



Innovation  
Excellence  
Opportunity

# Year 7 PROSPECTUS

# 2024



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# Principal's Welcome to Year 7

Tempe High School is a high performing, comprehensive, coeducational, partially selective high school in the Inner West of Sydney. We are committed to enhancing academic growth for all students, irrespective of their backgrounds and/or learning challenges. Our diverse Wellbeing and Learning Support Teams nurture the social, emotional and academic needs of students and provide ongoing continuity of learning as students transition into the senior school.

At Tempe High School, we believe in fostering a community where every child is known, valued and cared for, providing the environment for all of our students to thrive academically, socially, and emotionally. The school is a vibrant and inclusive place of learning, where students are encouraged to make friends, learn to their fullest potential and embrace a wide range of extracurricular opportunities.

Tempe High School prides itself in providing a challenging, rigorous curriculum, equipping students with the knowledge, skills and confidence required to be successful. Our wrap-around support structures work closely with families to ensure that students can access assistance as needed to benefit their learning and well-being. The school offers a diversity of subjects and pathways to cater for the broad range of interests so that all students can remain engaged and successful in learning. Our Year 7 Advisor supports students through the transition to High School and is the first point of contact for students and parents/carers.

Student engagement is essential for learning. The teaching staff at Tempe High School are innovative, set high expectations, encourage and challenge students to do their best. The school offers a range of extracurricular opportunities including a range of clubs, an extensive music band and ensemble program and a variety of sporting programs and teams. Innovation, Opportunity and Excellence drive our programs and initiatives.

We look forward to building meaningful partnerships with you, our valued parents/carers to ensure the success and wellbeing of each student.

Thank you for entrusting us with your child's education.

Vanessa Williams

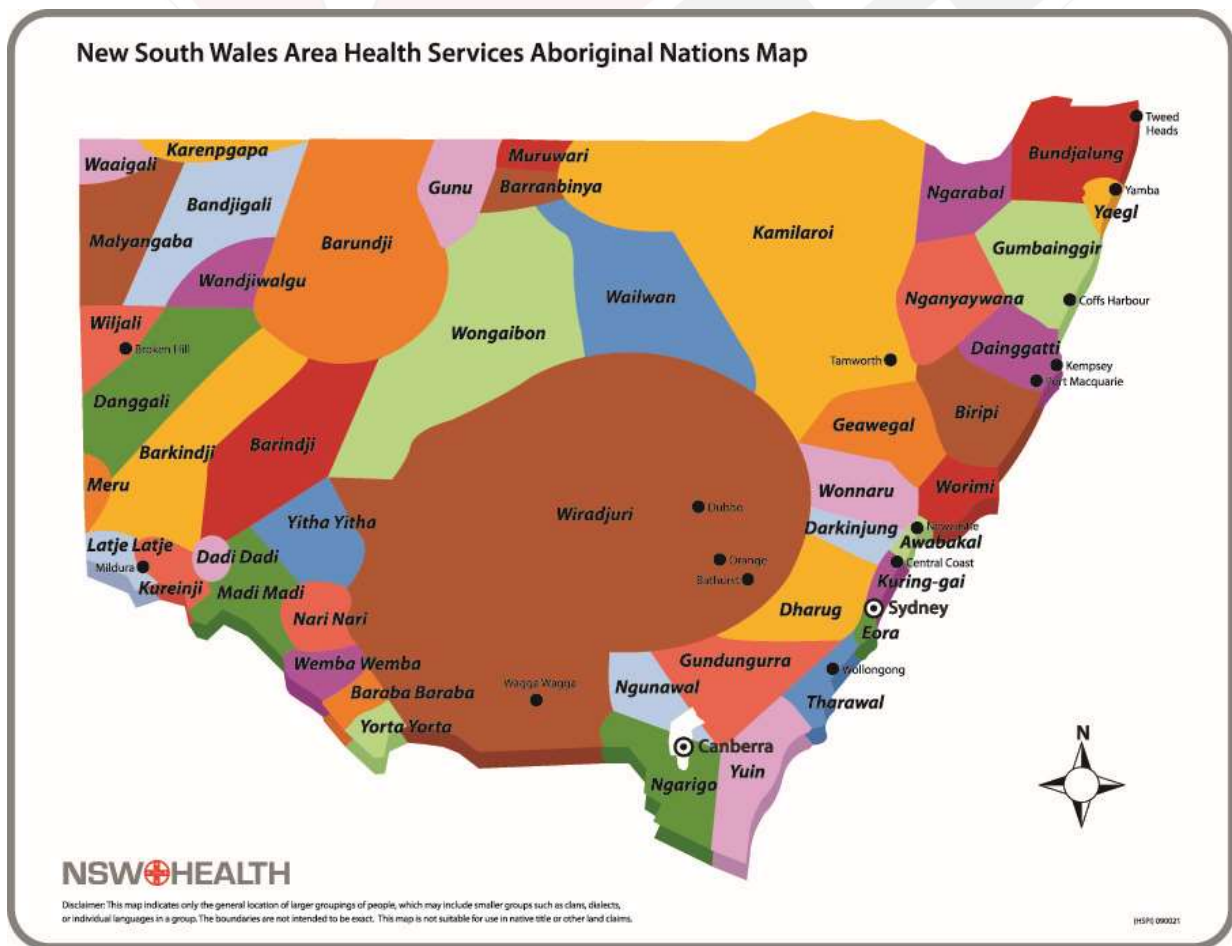


# Our Acknowledgement to Country

We would like to acknowledge the Traditional Custodians of this land: the Gadigal, Gamelay and Wangal Peoples of the Eora nation.

We must always remember that under the concrete and asphalt this land is, was and always will be Aboriginal land.

We would like to pay our respects to the Elders of the past, present and future; for they hold the memories, the traditions, the culture and hopes of Aboriginal Australia. We acknowledge their living culture and their unique role in the life of the region.





## Contact us:

**T:** 02 9558 2023 or 02 9558 2336

**Email:** [tempe-h.school@det.nsw.edu.au](mailto:tempe-h.school@det.nsw.edu.au)

## Our Pages:

- **Sentral Daily**

A weekly post – what is happening this week?

- **Tempe High School Website**

[Home - Tempe High School \(nsw.gov.au\)](https://www.nsw.gov.au/tempe-high-school)

- **Facebook**

[Tempe High School | Facebook](https://www.facebook.com/tempehs)

### Instagram

[Tempe High School \(@tempe\\_hs\) •  
Instagram photos and videos](https://www.instagram.com/tempe_hs)

# School Vision & Strategic Direction

## Our School Identity

Tempe High School has an enrolment of 1020 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.

