2022 Annual Report

Tempe High School

8506

Introduction

The Annual Report for 2022 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.

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Message from the principal

It is my pleasure to present Tempe High School's 2022 Annual Report. In 2022 we made significant progress in a number of areas such as:

- significant progress on our school improvement plan resulting in a significant increase in our capacity to: deliver formative assessment, enhanced wellbeing procedures, and improved literacy and numeracy education delivery.
- improvement in the school's infrastructure through building a shelter over the Basketball courts, refurbishing and expanding the English Staffroom and additional shade and school beautification projects to enhance the physical environment for staff and students.
- outstanding achievement in the Higher School Certificate where our students achieved above state average results in most of the courses offered: we had 99 results over 90% with students from Art, Multimedia and Music being selected for exhibitions of exemplary work at the Art Gallery of NSW, Opera House and Powerhouse Museum.

I thank all staff and parents for the time and support they gave our students throughout the year.

Socrates Dassaklis

School vision

At Tempe High School we build and nurture positive relationships, instill high expectations and promote teaching and learning which 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 proud comprehensive, partially-selective, multicultural high school, highly valued by our engaged community. We are committed to enhancing academic growth for all students, irrespective of their backgrounds and/or learning challenges. Our diverse Wellbeing and Learning Support Team nurture the social, emotional and academic needs of students and provide ongoing continuity of learning as students transition into the senior school. Ensuring that teachers have opportunities to collaborate and improve practice as a means of pursuing excellence is an essential feature of our professional learning activities. Our strategic directions are: **Student Attainment and Growth, Creating Quality Learning Environments and Enhanced Wellbeing.**

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 Strategic Improvement Plan and annual report.

Our self-assessment 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

Self-assessment using the School Excellence Framework

Elements	2022 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 show growth because of explicit, consistent and research-informed teaching. Our teachers will reflectively adapt their practice through quality targeted professional learning and use of student assessment data to inform teaching. By doing so, we will support the emotional and academic trajectory of students as they transition through the increasing rigour of high school expectations.

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.

- Setting academic goals and using RAP data to strengthen teaching and improve learning.
- Research-based high impact teaching strategies combined with data analysis to enhance student growth.
- Promoting high expectations through robust monitoring and wellbeing practices.

Resources allocated to this strategic direction

Per capita: $33,681.00
English language proficiency: $900.00
Low level adjustment for disability: $64,693.46

Summary of progress

Reading Literacy: Our focus in 2022 was on using evidence-based reading comprehension practices to improve the comprehension of Year 8 mainstream students in particular. After reviewing external data assessments, we created a cross-curricular collaboration team (HSIE, Science and English teachers) which would be supported by an EALD Coordinator and an Instructional Leader. The EALD coordinator created resources specific to each subject and teachers adopted an explicit literacy lesson each week to support student comprehension of complex texts. Furthermore, the Super 6 strategies were explicitly taught in English and tested in the Yearly Examination so students can learn to embed these as they encounter new texts. These faculties are now reviewing their teaching and learning programs to adopt more explicit reading practices into their teaching and learning activities in Year 7, Year 8 and Year 9 in 2023. Reading coordinators will be adopted to lead the faculty in a specific reading skill strategy in 2023 and this scope will be widened to be inclusive of other faculties as well. Additionally, a pilot project in intensive reading practices with a Year 8 class, formed by an English teacher and our instructional leader, has led to student feedback where students have expressed reading for longer amounts of time and displaying matured reading habits. We are currently progressing towards our target of students displaying an increase in expected growth in reading in NAPLAN and providing consistent professional learning on the implementation of Super 6 comprehension strategies with a range of faculties. In 2023, each faculty will be a responsible for a reading skill from 7-10 and will embed Tier 2 vocabulary explicit teaching in their teaching and learning programs.

Numeracy: The focus in numeracy was on targeted intervention of over 70 students in Year 8 Mainstream who had been identified as needing support because of their results in NAPLAN and Check In last year, as well as qualitative feedback from staff. Resources were directed to these students to develop their potential; a mathematics teacher created pod groups which were explicitly instructed in a combination of numeracy and mathematical curriculum. More than half of these students showed improvement in internal assessments based on a Z-score analysis. Additionally, our Maths Faculty engaged in PL on Newman's Error Analysis- a problem-solving strategy used to support the teaching of literacy in numeracy. The faculty is currently working on using this strategy in a collective and engaged manner in Years 7-10 and will sustain this process in Term 1, 2023. The initiative will include signage of this technique and bookmarks to develop student awareness of how to apply it to problem -solving in numeracy. Additionally, the Mathematics Faculty will be working with the TAS Faculty to strengthen teacher practice in numeracy with the support of an external numeracy consultant, and the Learning Support staff will be trained in Newman's to assist students in the classroom. During Term 4, our Year 10 Mathematics Accelerated students also engaged in weekly peer tutoring with students to support the numeracy needed to engage with mathematical ideas. Student feedback from the Peer Coordinator and both parties - tutor and tutee- indicated that this was a rewarding activity where the tutees developed an efficacy in their ability to approach new problems and the tutors developed an awareness of sharing knowledge and skills with others in their school community.

