



TEMPE HIGH SCHOOL

Unwins Bridge Road, TEMPE NSW 2044

Phone: 9558 2023 Fax: 9558 9460

Email: tempe-h.school@det.nsw.edu.au

Website: www.tempe-h.schools.nsw.edu.au

Office Hours : 8.30am—3.15pm

Newsletter 1

Term 1 Week 4

January /
February
2015

From the Principal

I am looking forward to another great year in 2015 with the School Plan for the next 3 to be published in Term 2. Already we have identified our strategic directions:

1. Inspired Learning
2. Enhanced Teaching Capacity
3. Organisational Effectiveness for Teaching and Learning

As part of the process of development of the school plan we have sought and continue to seek input from Staff, students and the community.

Staffing

There has been very little staff movement this year however the following changes have occurred:

Michael Doherty from HSIE has been successful in gaining a Head Teacher position at Kogarah High School. We will be looking to fill this position but we are lucky to have Ms Siddiqua until this happens.



Our counsellor, Wendy Griffiths retired and we are fortunate to have filled that position with an experienced and able counsellor, Vanessa Worrall.

We welcome Wafa Taoube as our new Head Teacher, English.

In addition we are joined By Mr Roy Lui in our Mathematics faculty.

Results

2014 continued our run of excellent results, in attendance, attainment and matriculation. Our HSC results were the best ever achieved by the school with 56% of HSC Marks being over 80 and only 1% being below 50. 121 of our 150 Year 12 students gained University entry, the majority into their first choices. Other year 12 students have gained TAFE places or joined the workforce.

Family vacations outside of school holidays

Whilst this is not encouraged, it is sometimes unavoidable. Families must request permission for this via an application form from the front office.

Bring Your Own Device (BYOD)

We have continued to investigate our response to the challenge of multiple types of devices in our school. Our infrastructure is supporting staff BYOD and we have done trials with individual classes. There is no need for years 7 and 8 to bring any device. Years 9 and 10 families will be able to opt in to providing a device, but it will not be compulsory. Year 11 and 12 have government issued laptops. The specifications in this newsletter are a guide to ensure that any devices purchased will be able to connect to our Wifi.

Uniform

I am pleased that almost all of our students are now in uniform. A number of students are still not in appropriate footwear. To be clear shoes must be all leather and all black. Students in years 7 through to 10 may wear their **Sports Uniform** all day on sports days only. That is:

Years 7 & 8	Tuesday
Year 9	Wednesday
Year 10	Thursday

Students must change into and out of sports uniform for PE on other days.



IMPORTANT DATES:

19 February (Thursday)	Open Night
23 February (Monday)	Bligh Zone Swimming Carnival
27 February (Friday)	Year 11 Biology field trip to Homebush
2 March (Monday)	Year 7 Vaccinations
11-13 March (W—Fri)	Year 7 Camp (plus 20 Year 11 Peer Support Leaders)
17 March (Tuesday)	Year 7 Interim Report/Meet the Staff Night (6-7pm)
23-27 March (M—Fri)	Australian Geography Competition, Selected Students Years 7-10
23 March—2 April (M—Th week)	Year 12 Assessment period

SCHOOL HOLIDAYS

3 April—21 April (including School Development Day)

Students return Tuesday 21st

Cognitive Prompting

Organisation is an important attribute that leads to success in school. A useful tool in organising oneself is the school diary which every student has been issued. To enhance organisation and prompt memory, I have asked year 7-9 students to empty their bags every night and check the last piece of work in their book each day. This will prompt them to remember what they had learnt on that day, remind them of any work that needs to be completed and prompt them to follow up questions or deficits in their understanding. By making this routine a habit student can become better independent learners.

School Charges and Online Payments

Invoices for all students should have either arrived or be with families in the next week or so. Prompt payment is appreciated as many programs rely on these contributions. Parent support through both subject fees and voluntary contributions has helped build our school and improve facilities for students. If a family is having difficulty meeting charges, please make an appointment with me to discuss assistance.

Late last year we introduced an online payment option on our website. Information regarding this is included in this newsletter.

Making Online Payments

It is now possible for parents to make online payments to the school for amounts owing for students, via a secure payment page hosted by Westpac. Payments can be made using either a Visa or MasterCard credit or debit card. The payment page is accessed from the front page of the schools website by selecting [\\$ Make a payment](#)

Items that can be paid include voluntary school contributions, subject contributions, excursions, sales to students and creative and practical arts activities. There is also a category called Other this to cover items not covered in the previous headings. Other can be used to make a complete payment of a school invoice.

When you access the [\\$ Make a payment](#) you must enter:

- the students name, and
- class and reference number OR
- the students name, and
- date of birth

These details are entered each time you make a payment as student information is not held within the payment system. There is also the option to enter the Student Registration Number and Invoice number, at this stage please leave this blank.