## Our Commitment

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

### Strategic Direction

1. Student Attainment and Growth
2. Creating Quality Learning Environments
3. Enhanced Wellbeing

LABORA FORTITER

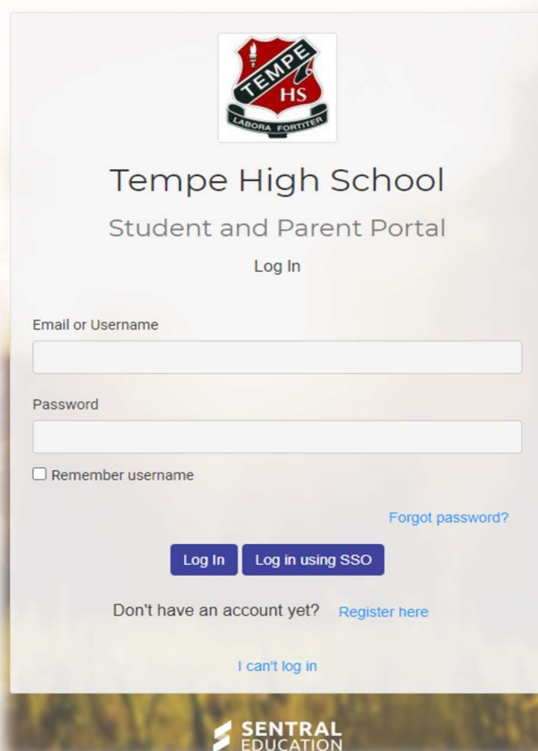
# Student & Parent Portal

## Sentral

The SENTRAL Student & Parent Portal is Tempe High School's communication tool.

The portal is designed to enable greater communication with our school community such as school events, daily messages, THS school calendar, student attendance and student reports can be found through this platform.

In early 2025, parents will be provided with information to register for the domain along with a Student Key that will allow information to be accessed on your child.

A screenshot of the Tempe High School Student and Parent Portal login page. At the top is the Tempe High School logo, which features a red shield with a white 'T' and 'HS' and the motto 'LABORA FORTITER' below it. The text 'Tempe High School' and 'Student and Parent Portal' is centered below the logo. A 'Log In' link is positioned to the right of the portal title. Below this are two input fields: 'Email or Username' and 'Password'. A 'Remember username' checkbox is located below the password field. To the right of the password field is a 'Forgot password?' link. At the bottom of the login section are two buttons: 'Log In' and 'Log in using SSO'. Below these buttons are two links: 'Don't have an account yet?' and 'Register here'. At the very bottom of the page is a link that says 'I can't log in'. The SENTRAL EDUCATION logo is visible in the bottom right corner of the page.

### Parents Tip #1

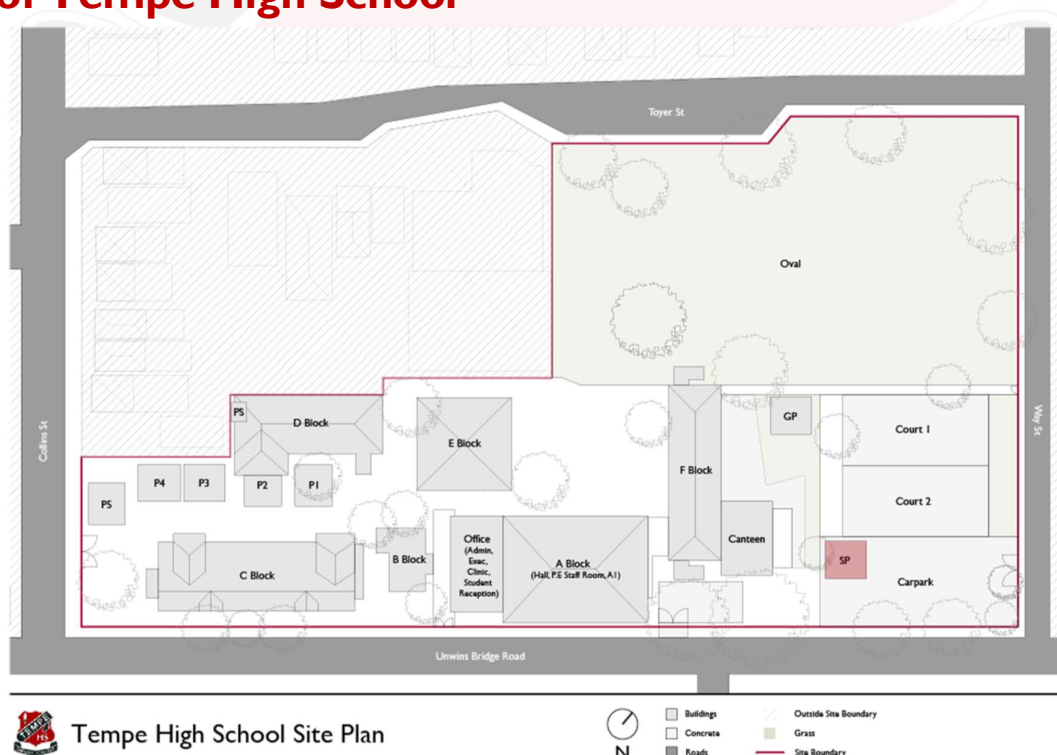
The best way to know what is happening in the school is to log in to the **Student and Parent Portal**. Ask the office for help if you have any issues logging in.

Teachers will leave daily notices each day/week and this will allow you to plan your week and know what to prepare for, what extracurricular activities are available and sports options.

## 2025 Term Dates

Terms	Dates
<b>School Development Days</b>	<ul style="list-style-type: none"> <li>• Friday 31 January</li> <li>• Monday 3 February</li> <li>• Monday 28 April</li> <li>• Monday 21 July</li> <li>• Thursday 18 December</li> <li>• Friday 19 December</li> </ul>
1	Friday 31 January to Friday 11 April
2	Monday 28 April to Friday 4 July
3	Monday 21 July to Friday 26 September
4	Monday 13 October to Friday 19 December

## Map of Tempe High School





## Extension into Tempe Public School

Because we continue to be a first choice for public high schools in our area, Tempe High continues to attract many enrolments. This means that classroom spaces have now extended into the Tempe Public building closest to Unwins Bridge Road. While most of these classrooms are used for senior classes, our junior Languages classrooms and some Visual Arts classrooms are situated across the road.

## Partnership with Col Jones

Additionally, some of our classroom spaces include space down at Col Jones. This is mostly for PE classes or Dance classes.

## P&C: Parents and Citizens

The Tempe High School P&C meet on the second Tuesday of each month at 6.30 pm in the school library. All parents are encouraged to attend. Our Year 12 Parent Wellbeing Team always supports our students well to make them feel valued and recognised throughout the whole year. They also contribute to a refurbishment of the Year 12 School Bus which is a wellbeing space for Year 12.