HSC: Our focus for HSC growth in 2022 was on upskilling staff - who had a variety of experiences - on the use of HSC RAP data. This data allowed teachers to identify areas for focus in their teaching and orient their formative assessment of Year 12 students. A range of professional learning opportunities was undertaken by staff to support their navigation and interpretation of data. Opportunities to implement this into the evaluation of teaching programs will occur in 2023 as teachers use the 2022 results to track student performance in the HSC. Academic goal setting linked to the principles of

the Growth Mindset was initiated this year but lacked traction; a combined leadership focus in 2023 will allow us to revisit goal setting in assessments in Years 10-12. Additionally, Year 11 and 12 students have been given access to an online digital platform of senior course materials - ATOMI. Surveys conducted this year have shown an overwhelmingly positive response and consistent use by students, particularly in the HSIE, English, PDHPE, Science and Mathematics courses. Student feedback from surveys indicated an increased use of this platform prior to assessments, the Trial Examination and the HSC examination. Surveys conducted with Year 11 as to the need for continuing this platform of support garnered wide-spread enthusiasm for students as they started their HSC course in Term 4. A review of the impact of ATOMI will be undertaken based on Year 12 2022 and 2023 results.

Attendance: Our attendance this year was complicated by the ongoing impacts of COVID on both students and staff which resulted in a decline in our usual high attendance rates. In order to combat disengagement brought about by two years of COVID disruptions, we engaged with complex case meetings for students at risk and developed individualised attendance support plans to encourage consistency in attendance. After each plan, the attendance rates of students increased. In 2023, we will survey students and parents as to the factors that create low attendance and respond to this data to ensure we are catering for the context of our community. We know that the lower the attendance rate, the higher the impact on literacy and numeracy and we are committed to supporting students to return to a norm post-covid. Our policy on lateness will also be revised to capture any students who may be impacted as a result of lateness to school.

Aboriginal Students: While Year 12 2022 did not have Aboriginal students in the cohort, discussions around action plans and PLPS for our Year 12 2023 cohort are under way. Our ACLO and Careers Adviser will identify the needs and interests of students and ensure that learning pathways for each of these students are created and shared with staff to encourage a common understanding of where each student is likely to thrive and succeed whilst maintaining their cultural identity. The Learning Support Team and NASCA (National Aboriginal Sporting Chance Academy) will continue to provide academic and organisational support for Aboriginal students in the senior and junior years to sustain a focus on the importance of longevity in education.

Wellbeing: Also see SD3. In Term 1 the COVID isolation restriction which included cohort isolation had a direct impact on student wellbeing programs such as peer support. Camps, SRC, excursions and extra-curricula clubs also not being able to be held reduced the opportunity for students to develop from various cohorts a sense of belonging at THS. These remained slow to regain momentum throughout the year. The introduction of whole school assemblies lacked continuity initially as this was a significant change in the regular routine of the school organisation for staff and senior students. Our wellbeing and executive team continued to focus on supportive practices to maintain consistency and continuity across the school and to reengage students who were directly impacted during COVID.

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
• 43.3% of students in the top 2 bands of NAPLAN for reading.	2022 NAPLAN data indicates 38.41 % of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target. However, focus on this target has enabled teachers to engage in collaborative practice as they adapt teaching and learning programs to be inclusive of tiered questioning techniques and reading pathways which include the Super 6 Comprehension strategies. Faculties have taken ownership of a reading focus and will be implementing this focus in their teaching and learning activities in Years 7-10 in 2023.
• 58.7% of students in the top 2 bands of NAPLAN for numeracy.	2022 NAPLAN data indicates 43.29 % of students are in the top two skill bands (NAPLAN) for **numeracy** indicating the school did not achieve the system negotiated target. Focus on this target has resulted in the Mathematics Faculty developing a collective goal to introduce Newman's Error Analysis into their teaching of problem-solving word problems and to then become leaders in this strategy. Additionally, a targeted intervention program by a Maths teacher, introduced in Term 3 this year, will continue into 2023 to build on the growth of students in the middle and lower bands of NAPLAN.
• Increase expected growth in **reading** to 72.15%	Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, focus on this target has allowed us to establish a collective approach to develop the explicit teaching of Tier 2 vocabulary and comprehension strategies so as to make complex texts accessible for diverse learners. We will be focusing on inferential strategies and reading context clues in 2023 as these were areas