This is a secure payment system hosted by Westpac to ensure that your credit/debit card details are captured in a secure manner, these details are not passed back to the school.

You have the ability to check and change any details of the payment before the payment is processed. Receipts can be emailed and/or printed.

Details of the payments are passed daily to the school where they will be receipted against your child's account. As a receipt has been issued from the payment page a further receipt will not be issued by the school.

For any enquiries regarding the Online Payment process please contact the School Administration Office.



Mr S Dassaklis—Principal

Tempe High School Minimum Hardware & Recommended Software For Bring Your Own Device

There is no need for years 7 and 8 to bring any device.

Years 9 and 10 families will be able to opt in to providing a device, but it will not be compulsory

Hardware	Specifications
Wireless Card	a/b/g/n, Dual Band 2.4/5GHz support
CPU	Intel® Celeron™ 887 1.5GHz, 2MB L3 Cache, 1333MHz or higher
Memory	4GB DDR3-1600Mhz Minimum
HDD /SSD	320GB HDD or higher, 120 SSD or higher (SSD are faster than HDD)
Display Screen Size	11.2" (1366x768) colour, anti-glare, LED backlight or larger Screen size (depends on personal preferences)
Windows Edition	Windows 7 or Windows 8
System type	64bit
Accessories /Other	1 Year or more device warranty, 4 Hrs battery life, Protective Case/Cover, Headphones

- ◇ Please note if you already have a laptop and you find that it doesn't connect to our wireless network, you can purchase a dual band USB wireless adaptor

Software list

Software requirements will vary from course to course and from year to year. At the time of printing, the following licensed software is required for Year 9 & 10 courses:

- Adobe Master Suite
- ARC GIS (HSIE)
- Audacity (Science)
- BXT 2.1 Programing /NXT Data Logging (TAS)
- Cinema 4d/Sony Vegas (TAS)
- Free Mind (Science)
- Geometer Sketch Pad (Maths)
- Google Sketch Up (TAS)
- Microsoft Office
- Movie Maker
- In addition, all devices are to have an up-to-date Anti-Virus Software Program

Further support and resources:

The DEC offers educational licenses for some of the required software at minimum cost. Further details can be found here:

<http://nswstudents.onthehub.com/webStore/Welcome.aspx>

Also, Microsoft Corporation offers student licenses for their products. Further details can be found here:

http://www.microsoftstore.com/store/msaus/en_AU/home

***Tell Them From Me* student survey:
Information and consent form for parents and carers**

Centre for Education Statistics and Evaluation



February 2015

Dear Parents and Carers

This term, our school is taking part in the *Tell Them From Me* student survey. The survey will provide us with valuable feedback on what our students think about school life, how engaged they are with school and the different ways that teachers interact with them. Schools in Australia and around the world have used the *Tell Them From Me* survey to help them improve. The survey is completed on-line and is run by an independent research company, **The Learning Bar**, which specialises in school-based surveys.

Staff in schools will **not** be able to identify individual students from their responses. To ensure confidentiality, participating students will receive a unique username and password. Where fewer than five students respond to a question, the results will be suppressed. The survey typically takes less than 30 minutes to complete and will be administered by the school during normal school hours. Once the surveys are completed by students, reports are prepared and in most cases are available to schools within three business days.

As well as schools getting student feedback, the Department of Education and Communities, through the Centre for Education Statistics and Evaluation (CESE), will have access to data from across the State and will run a research project to look at state-wide patterns of student wellbeing, engagement and effective teaching practices. The research will look at how these things impact on student outcomes, including academic performance. Individual students and schools will **not** be identified in any CESE publications, and all information will be handled in accordance with the relevant privacy legislation. Students' personal information will not be disclosed by the Department to any other person or body other than as required by law.

This research will help schools in New South Wales to better understand how to improve student wellbeing and engagement. It will also help teachers and principals discuss what works to improve student outcomes.

Participating in the survey is entirely voluntary. Your child will not take part if either you or your child do not wish to. If, during the survey, your child is uncomfortable answering any question, he/she should leave it blank and move on to the next one. Your child can stop the survey at any time.

If you **do not want your child to take part** in the survey, please complete the attached form and return it to your child's school by **Friday 27 February**.

More information about the survey and the research is available on the CESE website:

<http://surveys.cese.nsw.gov.au/information-for-parents>

S. Dassaklis
Principal
Tempe High School

Dr Jenny Donovan
General Manager
Centre for Education Statistics and Evaluation

The *Tell Them From Me* student feedback survey

I am delighted that this term, our school, like many others in the state, will participate in a Department of Education and Communities initiative: the *Tell Them From Me* student feedback survey. The survey aims to help improve student learning outcomes and measures factors that are known to affect academic achievement and other student outcomes. The focus of the NSW-wide survey is on student wellbeing, engagement and effective teaching practices.