# Tempe High School Ethos





## Tempe Values: 5 Cs in action

<b>Be careful and considerate</b>	<ul style="list-style-type: none"> <li>➤ Respect the feelings of others</li> <li>➤ Respect the opinions of others</li> <li>➤ Respect the property of others (including school property)</li> <li>➤ Respect that we all have different abilities and backgrounds and avoid judgement</li> </ul>
<b>Be collaborative</b>	<ul style="list-style-type: none"> <li>➤ Work respectfully in pairs and group situations</li> <li>➤ Include all students</li> <li>➤ Show sportsmanship and a team player mentality</li> <li>➤ Work out solutions through conflict-resolution so that there is a win-win outcome</li> </ul>
<b>Be cooperative</b>	<ul style="list-style-type: none"> <li>➤ Follow the teacher's/coach's instructions so that all can learn in a quality and safe environment</li> <li>➤ Respond respectfully to requests from other students</li> <li>➤ Show respect to community members</li> </ul>
<b>Be curious and encouraging of others</b>	<ul style="list-style-type: none"> <li>➤ Ask respectful questions of people from different backgrounds and beliefs</li> <li>➤ Find out more about people to understand them</li> <li>➤ Show empathy to others by considering their point of view</li> </ul>
<b>Be committed to learning and growth</b>	<ul style="list-style-type: none"> <li>➤ Approach learning with a growth mindset and focus on the effort and work ethic that leads to success</li> <li>➤ Accept failure as part of the learning process and allow yourself time to bounce back from disappointment</li> <li>➤ Work independently without having to be consistently monitored – see learning as your responsibility</li> <li>➤ Support others to grow by being praiseworthy and supportive of their efforts</li> <li>➤ Celebrate your success but remember that learning and knowledge is ongoing.</li> </ul>

# Operational Information

## Bell Times

Tempe High School Bell Times: Updated 2022 for Week A and Week B					
	Monday	Tuesday	Wednesday	Thursday	Friday
Period 0 seniors only	7.50-8.45	7.50-8.45	7.50-8.45	7.50-8.45	7.50-8.45
Period 1	8.45 - 9.40	8.45-9.40	8.45-9.40	8.45-9.40	8.45-9.40
Period 2	9.40- 10.35	9.40-10.35	Assembly Period 2 9.40 - 10.35	9.40-10.35	9.40-10.35
RECESS	10.35-11.00	10.35-11.00	10.35-11.00	10.35-11.00	10.35-11.00
Period 3	11.00- 11.55	11.00-11.55	11.00-11.55	11.00-11.55	11.00-11.55
Period 4	11.55-12.50	LUNCH Tuesday Only 11.55- 12.25	11.55-12.50	11.55-12.50	11.55-12.50
LUNCH	12.50- 1.20		12.50- 1.20	12.50- 1.20	12.50- 1.20
		Period 4: 12.25- 1.20			
Period 5	1.20-2.15	1.20- 2.15	1.20- 2.15	1.20- 2.15	1.20- 2.15
Period 6	2.15-3.05	Students go home at 2.15 Teachers have meetings	2.15-3.05	2.15-3.05	2.15-3.05
Period 7 seniors only	3.05 - 4pm	3.05 - 4pm	3.05 - 4pm	3.05 - 4pm	3.05 - 4pm

## Office Hours

**The office hours are 8.30am to 3.15pm.** Students can only go to the office before school, during recess and lunchtime and after school. School contributions and excursions are paid for at the office and bus and train passes are issued from there.

School contributions and excursions can also be paid online by going through the school website:

<http://www.tempe-h.schools.nsw.edu.au>.

Absence notes are to be taken to the front office on return to school. A parent/carer should contact the office if a student is going to be absent for more than a few days.

## School uniform is compulsory for all students attending Tempe High School

- Uniform, including shoes, should have no logos, badges or patterns except the school crest
- There should be no extra items added to uniform
- Uniform clothing should be worn neatly
- No excessive jewellery or make up. Dangling piercings are not allowed due to Work Health & Safety requirements.
- Students who have excessively long nails may not be able to participate in lessons where safety is impacted.
- **Junior Uniform: Years 7 - 9**
- **Senior Uniform: Years 10 - 12**



### Tempe High School does not consider the following items part of our uniform :

- Tracksuit pants of any colour Black trousers only.
- T-shirts instead of the school polo or shirt
- Shoes which are not fully black and leather; students may choose to buy black leather sports shoes which function as everyday and sports wear.
- Hoodies of any colour
- Socks which are thigh-high; plain black stockings are acceptable
- Jumpers of any colour instead of the school maroon jumper



## Junior Uniform: Years 7 - 9



## Sports/PE Uniform



**TUESDAY = SPORT DAY = 12:25-2:15PM PDHPE: these are lessons within the day on Monday, Wednesday, Thursday and Friday.**

- All students must change into their PE clothes even for Period 1.
- It does not matter how many times you have PE in a day, the expectations are to change.
- On days when students have PE, Dance or PASS they must wear their full school uniform all day and wear their PE uniform for the practical lesson only.
- The only day that 7-10 can wear full PE Uniform all day is Tuesday SPORT DAY. Year 11 and 12 are still expected to be in full school uniform as they do not have a sport day.
- Students can wear a Tempe hat or purchase a plain black cap. If it does have a logo on it, it should be no bigger than a 50-cent piece.
- Sydney East jumpers or jackets, Dance jackets and Volleyball jackets ARE NOT TO BE WORN as school uniform



## Year 7 Book Pack

A book pack of all required books is available for the **discount price of \$35.00**. If purchased separately, the contents of the book pack would cost over \$55.00.

### It contains the following items:

- 1x Club Maths set- contains 15cm ruler, 180° protractor, 45° and 60° set squares, a sharpener, an eraser, a pencil, compass, dividers and a lettering guide, 192 page grid book, 128 page music book, 20 page A4 display book, 120 page art diary, 128 page A4 binder books, 7x A4 Contact Book Sleeves

Book packs can be purchased online from the school website:

<https://tempe-h.schools.nsw.gov.au/payment.html#/student-details>





# Attendance

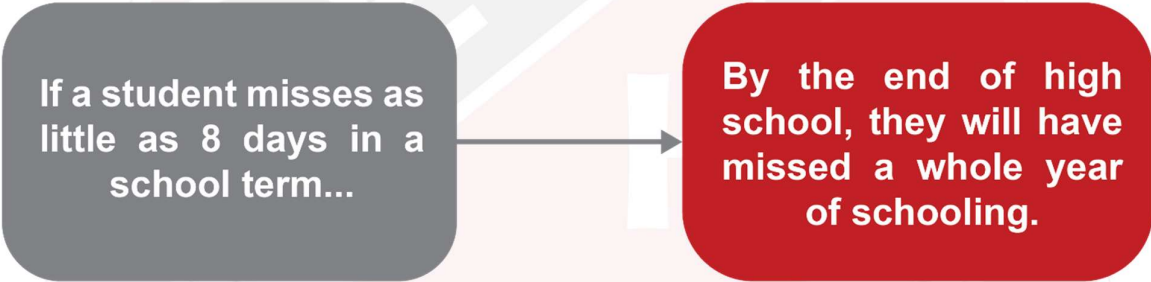
Students must attend school every day. Parents will receive a text message if their child is not present in Period 1. Teachers continue to mark the roll every period after that.

On occasion, a student may need to be absent from school. Justified reasons for student absences may include:

- being sick or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstances e.g. attending a funeral.

**Holiday or extended leave** must be approved by the principal and all families are expected to notify the school in a timely manner using this form: [Application for Extended Leave - Travel \(nsw.gov.au\)](https://www.nsw.gov.au/education/schools/attendance/extended-leave)

Parents must provide an explanation for absences to the school within 7 days from the first day of any period of absence. Where an explanation has not been received within the 7-day time-frame, the school will record the absence as unjustified on your attendance record.



If a student misses as little as 8 days in a school term...

By the end of high school, they will have missed a whole year of schooling.

## Late to School

If students are late to school, they must report to the office to get a "late note" before going to class. Frequent lateness will be investigated and reported to the Attendance Team.