• Increase expected growth in **reading** to 72.15%	highlighted by the Check In Data in Term 4.
• Increase expected growth in **numeracy** to 67.73%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. Internal assessments based on targeted intervention and small group numeracy instruction indicate progress that needs to be capitalised on with a sustained approach in 2023. The TAS and Learning Support faculty will follow the Maths faculty in upskilling in Newman's Error Analysis and implement this approach in their teaching and learning activities. We will be focusing on measurement and geometry in 2023 as these were areas highlighted by the Check In Data in Term 4.
• 52.6% of HSC students in the top 2 bands.	**77.6%** of students attained results in the top three bands which was an increase from 74.5% in 2021. The whole school collective goal of formative assessment, with a spotlight on Year 12 in particular, as well as the external resource of the ATOMI platform to support revision and conceptual understanding contributed to student performance. The school will be continuing to upskill staff in how to use data from HSC exams (RAP data) to focus on areas of growth in the HSC cohort. Additionally, the principles of academic goal setting and growth mindset will be introduced in 2023 to support student planning and resilience as they move into assessments and major examinations. • Two of our students achieved Dux with an ATAR of 99.55. • Tempe received 53 individual students in the Distinguished Achievers List and students were selected for Encore, Shape and Art Express which celebrates exceptional works and abilities of students across NSW.
• 81.7% of students showing 90% of attendance.	The number of students attending greater than 90% of the time or more has decreased by 24% due to COVID and COVID-related circumstances. In order to progress in this target area, the school will be identifying the factors that are contributing to low attendance through surveying students and families and engaging in targeted attendance plans for students at risk. Positive reinforcement strategies for students with high attendance will also form a focus of the Attendance Team in 2023.
• Action plans for Aboriginal students are created to support goal setting to attain the HSC.	The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity has not been a factor this year as there were no identified Aboriginal students in the cohort. However, a review of PLPs (Personalised Learning Plans) are under way with our ACLO and Year Adviser to ensure that students are focused on incremental success in their study pathways and forging ideas for post -school pathways after Year 12.
• 69.97% of students show positive wellbeing in the Tell Them from Me Survey.	Tell Them from Me data indicates 66.82% of students report a positive sense of wellbeing.

Strategic Direction 2: Creating Quality Learning Environments

Purpose

Our purpose is to embed effective evidence-based teaching and learning practices that meet the diverse learning needs of students and empower students and teachers to be ongoing learners. Teachers and students take shared responsibility for student improvement by embracing a culture of collaboration and self-reflection.

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.

- Formative Assessment to Strengthen Student Outcomes and Reporting
- Establishing Professional Learning Communities and Mentoring Opportunities
- Using Effective Classroom Practices to Maintain a Positive Learning Environment

Resources allocated to this strategic direction

Per capita: $42,000.00

Summary of progress

Formative Assessment to Strengthen Student Outcomes and Reporting.

The school allocated a role of an instructional leader to develop a plan to consistently embed formative assessment practices across school teaching and learning experiences. Staff were surveyed on current practices and the instructional leader, with the support of the executive, identified the areas of learning intention and effective feedback as the two areas for focus.

The Instructional Leader provided professional learning to faculties on learning intentions and a variety of feedback strategies based on current research.

A teacher reflective protocol was created to support teachers in observing each other's practices around two areas of formative assessment. Feedback from staff on the observational tool was positive, but it also revealed a need to upskill staff on the way feedback is constructively delivered, raising also the way that different teacher experience levels led to different quality of feedback. Collaborative discussions resulted in the pairing of teacher observations and mentors in order to determine the professional learning and sharing of practice. This translated into the classroom and was evident when we surveyed a sample of over 40 students in year 12 across subjects and they identified the improvements in teacher feedback that had been made. Their identification of which practices were most impactful was then shared with staff collectively through various communications channels Including a showcase of best practice at the school development day in term for 2022. Results from the HSC revealed that this activity and process resonated with students.

We will be looking at reinforcing formative assessment practices in junior years creating program templates to be used across all year groups to embed these expectations formally.

High expectations around reporting to parents through a formative assessment focus on what strategies students could implement to improve was also the focus of 2022. We updated the reporting policy which included examples of report comments using formative assessment. Head teachers and deputies mentored teachers to establish this practice in their reporting approach. We aim to continue this practice in all reports, establishing a year 11 yearly report that centers on learning goals as students move into their first semester of year 12.

Establishing Professional Learning Communities and Mentoring Opportunities

Professional learning communities were established in a variety of ways. internally and externally. All our faculties have joined statewide staff rooms which enable them to share resources and engage in collective conversations with other teachers across the state related to their particular subject matter. These communities have been integral to staff understanding expectations of the new curriculum reforms and developing processes in readiness for new curriculum implementation.

Our senior executive have also established professional learning networks and mentoring opportunities through participation with deputy conferences and advanced leadership courses. Leaders were paired with each other to provide

peer coaching opportunities and exchange models and mindsets of leadership. Future opportunities for growth in leadership will be offered to our middle leaders in 2023 through mentoring opportunities within executive meetings and external professional learning opportunities.

Collaborative practice opportunities within the school were promoted during a particular period each week. This common period allowed for faculties to structure time for paired or group sessions based on a theme of practice identified within the faculty. Some head teachers took the opportunity to mentor teachers across faculties in their area of expertise, promoting cross-curricular professional learning using internal teacher expertise. Mentoring opportunities such as this sharing of expertise, will be identified and promoted every second week in 2023 due to positive feedback on this session.