More information about the survey is available at: <http://surveys.cese.nsw.gov.au/information-for-parents>

The survey is a great opportunity for our students to provide our school with valuable and quick feedback on what they think about school life, how engaged they are with school and the different ways that teachers interact with them. Schools in Australia and around the world have used the *Tell Them From Me* survey to help improve how they do things at school.

I want to assure you that the survey is confidential and school staff will not be able to identify individual students from their responses. The survey is conducted online and will typically take less than 30 minutes to complete. It will be administered during school hours between 9 March and 2 April. Participating in the survey is entirely voluntary.

A consent form and FAQs for parents/carers about the survey is being sent home with students. If you **do not** want your child or children to participate, please return the form to school by **Friday 27 February**. Copies of the form and FAQs are available from the website above.

Dr L Pinnington—Wilson—Deputy Principal

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***Tell Them From Me* Student Feedback Survey**

If you **do not want** your child to participate in the student feedback survey, please sign this form and return it to your school **by Friday 27 February 2015**.

I (*print name*) **DO NOT** give consent

for my child/children (*print name/s*)

of roll class/esto participate in the ***Tell Them From Me***
student feedback survey.

Signed..... Date.....

FROM THE DEPUTY

The School 'drop-off and pick-up'

Have you noticed the increase of traffic and accidents on the way to and from school these days? We have! Students are arriving later to school and missing out on valuable learning time. Would you make every effort to leave just that little bit earlier so that you are travelling safely and getting your child/ren to school before 8:45am each morning.

I am sure you've found that it's almost impossible to park around the school for the morning and afternoon school run. We have heard about the arrangements made by parents to avoid the traffic jams: parents are using the Tempe train station or Mackey Park as a meeting point or drop off point. This means that their child does walk the remainder of the way to school. It might work for you.

Just a reminder from the Police, parents are required to obey the Road Rules in and around schools. Any offenders detected will be dealt with by way of Infringement Notice. Any further questions can be directed to: Nicholas Dowsett | Leading Senior Constable | Leichhardt HWP | NSW Police Force | 2 New Canterbury Rd, Petersham NSW 2049|

The Study Skills Handbook

Tempe High School has invested in an online support for study skill, homework and organizational management program. This program is called "The Study Skills Handbook" and is exclusive to Tempe HS for students in Years 7 -12. Students and their parents can login to the www.studyskillshandbook.com.au website but we would ask you to protect our information and not share our details with those not enrolled at the school. Students will receive the username and password via English classes. We highly recommend the use of this learning tool. There are sections within the program for parents and we would ask you to use this valuable resource with your child/ren.

HOW PARENTS CAN HELP THEIR SECONDARY SCHOOL STUDENT WITH THEIR LEARNING

Whilst parents are often involved in their teenager's sporting, musical or dramatic activities, parental support on the sidelines of their adolescent child's studies can be also be beneficial, particularly to academic performance. Research shows that children are more likely to succeed if parents are involved in their learning. Hendersen and Mapp (2002) found that 'the more families support their children's learning and educational progress, the more their children tend to do well in school and continue their education'.

Strategies for Parents to help their secondary school aged students achieve their potential:

- **Work Experience**

The obvious logistical support is providing a quiet, open space with few distractions for working at home. Involve your student in creating this space. Workspace tools for effective learning include a desk, ergonomic chair, a noticeboard and good lighting, as well as a shelf or drawers for folders, reference books and non-essential work. Spending time to discuss options, alternatives and reasons for establishing a dedicated work area is valuable.

- **Breakfast**

Importantly students need to start the day with a nutritional breakfast, as this will increase energy, attention, concentration and memory, particularly if the breakfast includes grains, fibre, protein and is low in sugar. Parents can facilitate this good start to the day as part of the daily routine. Similarly, nutritious snacks and lunch will enable the student to remain more focused throughout the day.

- **Organisation**

A calendar for each term should be created and displayed near your student's desk and in prominent thoroughfares in the home, such as the kitchen. The calendar or term planner should include: all co-curricular and social activities, as well as assignment, assessment or test dates. This helps the student see the big picture of commitments and not simply a weekly or daily vision as school diaries or digital devices usually allow. The student, and parent, can clearly see when heavy workload periods occur, and social activities can be tailored to ensure work has a priority. It's a good idea to sit down with your student every couple of days to discuss the schedule ahead, when the work can be slotted in, and how a parent could help by reducing family commitments, or by setting boundaries with social engagements. Regularly sitting down to discuss workloads and tasks due, reviewing activities and schedules can help students learn to be more productive and organized.



- **Filing Systems**

Master folders should be set up for each subject at home, so after each topic is completed the notes can be placed in appropriate categories. This also gives students somewhere to file completed tests and assignments. Most students carry their current notes to school each day, but naturally as the term and year progresses it's impossible (and risky if misplaced) to have all worknotes in one folder. Students may also need help organising the files on their computers and devices (although it is likely that many students know more about this than their parents!).