## Need to leave school early?

If students have a serious reason to be leaving school early, they must bring a signed note from their parents. The note should state **the reason and time the student needs to leave**. Students must hand in the note to the office in the morning before class and an "early leavers" pass will be prepared. Students can collect the pass from the front office just before they leave.



## Important Contacts: Who can Help?

### Principal:

**Ms Williams:** [vanessa.williams1@det.nsw.edu.au](mailto:vanessa.williams1@det.nsw.edu.au)

Parents can make an appointment to see the principal at the office if they wish to discuss a concern.

### Deputy Principals:

<b>Ms. Fountoulis</b>	<a href="mailto:ms.fontis@det.nsw.edu.au">ms.fontis@det.nsw.edu.au</a>
<b>Ms. Taoube</b>	<a href="mailto:wafa.taoube@det.nsw.edu.au">wafa.taoube@det.nsw.edu.au</a>
<b>Ms. Bourke</b>	<a href="mailto:sheree.bourke@det.nsw.edu.au">sheree.bourke@det.nsw.edu.au</a>

### Year Advisers and Head Teacher Wellbeing

Year Advisers are responsible for the welfare of all the students in their year. They check on progress, attendance, behaviour and organisation and, where necessary, contact parents. Students and parents are encouraged to approach the Year Adviser with any problem. Parents may request a Year Adviser Report if they are concerned about their child's progress or conduct before the reports are issued.

2025	Head Teacher Wellbeing	Ms White	<a href="mailto:athena.white@det.nsw.edu.au">athena.white@det.nsw.edu.au</a>
2025	Year 7 Adviser		
2025	Year 8 Adviser	Ms Utterson (CAPA)	<a href="mailto:loren.utterson5@det.nsw.edu.au">loren.utterson5@det.nsw.edu.au</a>
2025	Year 9 Adviser	Mr Tabuteau (TAS/CAPA)	<a href="mailto:marcel.tabuteau@det.nsw.edu.au">marcel.tabuteau@det.nsw.edu.au</a>
2025	Year 10 Adviser	Mr Chapman (CAPA)	<a href="mailto:luke.chapman31@det.nsw.edu.au">luke.chapman31@det.nsw.edu.au</a>
2025	Year 11 Adviser	Mr Ibrahim (PDHPE)	<a href="mailto:christian.ibrahim7@det.nsw.edu.au">christian.ibrahim7@det.nsw.edu.au</a>
2025	Year 12 Adviser	Rebecca Biswell (Maths)	<a href="mailto:rebecca.biswell1@det.nsw.edu.au">rebecca.biswell1@det.nsw.edu.au</a>





## Girls and Boys Advisers

Ms Sonia Byrnes (Head Teacher CAPA) and Mr Jack Douglas (PDHPE Teacher). This team works with the Wellbeing and Learning and Support Team to ensure that students are supported through daily and restorative conversations, workshops and evidence-based programs.

## GSA Alliance with Teacher Dodd

A space open to all students who meet weekly and facilitate socialisation between LGBTQIA+ students and allies as well as integrate education for those interested in learning how to best respect and support their peers. The club is led by students to best facilitate student voice and supervised by Teacher Dodd. Weekly meetings are held on Tuesday during lunchtime. Teacher Dodd can be found in the CAPA staffroom.

## Aboriginal Community Liaison Officer: ACLO

Our ACLO, Corinne Smith, works with our Aboriginal and Torres Strait Islander students to ensure they maintain a connection to culture and are supported in their learning growth. Corinne alternates between the Ngurra Room and the Learning Support Staffroom. Corinne works with NASCA and other organisations to ensure our First Nations students are supported and maintain a strong connection to culture and identity.

## Anti-Racism Discrimination Officer: ARCO

Our ARCO, Mr Angus Ray (Science Teachers), educates students on ant-racism approaches. He can be found in the Science Staffroom.

## The Learning Support Team

<b>Head Teacher Learning Support</b>	Ms Tracy Eagan	<a href="mailto:tracy.eagan3@det.nsw.edu.au">tracy.eagan3@det.nsw.edu.au</a>
<b>Learning and Support Teachers</b>	Ms Knowles (LaST) Ms. Shockair (LaST)	These teachers can be found in the staffroom next to D10.  They create individual education plans with students and families and supports teachers to make reasonable adjustments for students.
<b>SLSOs</b>		They work with the students and the teachers in the classroom to ensure students with disabilities are supported in their learning.

EALD coordinators support students with English as an additional language and/or dialect. These may be students who are newly arrived to Australia or First Nations students. EALD coordinators are in English and are overseen by the Head Teacher of English.



## Student Support Officer (SSO)

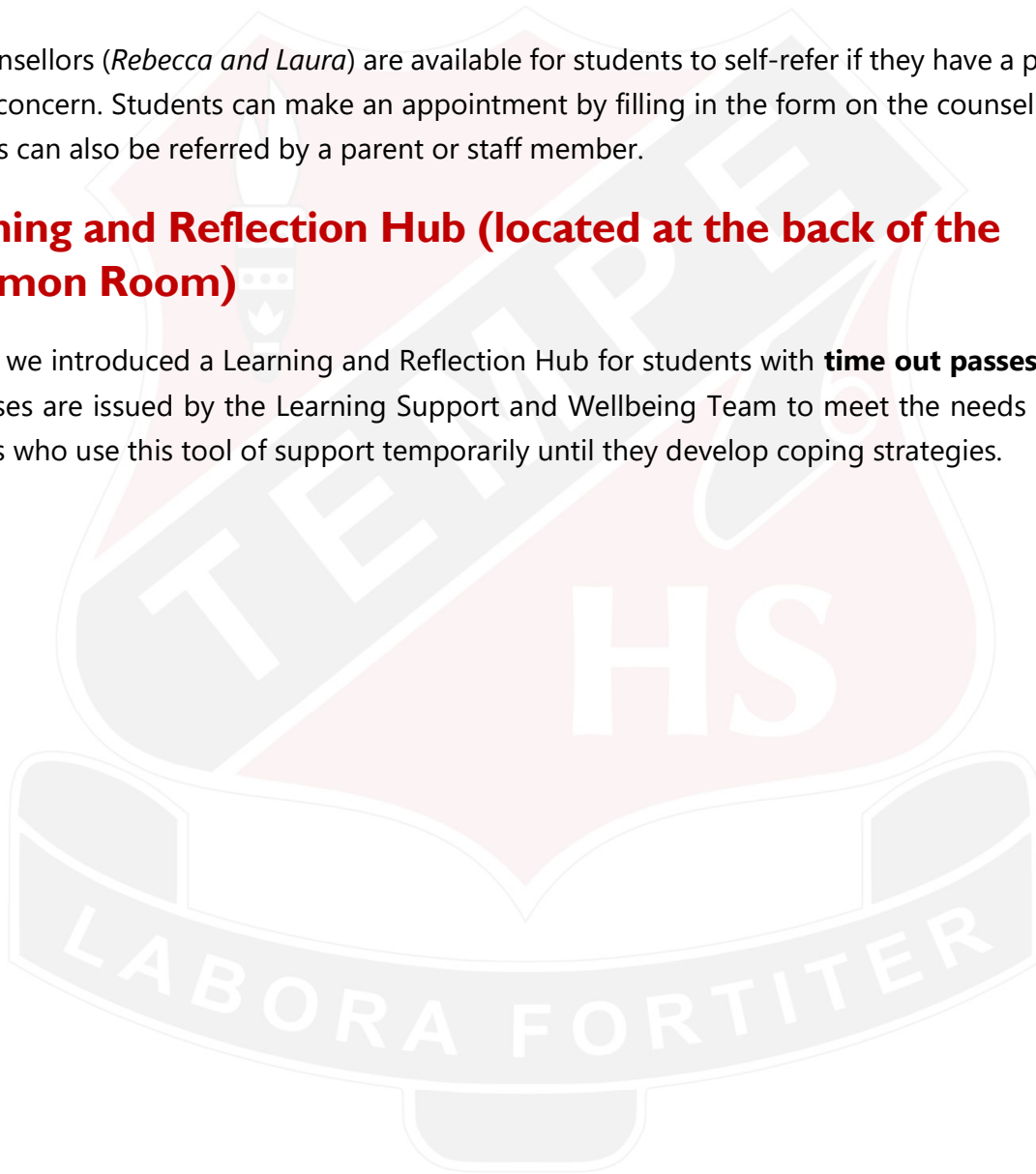
The Student Support Officer (*Ms Coeli Cutcliffe*) can be found in the Wellbeing Office in D Block. If you are feeling overwhelmed and would like support, check in with Coeli and she can start a conversation of support.