A focus on formalising the process of mentorship and coaching in a structured manner will occur across the school as teachers select mentors based on specific need or area for improvement.

Using Effective Classroom Practices to Maintain a Positive Learning Environment

In 2022 a teacher enquiry group met to review the current behaviour system. Using feedback from staff and student surveys, we created a new behaviour system contract that focused on setting positive goals to support students in regulating their behaviour and taking personal responsibility for building positive relationships with others, through restorative practices. This system went through a series of consultations with teachers until the framework was created on our SENTRAL platform for teachers to implement and review by the end of term one 2023.

The new behaviour procedures were paired with a positive reinforcement awards process and married with the 5 c's (Cooperation, Collaboration, Commitment, Consideration and Care, and Curiosity)of Tempe Values across the systems in order to build common expectations and language amongst staff and students. In 2023 our focus will be on reviewing the system to identify if it has contributed to an enhanced learning environment. There will be signage of Tempe values across the school and increased professional learning for staff on choice theory and restorative practice approaches in order to ensure positive student-teacher relationships are central to our quality learning environments.

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
• Teachers develop/refine an understanding of formative assessment practices and begin/sustain embedding them in their practice in class. Professional dialogues and observational practices are established within faculty areas. • Most faculty reports show an increasing movement to comments that are reflective of what students need to do to improve their performance.	HSC Teachers have developed and applied a range of formative assessment strategies, specifically: learning intentions and success criteria, effective questioning and effective feedback. These helped to determine teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness in the HSC classes. As a consequence, our HSC results improved, particularly amongst middle performing students who were able to break into the top 2 bands (from 45% in 2021 to 51 % in 2022). We were also able to reduce the number of students gaining results less than 50% from 7 to 4.1% of the cohort. Most faculty reports show an increasing movement to comments that are reflective of what students need to do to improve their performance.
• Teachers establish professional learning communities within faculties to support their growth in applying consistent formative assessment practices in their teaching and learning programs. A Teacher Reflective Practice Observation Protocol is used to establish a focused observation template with timely feedback.	Increased percentage of teachers established professional learning communities within faculties to support their growth in applying consistent formative assessment practices in their teaching and learning programs. A pilot group of teachers across faculties adopted the Teacher Reflective Practice Observation Protocol and established a focused observation template with timely feedback. This enhanced teaching practice and set ground work for continuation of formative assessment practices in junior years.
• Evaluate the current classroom management and behaviour policy and review practices that the school community finds are successful or need to be adapted or removed.	Existing classroom management and behavior policy was evaluated. This led to updating procedures to reflect current research and best practice. A new behavior monitoring card and system was developed based on restorative practice and the development of a Behaviour Restoration and

• Establish a new behaviour monitoring card that takes into consideration the recommendations from the Wellbeing Situational Analysis from 2019. • A whole school goal of supporting students to manage and regulate their behaviour through a choice-based, consequences focused approach is identified and communicated to staff.	Intervention contract, in line with the recommendations of the 2019 Wellbeing Situational Analysis. A system of consequences was developed to ensure consistent application of appropriate and tiered consequences assisting students to regulate their behaviour and teachers to take ownership of classroom management.

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

Student support officer (SSO): $96,058.00

Summary of progress

School Wellbeing Framework

The introduction of timetabled Wellbeing Team meetings commenced in 2022. Regular structured meetings once a fortnight provided opportunity for Year Advisors to discuss upcoming activities and support each other with the planning of wellbeing events. Schoolwide wellbeing practices programs have been generated and distributed to assist Year advisers with planning for 2023. Wellbeing conference in Term 4 contributed to a cohesive team with recommendations for implementation in 2023. A restructure of School Development Days include a section or theme for each Strategic Directions including Term 2 of getting to know students Wellbeing and Learning Support. Head Teacher Wellbeing presented to whole staff on Bullying and the 2022 anti bullying plan. The team planned whole school professional learning around meeting the needs for students with disabilities following the release of the IER which also included Q&A presentation to the P & C. Wellbeing team conducted first collaborative practice conference in line with collaborative planning conferences continued to be a focus across the whole school. One staff meeting each term has been set allocated for Wellbeing focus (4 hours), with additional 5 hours of Wellbeing PL during Staff Development Days across the year.

Collaborative wellbeing

In Term 1 the COVID isolation restriction which included cohort isolation had a direct impact on student wellbeing programs such as peer support. The removal of isolation restriction and the borders opening had a direct impact on student and teacher attendance. Camps, SRC, excursions and extra-curricula clubs also not being able to be held reduced the opportunity for students to develop from various cohorts a sense of belonging at THS. These remained slow to regain momentum throughout the year. Our focus for 2022 was to further develop the sense of pride in our school for all members of the community. The introduction of whole school assemblies lacked continuity initially as this was a significant change in the regular routine of the school organisation for staff and senior students. Of note was the reluctance of SRC to participate in presenting and coordination of the assemblies. SRC and assembly coordinator was appointed with a 2 period allowance to support SRC and Faculty in the leadership of assemblies. Faculties gained momentum and improved the value of assembly time as confidence grew across the school. Significant investment in the construction of large roof over the basketball courts in Term 2, meant the whole school could now assemble undercover and open aired for the during assemblies generating many more opportunity for recognition of students efforts with faculty and sporting awards.