- **Routines**

Helping your student to establish routines can add an element of calm to each day. Simple routines such as having the school bag packed and uniform ready before going to bed each night, can eliminate unnecessary angst in the morning. A useful addition to the evening schedule is to determine the next afternoon's program: when homework and daily revision will be done around co-curricular activities, dinner etc. This can give a clear direction when your student comes home each day. Some students find that having regular times set aside for schoolwork each day helps them to develop a routine of working. Other students will need to make a plan each afternoon as their schedule changes each day.

- **Timetable**

Know your student's timetable, so it's easy and relevant to ask "What were you doing in Science today?". A specific question can often open a conversation where your student not only shares but, in doing so, reinforces what was learned which increases memory (and understanding) of the lesson.

- **Subjects**

Know your student's subjects, and become aware of the topics covered each year in those subjects. 'Improved educational outcomes result from a genuine interest and active engagement from parents' (OECD 2011), so knowing the topics could allow parents to expose students to different dimensions of the subject through film, books, contemporary issues, the Internet, exhibitions, travel etc. Students appreciate, perhaps subconsciously, that the parent is truly interested in their learning and *what* they are learning. Some schools will give students a course outline and the state's educational body will also have a website where parents should be able to access the syllabus (what will be taught) for each subject.

- **Assignments**

A helpful strategy is to keep abreast of when assignments are given. Talking to your student about assignment expectations, drawing out their understanding of the topic, criteria and parts of the assignment can instill a deeper appreciation. It's good to probe and ask more about the assignment topic with questions, as this could give your student other perspectives, and once more, help the student feel the parent has a real interest in learning. When planning the workload for an assignment, parents can help break the work into chunks or parts. This can reduce the sense of the overwhelming enormity of the task and the task can be broken into manageable parts, which are then scheduled to be done into the calendar or diary.

- **Tests**

Similarly, parents can help students prepare for tests by quizzing them, asking for concepts to be explained or helping write practice tests. Explain to your student that memory and understanding can increase if the brain is using multiple processes to use information, such as writing, reading, speaking, drawing or singing! When tests are returned, focus on what was achieved and note concepts to revise. If students know parents are not solely focused on the grade, but also on the process, and that tests (and assignments) are tools to learn, intrinsic motivation can develop.

- **Co-Curricular Activities**

There comes a time in secondary school when some co-curricular activities need to be cut for a period of time, as academic demands increase or the student is juggling too much. It's unlikely students will initiate severing an activity so it's generally up to parents. Students, like adults, can give more to an activity when there is time, and academic work needs to be one of the main priorities during the school terms. Parents will often be the first to notice when their student is over-loaded (and it varies for each individual), when school work is rushed or dismissed, when their student is tired or out-of-sorts, when they have no "downtime" on weeknights. Everyone needs *some* downtime, even if it is only for an hour of escapist freedom.

- **TECHNOLOGY**

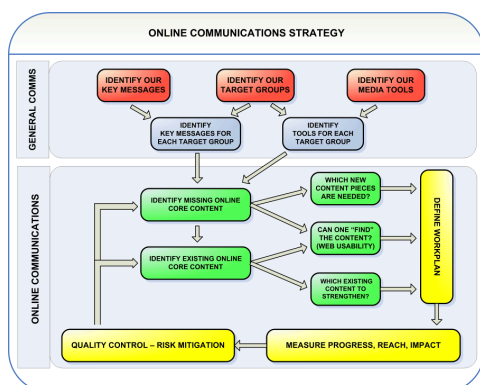
Parents need to be the "bad cop" when it comes to limiting computer games, or other digital device activity. It is advisable that devices are not in bedrooms when students go to bed. However, rather than dictating the rule, parents should talk about the need for solid, sufficient sleep for the brain to re-wire neural pathways to consolidate the day's learning. Lack of sleep can lead to reduced concentration and attention span, delayed response time, and decreased short-term memory. Rules for technology (including TV viewing) should be developed together if possible so there is agreement about the approach.

• Communication with the School

It's now fully acknowledged that together, parents and teachers play a dual role in educating students, so it's vital to maintain open communication with the school. It's important for parents to keep abreast of school information conveyed to through newsletters, school portals, emails and so on, as it's not uncommon for a student to miss information at school. This allows parents to flag or discuss with their student what the school is offering, advising or sharing. For example: a newsletter may alert parents to additional "maths tutorials" offered before school, or "homework help sessions" after school. This reinforces again that the parent *is* interested in their student's learning. It is equally important for parents to advise the school of extraneous issues happening at home, as this would give teachers an understanding of atypical behaviour, work ethic, concentration etc. An illness or death in the family (including a family pet), parent absence for more than a fortnight, or challenging issues on the home front, are examples of when parents should contact the school.