## School Counsellors

The counsellors (*Rebecca and Laura*) are available for students to self-refer if they have a problem of serious concern. Students can make an appointment by filling in the form on the counsellor's door. Students can also be referred by a parent or staff member.

## Learning and Reflection Hub (located at the back of the Common Room)

In 2023, we introduced a Learning and Reflection Hub for students with **time out passes**. The time out passes are issued by the Learning Support and Wellbeing Team to meet the needs of various students who use this tool of support temporarily until they develop coping strategies.



# Behaviour Code

NSW Department of Education

## Behaviour code for students

Information for students and parents or carers

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

**In NSW public schools students are expected, to the best of their ability, to:**

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

**All students have a right to:**

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations.

The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment.

In this context, the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

### **Behaviour code for students: Student actions**

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

**To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.**

### **Respect**

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

### **Safety**

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

### **Engagement**

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

### **Telephone interpreter service**

If you would like more information please call the school principal. If you need an interpreter to assist with your enquiry, please call the Telephone Interpreter Service on 131 450 and ask for an interpreter in your language.

Tell the operator the phone number you want to call and the operator will get an interpreter on the line to assist you with the conversation. You will not be charged for this service.

education.nsw.gov.au

English 1



education.nsw.gov.au

English 2

*Information for parents/carers and students on the expected behaviour of students in NSW public schools is available in translated languages. Click on the link below:*

[Behaviour code for students \(nsw.gov.au\)](https://nsw.gov.au/behaviour-code-for-students)



## Mobile Phone Policy

Tempe High School expects students to turn the mobile phone off before they enter school, and they can turn it back on after they leave school. Should students forget where they are, they can ask the office, look on the screen outside of E2 or use their library card to swipe in the front office and find out. All classrooms have been fitted with digital clocks as well. **NO MOBILE PHONES IN PLAYGROUND AT ALL.**



# Student Awards & Recognition

**Tempe High uses a digital merit system;** we no longer use physical paper merit cards for environmental purposes and for convenience.

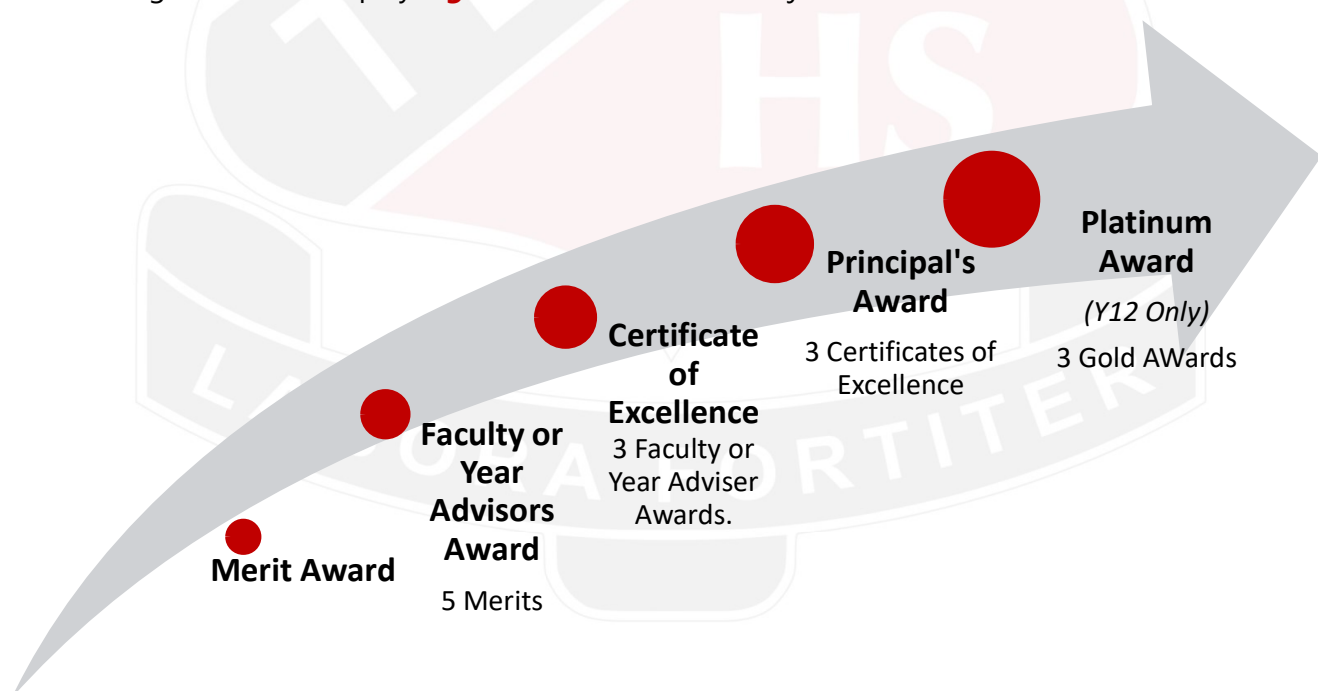
Students can **earn a merit for repeated demonstration of the Tempe values** which can be seen on the example below. Teachers may choose to email this card to parents or simply add the merit to the system and let the student know. The student can see their merit tally via the student portal.

For one off demonstrations of values, teachers may wish to tick the **recognition tab in their class Sentral Roll** and note it as a positive incident which also adds to the student tally.