Enhancing transition pathways

Our wellbeing and executive team continued to focus on supportive practices to maintain consistency and continuity across the school and to reengage students who were directly impacted during COVID, in particular senior students engaging with the use of misadventure documentation for any impacts during assessment tasks. Streamlining of subject selection process, with online choices for students in Year 10 into Year 11 and Year 8 into 9 electives proved to be a more efficient way to collect data and for the basis of timetable selection. For students in Year 10 to 11 data indicates

that 91.1% success for the subject selection process, while for Year 8 into 9 was 77.2%. Subject selection process continues to be refined in 2023. Early selection of Year 6 into 7 Year adviser enhanced transition planning for the transition into high school. Post HSC success indicated that more early entry placements were offered to students, tertiary study continues to dominate post school destination.

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
School wellbeing framework has been developed in the beta mode and consultation about elements is under way.	School wellbeing framework has been developed in draft and consultation about elements is under way. The development and communication of the wellbeing calendar provides staff with a overview of planned wellbeing activities based around wellbeing themes, depending on each year cohort. Fortnightly wellbeing meetings has enhanced communication between the wellbeing team members for planning for events in 2023. Increased communication with the introduction of Wellbeing week (week 6 each term), coordinated themes for SDD that include presentations and workshops for staff. This has have contributed to teacher understanding of roles within the school. The inaugural Wellbeing Collaborative Practice Conference , delayed to Term 4 due to COVID impacts, revisited the THS merit scheme, with the planned introduction in 2023.
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 school experienced a decline in the according to the TTFM survey responses . Student responses indicate a consistent reflection of community with the continued COVID restrictions occurring in Term 1 2022. The areas of expectations for success were down by 0.4 (7.5 Oct 21 to 7.1 March 22), positive relationships decreased 5% (86% Oct 21 to 80% March 22) and sense of belonging march 22 decreased 5% (69 Oct 21 to 64% March 22).September responses also declined with positive relationships decreased by 3% (80% March 22 to 77% September 22) and sense of belonging down 1% (64% March 22 to 63% September 22). Key indicators for Interest and Motivation also indicated a decline of 1% each survey.

The introduction of school assemblies, development of student leadership model, week 6 wellbeing week focus and wellbeing team conference are strategies to build on in 2023. |
| School evidence and internal validation demonstrates excellence in one of the themes of High Expectations, Transitions and continuity of learning, Community Engagement and Community Satisfaction of the School Excellence Framework. | School evidence and internal validation continues to work towards excellence in one of the themes of High Expectations, Transitions and continuity of learning, Community Engagement and Community Satisfaction of the School Excellence Framework. |
| Schoolwide wellbeing practices mapped out and rationalised. Student voice is amplified, creating a safe, supportive and inclusive environment where students are confident their opinions and perspectives are valued. | The introduction of timetabled Wellbeing Team meetings commenced in 2022. Regular structured meetings once a fortnight provided opportunity for Year Advisors to discuss upcoming activities and support each other with the planning of wellbeing events. Schoolwide wellbeing practices programs have been generated and distributed to assist Year advisers with planning for 2023. The Wellbeing conference in Term 4 contributed to a cohesive team with recommendations for implementation in 2023. There was also a catching up period with camps that had not been able to be run due to COVID restrictions. More catch up camps will occur in 2023. The introduction of a Year 11 into Year 12 camp in early Term 4 2022, generated much enthusiasm with student attendance interest being greater than the number of available places, having the need to generate a wait list.

 A new student leadership model was drafted with consultation from executive and presented to whole staff during SDD term 4 with the main goal being to support Student voice that is amplified, creating a safe, supportive and inclusive environment where students are confident their opinions and perspectives are valued. |

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Funding sources	Impact achieved this year
Integration funding support $169,998.00	Integration funding support (IFS) allocations support eligible students at Tempe High School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • Learning and Support Teacher School learning and support officer. **The allocation of this funding has resulted in the following impact:** Excellent value added results achieved for students with disabilities. **After evaluation, the next steps to support our students will be:** Further refinement of our support systems.
Socio-economic background $68,320.91	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • Technical support Officer 3 days per week • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** 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. **After evaluation, the next steps to support our students will be:** Investigate moving to a different funding source for our Technical Support Officer to free up funds for wellbeing projects.
Aboriginal background $23,584.81	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • Funded Part time additional Learning and Support Teacher • Employment of Aboriginal Education Officer • National Aboriginal Sporting Chance Academy partnership **The allocation of this funding has resulted in the following impact:**

| Aboriginal background $23,584.81 | Attendance remains a concern for particular families and will continue to be targeted in 2023.