Moderated assignments, extensions on homework, or relaxed detentions could result, and allow the student to resume their learning journey without additional stress. However secondary school students also need to gain skills and strategies to deal with life's variables, and to become independent, confident problem solvers. So it's also important for parents to give students opportunities to manage issues at school themselves. Parents should not approach the school to "fix" every minor problem, such as a student missing a page in an exam which lowered his grade, or a student feeling they had been maligned by a peer. Both these instances are life-lessons to learn from or solve, so parents should encourage students to ask for approach teachers themselves when needed.

The strategies above should be developed with the child, and hopefully will be independently adopted by the student when they reach their final years at school. It's worthwhile noting that each point is related to the child's learning, as this sends a very positive message that the parent is engaged and interested in the learning process.



[OECD 2011] PISA in Focus, (2011). *What can parents do to help their children succeed in school?*. [online] Available at: <http://www.oecd.org/pisa/49012097.pdf> [Accessed 2 Jan. 2015].

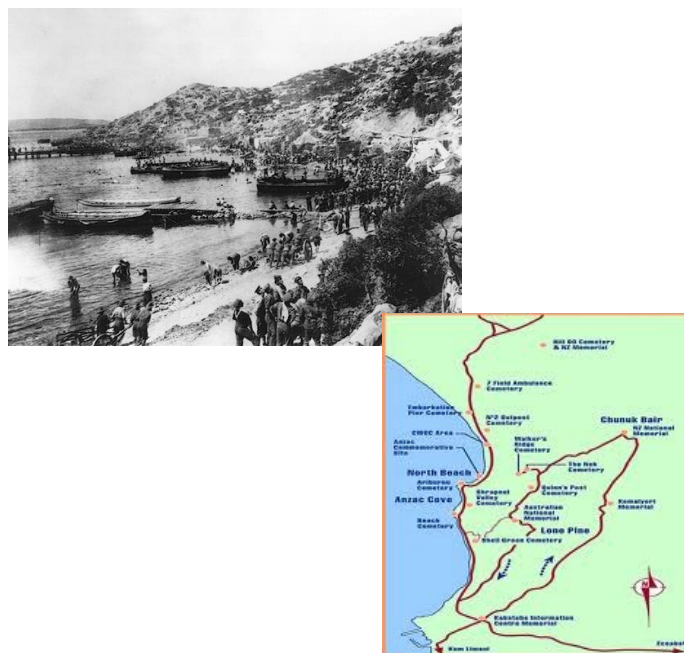
[Henderson and Mapp 2002] Henderson, A. & Mapp, K. (2002). A new wave of evidence. The impact of school, family, and community connections on student achievement. Southwest Educational Development Laboratory (SEDL). Available: <http://www.sedl.org/connections/resources/evidence.pdf> [Accessed 2 Jan 2015]

Learn more this year about how students can improve their results and be more efficient and effective with their schoolwork by working through the units on www.studyskillshandbook.com.au.

Year 9 History Mandatory Studies

The New South Wales Syllabus for the Australian Curriculum for Stage 5 (studied in Years 9 and 10) provides students with a view of the making of the modern world and Australia's place in it. A Core Study within Stage 5 is Depth Study 3: Australians at War: WW1 and WW2. One Content point is an overview of the causes of the wars, why men enlisted and where Australians fought and as well as the scope and nature of warfare. Students are advised that the Television film *Gallipoli*, starting Sunday 8th February at 8:40 pm on Channel 9, whilst not a reliable source, may provide some idea of what will be studied in late Term 3 and Term 4.

Viewer and parent discretion is advised, please check the rating of this program because of the content and your child may not be 15 years of age when it is aired.



Dr L Pinnington-Wilson—Deputy Principal

ENGLISH**English**

I am honoured to join the Tempe team for 2015 and look forward to working with the dedicated staff and students. The English faculty is in the process of implementing new programs this year for Years 7-10 which align with the requirements of the National Curriculum and embrace the ideas of local and global citizenship. In order to enhance the learning in the classroom we encourage you to continue to support your child in their rigorous reading of a range of fiction and non-fiction texts. Ms Brewer and Ms Taube will be conducting **debating auditions** on Thursday 26th February for those who have requested a permission note and signed up for this wonderful opportunity. In addition, students interested in participating in the **What Matters 2015** competition can download an entry form from the website mentioned below. This competition closes 6 May 2015. The competition requires students to write a 400-600 word opinion piece on what matters to them and significant prizes are in store. Poetry lovers can enter the **Dorothea Mackellar Poetry Competition** which opens from 1 March—30 June 2015 with the optional theme *The Open Door*.



What Matters 2015 :

[http://www.whitlam.org/the_program/
what_matters_writing_competition/
what_matters_2015](http://www.whitlam.org/the_program/what_matters_writing_competition/what_matters_2015)



Good luck to all participants!

We hope students have a rewarding 2015.

