant with a culture of high expectations and excellence in student achievement. Tempe High School is a caring and safe place of learning; our wellbeing initiatives focus on proactively supporting all students in improving their learning and ensuring they feel connected to their school community. We are committed to providing a wide range of opportunities for students to extend their skills across subjects and in extra-curricular activities.

In preparing for External Validation, staff worked collaboratively in a series of faculty and executive meetings to identify evidence sets. School teams were then formed to collect and match each piece of evidence against the SEF and worked towards the development of the School Plan 2021-24.

The school's strategic directions of 2021-24 School Plan are:

Strategic Direction 1: Student growth and attainment

Strategic Direction 2: Embedding Quality Teaching

Strategic Direction 3: Enhanced Wellbeing

Teams were provided with regular opportunities to reflect and provide feedback on the evidence collection and matching process. The following five evidence sets were prepared:

Evidence Set 1: Community Links

Evidence Set 2: Wellbeing

Evidence Set 3: Teaching and learning

Evidence Set 4: Curriculum

Evidence Set 5: Systems and leadership

The executive team concluded an on-balance judgement was made after a thorough analysis of the five evidence sets that were demonstrated to be representative of sustaining and growing for the three domains. The external panel confirmed Sustaining and Growing.

**Student reflection:**

**As we reflect on the year of 2021, it would seem as if there were very limited differences between it and the previous year, 2020. With the frequent lockdowns and transitions to online learning, and then back to school, it was a very difficult time for all. Thankfully, our connected community at Tempe High School helped us all collectively pull through most of these hardships. We were able to learn how to thrive in our unfortunate predicament and support each other along the way. We would like to give many thanks to Mr. Dassaklis and all our teachers who continued to support us regardless of how lockdowns affected their daily lives. You have allowed us to learn skills that have turned us into adaptable individuals and for this we thank you. We thank the parents/carers of Tempe for supporting your children along this messy ride. And last, but certainly not least, we thank the cleaners for working tirelessly everyday to keep everyone safe and clean for when we eventually came back to school.**

- Nadia Mostafa, Amy Brown Year 11



# Policy requirements

## Aboriginal Education Policy

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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.

## Aboriginal Education - School statement

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The school took a multifaceted approach to Aboriginal education including the employment of AEO and the formation of Aboriginal education team. With the aim of improving cultural competency of staff and providing students with opportunities to engage with meaningful learning about Aboriginal knowledge, culture and history. Early in the year, Aboriginal families were invited for afternoon meet and greet with other Aboriginal and Pacific Islander families. Students displayed their artworks and culture performances. Staff and students worked with community partners to deliver meaningful learning experiences such as smoking ceremony for Harmony Day. Aboriginal students engaged with National Aboriginal Sporting Chance Academy (NASCA) who provide opportunities for students to experience and learn about Aboriginal culture through camps, in class support, sporting and cultural events. NASCA supported the Personalised Learning Plan process assisting students in identifying learning, family and community goals. Consultation began for the construction of a Koori garden.

## Anti-Racism Policy

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

## Anti-Racism - School statement

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To further support anti-racism education, multicultural education and an advisor for girls' education, a specific role was established for a staff member in addition to being the school ARCO. Together with our community liaison officers, AEO and LaST, the school promotes togetherness and inclusivity for all students. An International Student Coordinator role is to liaise with the Department of Education supporting students and homestay carers as well as organising additional in class support and extra-curricular events for international students. To further support our students from non-English speaking backgrounds, we continue with EAL/D support in classes, and Stage 6 English.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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 and anti-racism education - School Statement

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The relationship between the school and our school community is further strengthened by the invaluable contribution and

expertise of our Community Liaison Officers: Chinese and International Students, Pacific Islander and our Aboriginal Education Officer. Our Pacific Islander CLO is also highly sought after as a Music support person and a music mentor. Effective resourcing has also allowed for the employ of an AEO and a LaST specifically for our ATSI and Pacific Islander students. Their role is to liaise with our families and organise appropriate cultural programs to address student learning and cultural needs. Tempe High School celebrated Harmony Day as a whole school event. Performances focused on diverse student cultures that included musical items such as indigenous instruments, singing and dancing. Local presenter Caleb Taylor from Tribal Warrior organisation recognised the diversity of our community and encouraged all to foster positive relationships.

### Other School Programs (optional)

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With extended lockdown during 2021, maintaining connectivity between staff, students and their families became the major focus. All staff successfully provided quality work to support students learning online with regular zoom lessons to provide consistency with content delivered. Year advisors generated their own google classrooms for connectivity and concentrated on providing opportunities for students to connect and enhance wellbeing during lockdown. Year advisors generated a number of activities, aimed at the different age groups, designed to bring joy with a series of creative challenges.

Our school offers a diverse range of extra-curricular activities that complements the breadth and depth of the curriculum structure. Activities cater to a diverse range of student interests and abilities and are facilitated by our dedicated staff who also share their own diversity of interests and skills. All programs were severely impacted due to COVID restrictions during 2021. Examples of some programs include:

- The THS Volleyball program has grown and has forged its mark on the Tempe High School identity and reputation. With over 120 people in the program, 11 teams that train at 7am every morning, hold lunchtime competitions and after school programs. To support the growing THS Volleyball program, an upgrade of facilities occurred with the installation of synthetic grass volleyball courts and the indoor court to meet competition standards.
- Visual Arts School Mural Projects. Year 10 Visual Arts students are offered the opportunity to participate in the School Mural project for the year. Facilitated by the Visual Arts teachers the completion of the project not only enhances the school environment but embeds a culture of respect for our school surrounds as well as a sense of pride to belong to Tempe High School.
- The Tempe High extracurricular CAPA programs were severely impacted due to COVID restrictions throughout 2021. The Music ensemble program is supported by the Ensembles Director (staff) and Ensembles Co-ordinator (P&C) through a separate sub-committee dedicated to Music ensembles at our school. Extra-curricular music ensembles include Wind Ensemble, Concert Band, Jazz Band, Strings Ensemble, Ukulele Orchestra and Choir.
- Mock Trial is a program run by The Law Society of NSW that introduces students to the NSW judicial system. Through setting high expectations and aligning with real world significance, the program aims to engage and extend our high achieving students by providing practical experience in the running of a true-to-life court case and in the process gaining valuable experience, learn advocacy, debating and problem-solving skills.
- The Robotics Team was formed to provide students an opportunity to cultivate their interests in engineering and technology, as well as gain practical skills in mechanics, electronics, and programming. The main activities of the team are to collaboratively design and construct robots to compete in a number of robotics competitions.