All students had access to laptops for learning and support was provided for uniform and excursion attendance.

NAPLAN assessment indicates that our ATSI students who attend are at or above state average for ATSI students in both numeracy and literacy.

After evaluation, the next steps to support our students will be: Personalised Learning Pathways will be administered by our Learning support faculty. |
|---|---|
| English language proficiency $126,726.63 | English language proficiency equity loading provides support for students at all four phases of English language learning at Tempe High School.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Research-based high impact teaching strategies combined with data analysis to enhance student growth.
 • Other funded activities

Overview of activities partially or fully funded with this equity loading include:
 • EALD Teachers employed
 • Professional learning for staff
 • Reading redirection

The allocation of this funding has resulted in the following impact: Our EALD students continue to perform at or above state average in both NAPLAN and the Higher School Certificate.. Staff are differentiating and applying EALD strategies in their teaching programs.

After evaluation, the next steps to support our students will be: Seek to employ a full time EALD specialist in 2023 as our current specialist move to retire. |
| Low level adjustment for disability $156,630.26 | 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.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Promoting high expectations through robust monitoring and wellbeing practices.
 • Other funded activities

Overview of activities partially or fully funded with this equity loading include:
 • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students

The allocation of this funding has resulted in the following impact: Excellent value added results achieved for students with disabilities

After evaluation, the next steps to support our students will be: Continue employing support staff to assist teachers and students |
| Professional learning $74,886.36 | Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Tempe High School.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan |

Professional learning $74,886.36	**including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • Facilitated Professional learn for all faculties. • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing **The allocation of this funding has resulted in the following impact:** Staff have been supported to meet their professional learning goals which are aligned with the school improvement plan. **After evaluation, the next steps to support our students will be:** To allocate additional resources to support the curriculum changes for next year.
COVID ILSP $106,639.00	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 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group and one on one tuition. • providing intensive small group tuition for identified students who had low levels of numeracy and/or literacy. • Tutors assisted students in class. **The allocation of this funding has resulted in the following impact:** Excellent program targeting students most in need. Significant gains for these students, particularly in literacy. Numeracy, particularly amongst girls is still and area of major deficit. **After evaluation, the next steps to support our students will be:** Numeracy, particularly amongst girls is still and area of major deficit that will need to be addressed.
Student support officer (SSO) $96,058.00	These funds have been used to support improved outcomes and the achievements of staff and students at Tempe High School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Enhancing transition pathways **Overview of activities partially or fully funded with this Staffing - Other funding include:** • Employ a Student Support Officer **The allocation of this funding has resulted in the following impact:** Excellent support has been given to students by our Student Support Officer (SSO)to deal with social issues and support them to make better behaviour choices. Our SSO has worked with the school counsellors, the wellbeing team and the learning support team to support students experiencing difficulties. Student surveys indicate that our students feel more connected to the school and that they have someone who will advocate for them. **After evaluation, the next steps to support our students will be:** Continue finding ways to have our SSO have access to students needing support. Work with other SSOs from neighboring schools to run programs

Student support officer (SSO) $96,058.00	like "love Bites".

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	566	544	569	582
Girls	379	390	381	387

Student attendance profile

School				
Year	2019	2020	2021	2022
7	94.4	94.4	95.0	89.4
8	90.4	94.5	92.1	87.8
9	90.2	92.8	92.3	87.0
10	89.4	90.6	89.8	86.4
11	90.4	92.5	92.4	86.0
12	91.4	93.1	92.0	87.7
All Years	91.0	93.0	92.3	87.3
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:
- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	N/A	1
Employment	N/A	2	2
TAFE entry	1	4	5
University Entry	N/A	N/A	90
Other	N/A	N/A	N/A
Unknown	2	1	2

Post school data reveals that 125 students from our Year 12 cohort of 142 sought a university place for 2022.

Of the 125 students who applied for university, 121 were successful in gaining entry for 2022. An exceptionally high figure due largely to an increase in university places offered to domestic students as a result of covid-19.

Our students secured entry across multiple institutions, including The University Of Sydney, UNSW, Macquarie University, Western Sydney University, UTS, ACU, The University of Wollongong and ANU.

A snap shot from The University Of Sydney admission data shows that 32 of our Year 12 students were enrolled for 2022 in a diverse range of degree programs - Architecture/Design, Arts/Social Sciences, Business, Economics, Education/Social work, Engineering, Law, Medicine/Health and Music.

Not all students pursue university as a post-school pathway. The majority of school leavers from Years 10, 11 and 12 followed a vocational career pathway via TAFE. Many students begin their vocational journey at school by completing a TAFE certificate qualification during Tears 11 and 12. before making the transition to full time TAFE study.