Ms Taube (Head Teacher) and the English Faculty

LIBRARY NEWS

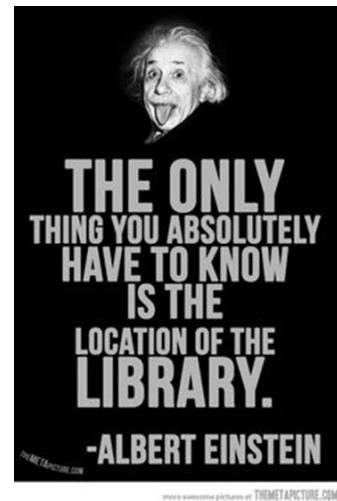
Welcome to another year of library use from our friendly library staff.

Just letting all new students know that you **don't** need a library card to borrow books and use the printer in the library. All new students can borrow from their first day at the school.

Advice to parents: If you want your child/ren to do well you should encourage them to read fiction as much as possible. All studies have shown that people who read fiction in their teenage years end up in higher positions in their careers earlier than non-readers. People who read fiction have a more highly developed sense of empathy and therefore have more successful relationships. . As Jackie French, Senior Australian of the Year, has said: "A book can change the world... Every book a child reads creates new neurons in that child's brain. If you want intelligent children give them a book. If you want more intelligent children give them more books."

We have a fantastic collection of fiction books in the library.

All students should be using the library for research and be referencing their work correctly. I am happy to help with this.



Kim Salisbury—Teacher Librarian

P & C SECOND HAND UNIFORM SHOP

For details concerning second hand uniforms

Please note **NEW** email:-

tempeuniformshop@gmail.com

HSIE FACULTY

Welcome back to another exciting year at Tempe High School.

Firstly, I would like to congratulate the Year 12 class of 2014 on their fantastic HSC results.

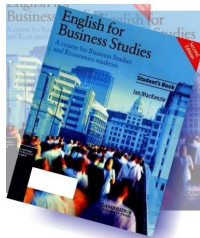
In alphabetical order of subjects (the only fair way to do it!), here are some of the highlights:

Ancient History:

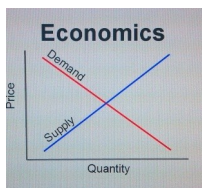
While there were no Band 6s this year, 40% of the cohort achieved Band 5, compared to 33% achieving Bands 5-6 in the State. Congratulations to Normandy Ramos-Maghacut for coming first in the subject at Tempe.

**Business Studies:**

In Business Studies, 51% of our students achieved Band 5 or higher, compared to 37% in the State. Well done to Jonathan Ma, Eric Nguyen, Katherine O'Chee and Ha Linh Vu for their well-deserved Band 6s.

**Economics:**

In this notoriously rigorous subject, 73% of our students achieved Bands 4-6, which was just above State average. Very special congratulations go to Tony Lai and Andy Nguyen for their hard-earned Band 6s.

**History Extension:**

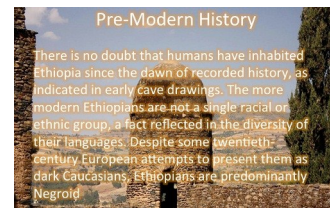
All five students received the second-top Band E3, with Normandy Ramos-Maghacut first in the class (see above). Well done.

**Legal Studies:**

There was only one Legal Studies class this year, but the performances from these students were phenomenal. 22% of the class gained a Band 6, compared to the State Band 6 average of 12%. While the State average for Bands 5-6 was 40%, it was 70% for our students, with 96% achieving Band 4 or higher. For their Band 6s, congratulations to Sukhandeep Bedi, Jessica Cai, Jerin Chowdhury, Tony Lai (see also Economics above) and Peter Papapostolou.

**Modern History:**

Compared to the State average of 75%, Tempe High achieved 92% for Band 4 and above. Congratulations to Petrina Singh for coming first in the class with a solid mid-Band 5.

**NOTE TO PARENTS OF YEAR 11 STUDENTS:**

Traditionally, Economics and Legal Studies are taken together. In the current Year 12 Legal Studies class, 57% are also doing Economics. However, Year 11 students had to choose between the two subjects this year, as they are on the same line. As a solution, students who wish to take both subjects are able to study one by Distance Education.

I did inform Year 10 at the end of last year about this, but this is just a reminder. Anyone who feels they missed out by not being able to do both should see Ms White, Head Teacher Welfare, about an application form.

It must be noted that while support will be given to students who choose to study a subject this way, they must be independent learners, and must use the periods set aside for the study of these subjects wisely.

It will be a busy year again for the HSIE faculty in 2015. In Weeks 9 and 10 of first term, the Australian Geography Competition will be running. It is being offered to all students in Years 7-10. Those wishing to enter will need to pay at the office by Wednesday 25th February to ensure a place. It will again be only \$3 per student this year. More information will be issued in Geography classes early in the term. More information is on this is available at <http://www.geographycompetition.org.au>.