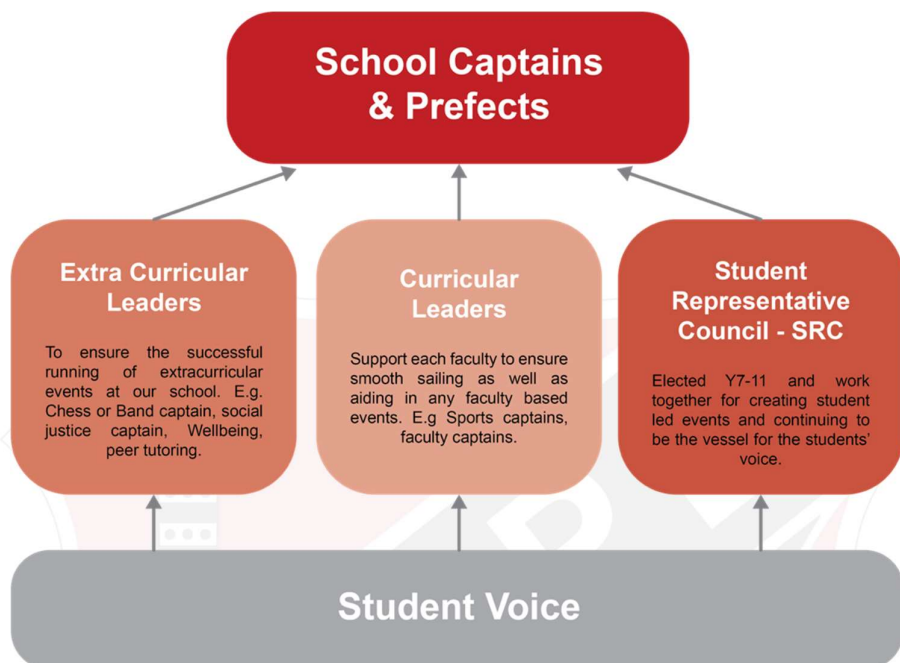
Deputies can **award canteen vouchers** which recognise the efforts of students in a variety of areas, including community service and peer support.

Students who receive a **Silver Award (see below) are invited to an Awards Picnic** in recognition of their amazing achievement.

Tempe High School also awards students in a variety of ways at school assemblies and during Recognition Assemblies and Presentation Days. Students are recognised across all domains of achievement including sporting, leadership and academic excellence. Our assemblies focus on celebrating those who display a **growth mindset** and not just on excellence.







## School Captains & Prefects

### Year 12 - Captain, Vice Captain and Prefects.

These are the most important leadership roles within the school. They lead the other leaders (SRC, House captains and subject captains) and develop a strong presence in the student body as the Year 12 leaders.

Students see them regularly engaging with them and listening to them. They set the tone for the school. It is an active position.

### Roles & Responsibilities

- Represent the school at formal functions and events
- Guide the strategic vision of the leadership body
- Chairing leadership meetings and running school assemblies
- Manage Prefect public relations with the staff, students, and wider community

## Extra Curricular Leaders

- Year 10 or 11
- Speciality captains. These are selected by students submitting a form outlining what they are interested in and why they would be a good leader for that area.
- The teacher/s responsible for the position then decides on one or two leaders based off the submissions.
- Examples of the roles include:
  - Chess captain (For various activities within the school)
  - Band captain (For promotion and running of Band activities)
  - Peer tutoring, social justice, book club etc



## Curricular Leaders

- Year 11
- Subject and speciality captains. These are selected by students submitting a form outlining what they are interested in and why they would be a good leader for that area.
- The teacher or faculty responsible for the position then decides on one or two leaders based off the submissions.
- Examples of the roles include:
  - Sports/ House captains (For various sporting activities played within the school)
  - CAPA captain (For promotion and running of CAPA activities)
  - History captain (To run ANZAC day, Remembrance Day etc)
- This list can include one per faculty or more depending on the needs of the school. The students should be the ones to use their passion for that area to develop ideas and approaches to the main tasks.
- It often relieves work from the staff involved by getting students to develop their own ideas and approaches to promoting that area of the school and taking leadership.
- It also offers opportunities for students to build their CV showing particular interest and leadership in an area of their choice.

## Student Representative Council (SRC)

- Student Representative Council
- Students from each 7-11. These students are voted in by their class or year group and work alongside the 12 captains and prefects.
- Their main role is to give feedback on school decisions and initiatives and to give a student voice to the school representing their year.

## International Students Room: F4

Our international students are permitted to use the small room – F4 - for their recess and lunch times. Facilities have been set up to support our students and allow them a meal and interaction space.

International students do not have to pay for compulsory excursions as this is included in their fees.

**7-10 Sport Day is Tuesday. See the bell timetables for when students leave for sport. Sports day are early days and students finish at 2.15.**

Students can wear their sports uniform for the whole day but must ensure they have black leather shoes for TAS and Science subjects. If they do not wear the sport uniform or engage in poor behaviour at sport, they will be sent to the sport detention room in E3. 3 times = an after-school detention.

## Champion Volleyball Teams

Our volleyball teams, coached and led by the enthusiastic Ms Bolton, have won numerous competitions and some have made national teams. Try outs occur each year so students must check the Sentral notices if they want to be part of this extracurricular activity.