Year 12 students undertaking vocational or trade training

5.99% of Year 12 students at Tempe High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

97.9% of all Year 12 students at Tempe High School expected to complete Year 12 in 2022 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)	47.3
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	12.77
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	858,819
Revenue	11,514,224
Appropriation	10,793,769
Sale of Goods and Services	84,373
Grants and contributions	540,413
Investment income	11,099
Other revenue	84,571
Expenses	-11,268,467
Employee related	-9,554,052
Operating expenses	-1,714,416
Surplus / deficit for the year	245,757
Closing Balance	1,104,576

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.

	2022 **SBAR Adjustments** ($)
Targeted Total	169,998
Equity Total	374,363
Equity - Aboriginal	23,585
Equity - Socio-economic	68,321
Equity - Language	125,827
Equity - Disability	156,630
Base Total	9,276,264
Base - Per Capita	240,020
Base - Location	0
Base - Other	9,036,243
Other Total	558,643
Grand Total	10,379,268

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.

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.
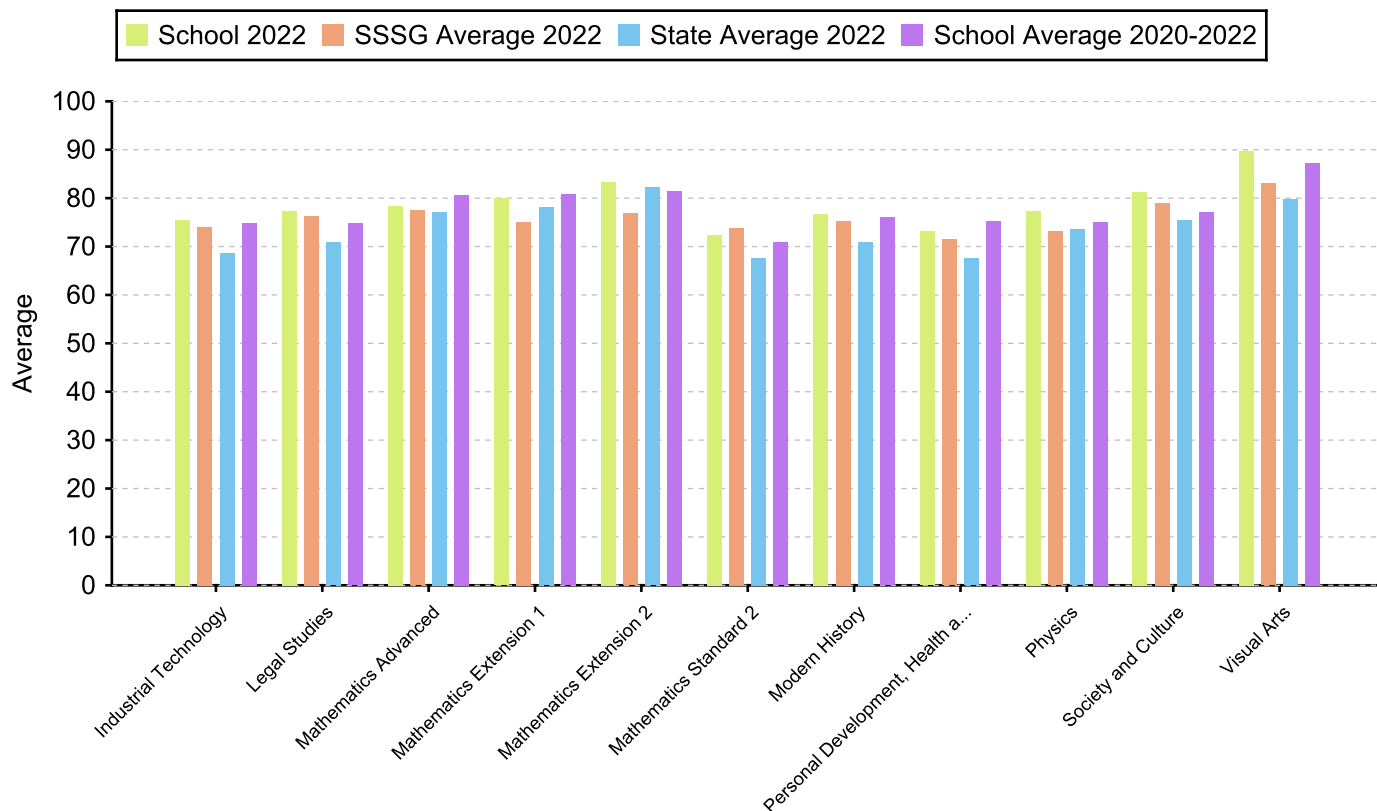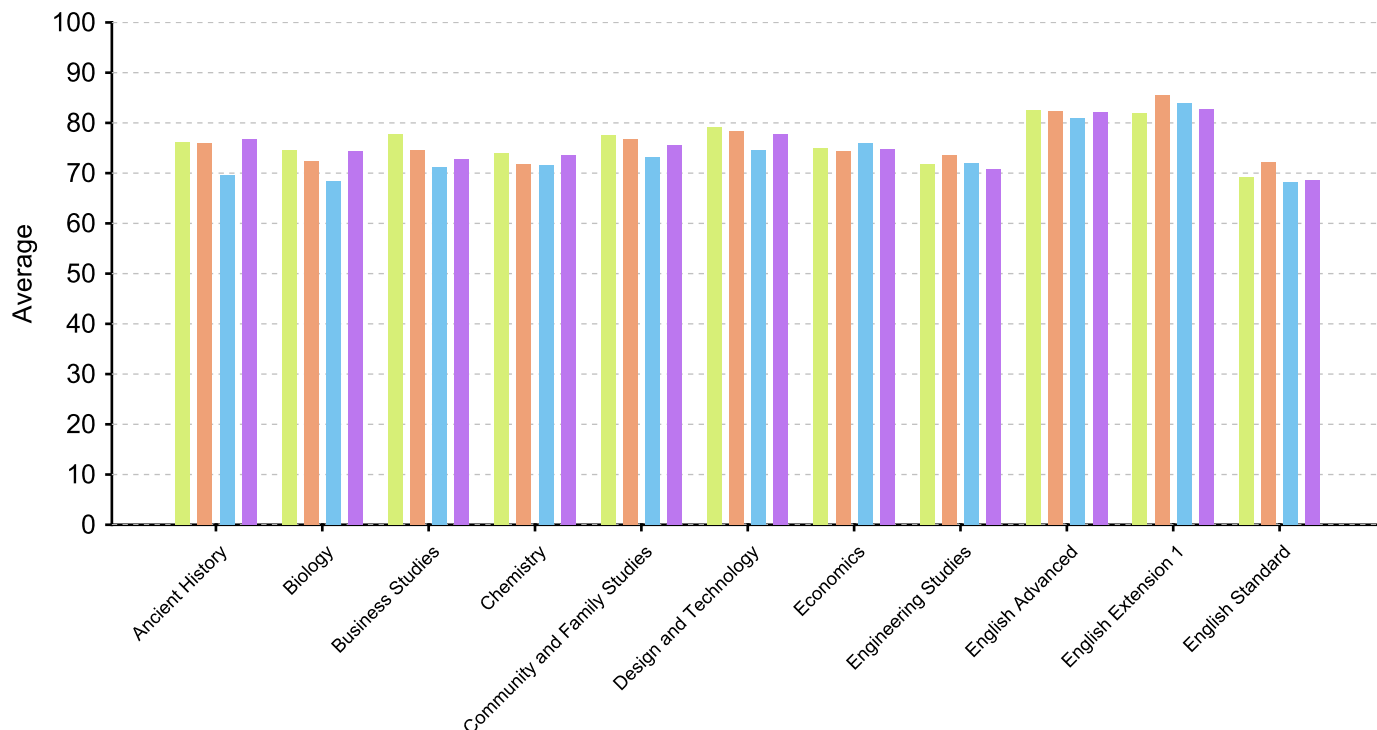
Subject	School 2022	SSSG	State	School Average 2020-2022
Ancient History	76.2	76.0	69.6	76.8
Biology	74.5	72.3	68.5	74.3
Business Studies	77.8	74.6	71.2	72.8
Chemistry	73.9	71.8	71.7	73.6
Community and Family Studies	77.6	76.7	73.2	75.6
Design and Technology	79.1	78.4	74.6	77.7
Economics	74.9	74.3	76.0	74.7
Engineering Studies	71.8	73.6	72.0	70.8
English Advanced	82.5	82.3	81.0	82.1
English Extension 1	82.0	85.5	83.9	82.8
English Standard	69.1	72.3	68.1	68.6