Two big events for Year 10 in Term 3 are the NSW Geography Competition and the annual Geography field trip. All of Year 10 will be entered in this Geography Competition, which is free of charge and will take place in Week 2. It should be noted that certificates earned in academic competitions can be added to students' portfolios when they are seeking traineeships or work. As well, Year 12 always add their results to the information sheet used to write their references. Even if you do not gain the top results, participation in these competitions is an important part of schooling and looks impressive in these references.

Later in the term, Year 10 will be heading out for their mandatory field studies. This year they will be studying coastal processes and environmental issues at Cronulla Beach. The Year 9 Geography fieldwork will be closer to home. Classes will be looking at urban and environmental issues in the Wolli Creek area.

Here are pictures of the Year 10's 2014 field trip.



Year 10 also have a busy Term 4. The Elective History class will be studying the exciting Big History course which had its inception at Macquarie University, and is now studied worldwide. In weeks 8 and 9, all of Year 10 will be attending financial literacy seminars provided free by the Commonwealth Bank Foundation. The speakers, Caroline and Jannalee, are enthusiastic, engaging and informative. Every year our students come away with valuable insights into the handling of their finances, both now and in the future. Have a great term.

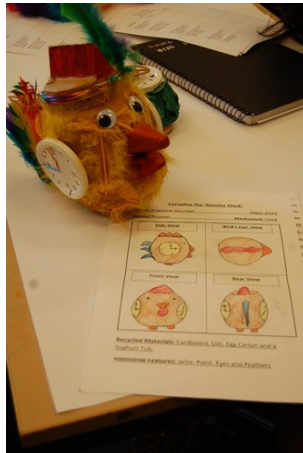
Mrs Plioplis, Head Teacher HSIE

CAPA 2015 (Creative and Performing Arts)

Welcome students and parents.

The CAPA faculty has a dynamic and very productive timetable planned for 2015.

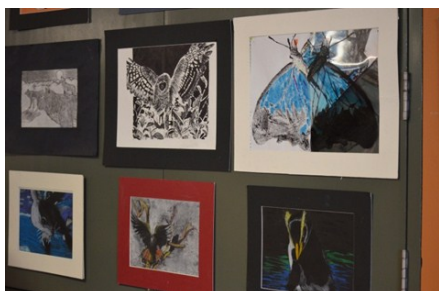
The major excursion for 2015 in a combined Drama, Music and Visual Arts visit for years 9,10,11 is a 11 day "BIG APPLE Excursion" to New York during the September school holiday vacation. 25 students and 4 teachers will be going and we are currently finalising the details.

**VISUAL ARTS**

The Visual Arts Faculty will have a planned Year 7 excursion to the NSW Art Gallery and the Museum of Contemporary Art. The planned visit and study day will complement the artmaking program of painting and printmaking.

Year 8 Visual Arts students will be going on an excursion Friday 6th March to the Australian Museum and the Chuck Close Exhibition at the Museum of Contemporary Art. This program will complement the study of Animals in artmaking, drawing, painting, sculpture and photography, plus promote critical and historical study of art. The Museum visit provides students the opportunity to investigate, draw and photograph a very wide range of taxidermy animals for their own resources for work in class during 2015.

Artexpress is an annual event for all Elective Visual Arts students Term 1. Visits to Hazelhurst Gallery in Gympie, The Armory at Homebush and the Art Gallery of NSW provide inspiration, in depth understanding of the possibilities of artmaking and display of excellence of student submissions for the NSW BOSTES HSC 2014.



Finally a planned Year 12 Visual Arts HSC event is also planned for a quick weekend visit to MONA (Museum of Old and New) in Hobart Tasmania during May.

Throughout the year additional excursions to the Art Galleries are organised for elective classes studying art, plus excursions relating to student artmaking such as Y10 Architectural Icons photographic visit to the Opera House and the Sydney Harbour Bridge.

Term 3 are our 2 big events with the P&C SPRING FEST early September and HSC EXPO where our Year 12 showcase their Visual Arts Body of Works, with individual and group performances from both Music and Drama.

Ms J Evangelinos—Head Teacher CAPA



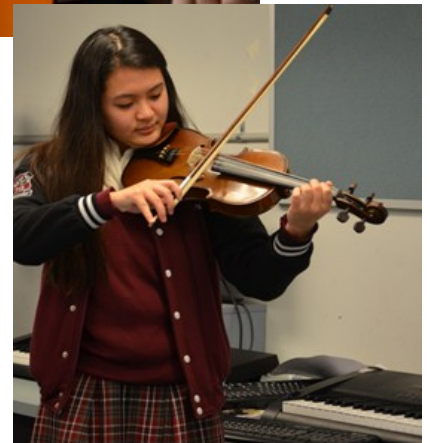
CAPA**Music**

Mandatory stage 4 music students are provided with access to a broad range of traditional and contemporary musical instruments. Students explore the history, development and diversity of music in many cultures, providing them with a strong foundation for further study in elective music in stages 5 and 6. Students are given opportunities to take part in a number of live music experiences and excursions including concerts to the Sydney Town Hall, The City Recital Hall, Australian Institute of Music and incursion workshops in African Drumming and singing.