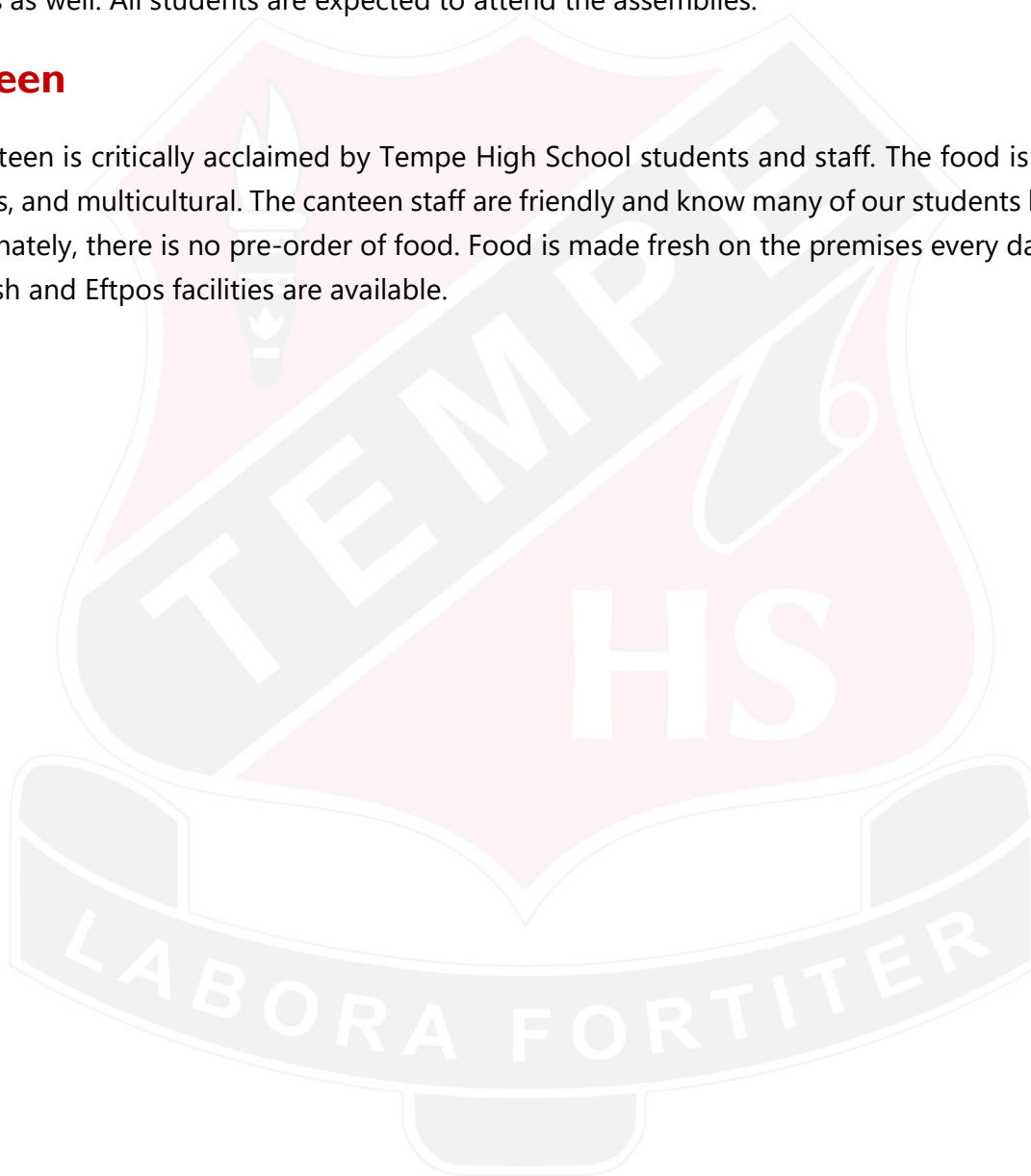
## Other Information

### Assemblies

Assemblies occur fortnightly on Wednesdays. Students will be notified on Sentral and over the loudspeaker. Important announcements, awards ceremonies and educational content are communicated at these assemblies. Some assembly time may be used for Year Meetings with Year Advisers as well. All students are expected to attend the assemblies.

### Canteen

Our canteen is critically acclaimed by Tempe High School students and staff. The food is fresh and delicious, and multicultural. The canteen staff are friendly and know many of our students by names! Unfortunately, there is no pre-order of food. Food is made fresh on the premises every day. Both cash and Eftpos facilities are available.







# Technology Support

To access the internet, students must first go to **@detnsw.net** where they will be asked to include their det username and password before they can begin browsing. They will not gain internet access without doing this step.

## BYOD: Bring Your Own Device

<https://tempe-h.schools.nsw.gov.au/byod/byod.html>

[Microsoft Word - V3 Tempe High School Digital Devices and Online Services procedure.docx \(nsw.gov.au\)](#)

**The BYOD Program at Tempe High School will allow students to:**

- bring an electronic device that is owned by the student to school.
- use their device at school for the purpose of learning.
- access the NSW Department of Education' wireless network.

**Currently, Tempe High School uses Google Classroom as its main online platform.**

## Damage or Loss of Equipment

Students bring their own device for use at Tempe High School at their own risk.

For the removal of any doubt, Tempe High School **will not be responsible** for any loss, theft, or damage to:

- The device
- Data stored on the device
- Peripherals such as chargers, keyboards, etc.

## Equity

Technology is expensive. Before buying a device, it must be understood that the device could conceivably be used by the student for the six years of their education here at Tempe High School. Students are expected to bring their fully charged device to school every day.

At Tempe High School we use both the 5GHz and 2.4GHz bands which means that if there is a device at home it is recommended that it be brought to school and have a trial run before spending money on a new device.

After having read the policy, please sign the user agreement and return it to the school. The user agreement can be found on the Tempe High School website by clicking on the following link [THS BYOD Student Agreement Form](#).



## What software will I have to buy?

- DoE is investing a huge amount of money and energy to develop systems so that students can access free software - **Microsoft Office, Google apps and Adobe CC** - through each individual portal, saving millions of dollars for parents on this software.
- All DoE students with a login can access a Microsoft Office package through the Department of Education portal.
- *Adobe Creative Cloud is also available to students through the DoE portal.*

## Choice of Equipment

The device must meet all the requirements of the Device Specification (see table on website). This includes meeting any required physical device characteristics and having the listed software installed. The department provides a range of licensed software to students attending a public school. You can find this information in the policy. Android devices are not appropriate here at Tempe High School for technical reasons. Mobile phones are not considered BYOD devices.

## Support for Parents: What technology is my child using?

[Home - Tempe High School - Hub \(onlinesafetyhub.com.au\)](https://onlinesafetyhub.com.au)

The Online Safety Hub supports the school community by providing practical insights and advice directly from internationally renowned Online Safety & Digital Wellness Experts.

### APP REVIEWS

## Parents' guide to apps

Age appropriate app reviews and recommendations from the experts.

[Read more](#)

**N.B. Parents/Guardians will need to inform the school in writing if they do not want their child to have access to the NSW DET Internet and email facility.**



## Enrichment Classes: Y7, 8, 9, 10 Yellow

It is important to note that placements in this class are maintained based on academic performance as well as engagement and behaviour standards. The progress of each student will be closely evaluated each semester by the Learning and Support Team and students may be moved from this class.

Places in the Enrichment Class are limited and may be filled by local students or students who have expressed interest in mainstream enrolment.

After each report cycle, the Head Teacher Teaching and Learning will review student reports with teachers and either recommend students for entry into or exit from the enrichment class. Families and students will be consulted before this process occurs.

### **Students in these classes are expected to:**

- Work cooperatively with other students that have been identified for their enhanced capacity to learn.
- Accelerate in their core learning and enhance their curiosity and commitment to lifetime learning.
- Take part in enrichment activities in all key learning areas including the arts and public speaking.
- integrate technology skills into their learning.
- Undertake specific research and higher order learning experiences.

# Faculties & Subjects

## Maths

Homework will be set regularly by the teacher after each lesson. Homework is to practice/reinforce and further develop the concepts taught in class.

Homework consists of completion of exercises from the textbook or worksheets given out by the teacher. Revision should be done regularly to prepare for examinations. Math assignments may also be set as part of assessment.

Although most major assessments are summative, there will be many occasions for students to be assessed using formative tasks.

Every student in Year 7 will be studying the same curriculum with extension work for those more capable and remedial work for those who need it, as part of differentiating the curriculum.

## English

English is a multi-faceted subject that allows students to draw on a range of skills, both creative and analytical. Students will delve into personal identities and self expression, explore Shakespeare and performance, and empathise with characters in contemporary literature.

Early in the term, students will complete a pre-test to direct future learning and support engagement in diverse assessment tasks each term. Students who complete the Premier's Reading Challenge in Year 7 and 8 earn an extra 5 points of credit towards their final report grade.

English also offers many extra curricula opportunities; students can join the Debating Team, visit live theatre performances, demonstrate their talent in front of families at our Shakespeare Showcase and join nationwide writing competitions.

Adopting a consistent daily reading regime at home is strongly recommended to ensure students develop strong vocabularies and general knowledge.



## Science

Homework is ongoing and related to completion of class work and topic consolidation. Major assignments are a part of homework. These have both research and practical components. Study is required for tests.

Formal assessment tasks are part of the requirements for Years 10, 11 and 12, along with normal class homework. Comments regarding homework will be included in school reports. Leather shoes are mandatory in the science rooms/lab.



## Human Society and its Environment (HSIE)

HSIE involves subjects in the fields of History, Geography and Commerce. Homework is set regularly and includes completion of class work/worksheets. Assignments are set on a regular basis. These involve research and class presentation. Fieldwork reports and survey work are also a mandatory part of class work. Study is required for tests. Formal assessment tasks are required in Years 10, 11 and 12 along with regular class homework. The school participates in various HSIE related competitions throughout the year.