Industrial Technology	75.5	74.1	68.6	74.8
Legal Studies	77.4	76.3	70.8	74.8
Mathematics Advanced	78.4	77.4	77.1	80.7
Mathematics Extension 1	79.9	75.1	78.0	80.8
Mathematics Extension 2	83.4	76.8	82.2	81.5
Mathematics Standard 2	72.4	73.9	67.6	70.8
Modern History	76.7	75.3	70.9	76.0
Personal Development, Health and Physical Education	73.1	71.5	67.5	75.2
Physics	77.4	73.1	73.5	75.1
Society and Culture	81.3	79.0	75.5	77.1
Visual Arts	89.8	83.0	79.8	87.3

Parent/caregiver, student, teacher satisfaction

The new protocols established during lockdown in 2021 proved successful in capturing student and parent responses to the TTFM surveys. 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

Written information from the school is clear and in plain language

The school's administrative staff are helpful when parents have a question or problem

Reports on their child's progress are written in terms that parents can understand

Family members Encourage your child to do well at school.

Teachers expect homework to be done on time.

Their child is clear about the rules for school behaviour.

My child feels safe at school.

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 school attendance the question was asked Should good or improved attendance be recognised? If yes - how would you like it to be recognised? 43% of parents replied that it was not required, while 18% indicated awards with 20% reward vouchers.

As a result, new faculty awards have been introduced for those students who have outstanding attendance in semester 2, 2022.

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.

Anti-Racism Policy

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.

Multicultural Education Policy

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.