Tempe High School offers a range of extracurricular ensembles in 2015, providing a supportive environment for young musicians to learn and develop their ensemble skills. These ensembles include; Jazz Band, Concert Band, String Ensemble, School Choir and the In Concert Choir. Rehearsals are weekly and will take place on Wednesdays and Thursdays beginning week 3. These ensembles perform at a variety of school based and community events throughout the year and help to showcase the wealth and diversity of talent Tempe High School has to offer.

A cost of \$20 per term for the Choir and \$60 per term for the band program is necessary to cover specialised tuition, rehearsals, and new and exciting repertoire for members. Families will be invoiced week 4 of each term.

Individual tuition for guitar, piano, flute, saxophone, brass, piano and voice is available through the Peripatetic Program at a cost of \$35 per half hour (approx.). Peripatetic tutors will collect their fees individually from students per lesson. Students have many opportunities to perform for school functions and in the wider community. Please see Mr Norrish if you wish to arrange private tuition for your child.

Mr Norrish—Music Teacher

CAPA**PVDI (PHOTOGRAPHY, VIDEO AND DIGITAL MEDIA)**

Year 11 and Year 12 PVDI students completed some dynamic works in 2014 using a range of techniques and approaches and there are more exciting projects in progress for 2015.

Here are some examples:-

Makayla Elliot comments on the effect of European culture on traditional Indigenous society and land.

"Prisoners"

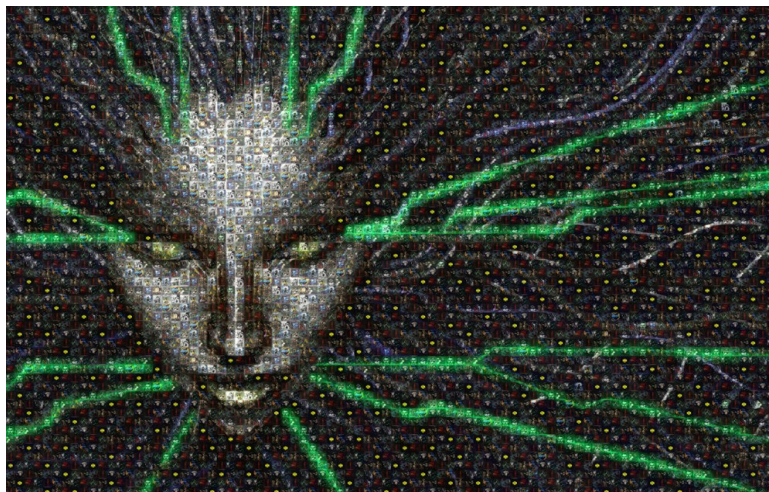


"Superimposition"



Henry Hor uses the technique of Photomosaic to make a whimsical comment about expressions and feelings...

"Smiles"



and Asa Liku Rose explores the mysteriously pixelated world of computer games and the virtual world....

Ms P Fox—Visual Arts Teacher

PE

THS Sports News

A new beginning.....

2014 saw huge changes with the structure of sport at Tempe High School. We renamed our houses and created logos for our new houses. 2015 is setting up for even more exciting developments.

The SRC are the driving force behind these changes with our new house captains leading the way in making them a reality.

House Captains 2015

Apollo – Anthony Do / Michelle Chow
(Yellow)

Ares – Michael Tan / Ayushma Sapkota
(Red)

Pegasus – Michael Ho / Kimia Rezaeizah
(Green)

Poseidon – Tony Hoang / Natasha Sariwongchan
(Blue)

Calendar Term 1

Our first event on the school calendar is our school swimming carnival. With Bexley pool under renovations our carnival will be held at Canterbury Aquatic Centre. The day has something for all levels of swimmers with the regular competitive race events as well as exciting novelty challenges.



First term is always busy with the start of grade sport and the beginning of our CHS knockout season.

We wish our teams competing over the coming weeks the best of luck.

Ms K O'Brien—Sports Organiser

Dates for 1st Term PDHPE Events

16 February (Monday)	-	School Swimming Carnival, Canterbury Pool
17 February (Tuesday)	-	Grade Sport Starts
23 February (Monday)	-	Bligh Zone Swimming—Enfield
2 March (Monday)	-	Bligh Zone Soccer Boys
9 March (Monday)	-	Bligh Zone Soccer Girls
17 March (Tuesday)	-	Sydney East Swimming
2 April (Thursday)	-	School Cross Country Carnival