## Languages

Homework is set regularly following each lesson. Vocabulary and spelling are an important part of homework. Language exercises, completion of class worksheets and assignments are also given. Formal assessment tasks and practising for them are an additional part of requirements in Years 10, 11 and 12. Reading, speaking, listening and writing are all areas that may be extended through homework.

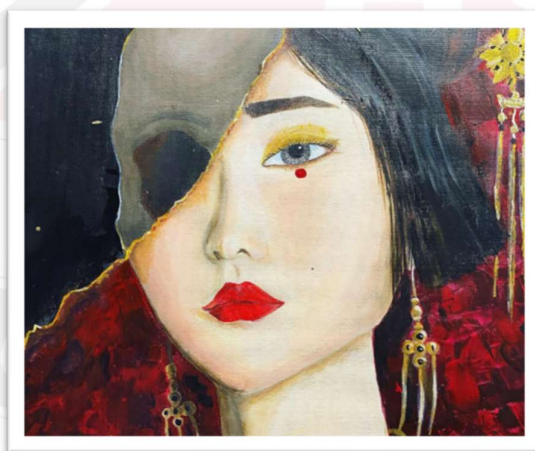
## Creative and Performing Arts (CAPA)

Homework is given in the form of research assignments and class homework to consolidate and revise class lessons in all areas of the Creative and Performing Arts faculty.

In Years 7 and 8 students study Visual Arts and Music as **mandatory courses**. Other extra-curricular opportunities are offered beyond this to allow for students to extend themselves.

### Visual Arts

Students experience art making including drawing in a variety of media, painting with acrylics, printmaking, ceramics, sculpture, and access to photoshop skills for image manipulation and enhancement. Students are taken to exhibitions both locally and interstate where possible. There are also different Visual Arts extra-curricular groups offered depending on the interest of different cohorts.



### Music

The aim of the mandatory music course is to provide students with the opportunity to acquire the knowledge, understanding and skills necessary for active engagement and enjoyment in performing, composing, and listening, and to allow a range of music to have a continuing role in their lives.

In addition to this, students have a large range of performance opportunities within the Tempe High School Ensembles Program (Please refer to the Extracurricular Music Ensembles 2022 Brochure included in your orientation package for more information and expressions of interest).



For more information on ensembles please contact our Ensembles Coordinator

Mr Luke Chapman [luke.chapman3@det.nsw.edu.au](mailto:luke.chapman3@det.nsw.edu.au) or call 02 9558 2023 or the P&C Ensembles parent contact Ms Melanie Stopic [m.stopic@gmx.com](mailto:m.stopic@gmx.com).

## Please note re music ensembles:

- Tempe High School's Extra Curricular Music Ensembles are funded exclusively through participant fees. The school's ideology is that extra-curricular music ensembles are available to all interested and committed students. Therefore, some music scholarships are available. Please contact us if you are having payment difficulties or would like to make alternative payment arrangements.
- Tempe High School Music Ensembles are often invited to perform at local festivals and band competitions which may fall on the weekend or weeknights.
- Concert blacks (long black pants, black shirt & shoes) are required for performances.



## Drama

Students in Year 7 all study Drama for a semester. During this time they look at the basic elements of Drama and how to develop performances. They work on their voice, movement, confidence and ability to work in groups. Year 7 and 8 are given opportunities to work on their dramatic skills through Drama Clubs that are sometimes offered depending on need.

Theatre sports is offered as a part of sport and a representative team is formed from interested students. For more information, please contact the Head of Creative and Performing Arts Ms Sonia Byrnes at [Sonia.byrnes1@det.nsw.edu.au](mailto:Sonia.byrnes1@det.nsw.edu.au) or 9558 2023.

## Dance

Dance is not offered until Year 9 where it can be chosen as an elective. Depending on the cohort, the Creative and Performing Arts faculty may consider running Dance extra-curricular. See Ms Sonia Byrnes (details above) if this is something you are interested in.



## Technology and Applied Science (TAS)

Technological and applied studies (TAS) is mandatory for all students in Year 7 and 8. Students can also select from a range of elective TAS subjects. In TAS, students develop knowledge, understanding and skills through a design and production process using a range of tools, materials and techniques in theory and practical lessons.

### Stage 4 (Years 7–8)

Technology Mandatory is a rich and complex subject that provides students with opportunities to become technologically literate individuals capable of developing creative solutions to identified problems and situations. Technologies affect and enrich the lives of people and societies globally and contribute to shaping preferred futures.

Students will develop knowledge, skills and products in the context of:

- Agriculture and Food Technologies
- Digital Technologies
- Engineered Systems
- Material Technologies (including timber, textile, multimedia, and recycled/mixed materials)

In doing so, students will develop knowledge and understanding of the design process and be able to make more informed choices in terms of their pathway into Stage 5 and beyond.

### Stage 5 (Years 9–10)

TAS Subjects offered in Stage 5 includes:

- Food Technology
- Graphics - Design and Technology
- Industrial Technology - Engineering
- Industrial Technology - Multimedia
- Industrial Technology - Timber
- Information and Software Technology
- Textiles Technology
- iSTEM - delivered across faculties (Science-Technology-Engineering-Mathematics)

### Stage 6 (Years 11–12)

Subjects offered in Stage 6 includes:

- Design and Technology
- Engineering Studies
- Hospitality - Food and Beverage
- Industrial Technology - Multimedia Technologies
- Industrial Technology - Timber Products and Furniture Technologies
- Software Development and Design
- Textiles and Design

## PDHPE (Personal Development, Health and Physical Education)

Year 7-10 PDHPE has both a theoretical and practical component. Personal Development and Health aims to equip student with the knowledge and understanding of a wide range of issues including mental health, consumer awareness and respectful relationships. Physical Education aim to develop lifelong activity habits through engaging in a wide range of physical pursuits. Project based learning is widely adopted in PDHPE, engaging students in real life situations an example being the highly anticipated Job Interview Day and Dance performance.

### Stage 5 (Years 9–10)

**PASS** (Physical activity and Sport Science) is suited to the student with a passion for sport and learning about the human body in relation to physical activity. Areas of study include anatomy and physiology, Issues in sport, Skill acquisition and fitness training.

**Psychology** is suited to the student eager to learn how people perceive the world around them, how human learning develops and how human relate to each other. Topics include What is psychology and research methods in psychology.

**Child Studies** is suited to the student interested in the developmental stages of children and covers from conception to early primary school. Topics include Nutrition and children, Technology and the child and the importance of play.

### Stage 6 (Years 11–12)

**PDHPE (Personal Development and Physical Education)** is a rigorous subject covering core topics such as Health priorities in Australia and Factors affecting performance as well as the options Sports Medicine and The health of Young People.

**CAFS (Community and Family Studies)** is a comprehensive course covering core topic such as Research methodology, Parenting and caring and Groups in context. The Option studied is the Social impact of technology.

**SLR (Sport, Lifestyle and Recreation)** is a non-Atar course that has both a practical and theoretical component. Topics studies include Coaching, Games and sport applications and Resistance training.

