



# TEMPE HIGH SCHOOL

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Office Hours : 8.30am—3.15pm

## Newsletter 2

Term 1 Week 8

March / April

2015

### From the Principal

I have been delighted with the way our year has begun, students are settled, staff has excellent programs in place and our School Plan for the next 3 years is ready for publication. Our Playground is vibrant and happy as evident by the stray teletubbies that it attracts (see photo). Additionally we have received praise in the media for our excellent "value-added" in literacy from years 7-9. I am also proud of our value add from years 9 -12 which will be published in our annual school report early next term on our website. In short it once again shows that our students improved their performance over these years well above similar school groups. This was true in all three areas measured: high achieving students, average achieving student and also amongst students who have difficulty learning.



### Tempe Station round about

It has come to my attention that students are running across the road at the Tempe Station roundabout. This is a dangerous practice and cannot be tolerated. I will issue a directive to students not to do this and I intend to suspend students for disobedience if this persists.

### Interim Reports

Interim reports have been issued for students in year 7 and 11 as these groups have had to transition to a different educational regime. These reports are general and are meant to give an overall view of how students have settled into their courses. Any unsatisfactory ticks need to be acted on immediately, particularly if year advisors have requested an interview. More detailed reports and parent teacher interviews will be available for all years in June and July.

### Drop offs and pick ups

Please be mindful of the dangers of pedestrians and cars mixing in the same zone during drop off and pick up times. Parent should not stop and drop off at the top of Collins Street, particularly on the western side. Best practice is to go to the bottom of Collins and do a u turn so that students can be dropped on the correct side of the road.

Furthermore, parents should not drive into either of the staff car parks to drop off or pick up.

### Year 11 Laptops

Year 11 students need to bring their laptops in to Mr Al Tobi to ensure that they are upgraded and accounted for. Part of moving into year 12 will involve having had this process finalised. Any student who has lost or damaged the laptop can make arrangements with me to resolve the issue.

### Kozoji High Schol Visit

We were lucky enough to have a Kozoji High School visit our school. They learnt about Australian schools and were able to take and share ideas with some of our year 11 students. The Oragami lessons were a hit with Ms Duncan's Business Studies class.



Mr S Dassaklis—Principal

### IMPORTANT DATES:

**Wednesday- 23 March-2 April**

Year 12 Mid Course  
Assessment Period

**Friday- 2 April**

School Cross Country  
(competitors only)

**School Holidays 3 April-20 April**

**Monday- 20 April**

Staff development day

**Friday- 24 April**

ANZAC Day Assembly

**Tuesday- 21 April**

Students return to  
school

**Monday**

**27 April- 1 May**

Years 11 & 7  
Assessment week

**Thursday**

**May 7**

Athletics Carnival

**Tuesday**

**12-14 May**

NAPLAN years 7 & 9

**Monday**

**18 May-22 May**

Year 10 Assessment  
week

**Monday**

**25 May-29 May**

Year 9 Assessment  
week

## Ten Top Tips to Make the Most of the School Report

by Dr. Pinnington-Wilson

1. **Before the report arrives home**, a useful exercise would be to ask your child to write their own school report. Make up a grid similar to this (below) for all subjects, and ask your child to pretend to be the teacher and write about themselves. You could also create a grid that simulates your child's previous school report.

Subject	Grade (A-E)	Effort (A-E)	Teacher's comment
English			
Maths			

This gives your child the opportunity to reflect on his/her own performance at school. It can provide parents with a useful insight and can be a reference to compare the teachers' perspectives with your child's viewpoint. It is also a good discussion point when the school report arrives home. And a discussion **should** take place to help your child reflect and evaluate the report *with* you.

2. **Read your child's report with your child**  
This immediately indicates openness, and provides direct encouragement and support to your child. Wherever there are positives, in either comments, grades, effort and so on, point them out to your child first. Most students will have areas to commend and should be acknowledged by the parent.
3. **The report *should* be viewed as a vehicle to move forward**, and not be perceived as a final judgment of a child's ability - because it is not. It's a "screenshot" and not the whole story. It is important students know they have the ability to modify and change their work ethic or study strategies, and they can improve. Reinforcing that the report is an opportunity to highlight strengths and weaknesses, which will happen throughout their working life through appraisal or performance reviews, can help the student develop goals for next year.
4. **Compare the yearly report to the last year's report.** This can be useful to identify specific subject areas where there has been an improvement or a decline. If grades improved, celebrate this achievement. If the grades declined, ask your child why this may be the case. For example, Semester 1 report grades may have been based on assignments and not exams. This could flag that exams were either not fully prepared for and study skills should be reviewed, or your child needs exam practice as they are a very different mode to demonstrate knowledge, or perhaps new concepts were introduced in Semester 2 and these could be weaknesses to work on!

5. **Don't just look at grades, focus on effort also**  
A child's performance is not measured solely by grades. Not every child will receive an A or B, in fact the average child would mostly like achieve a C grade (which typically represents the middle 60%). Effort grades however can reflect the teacher's perspective on how hard your child worked, his/her commitment to fulfill homework, assignments and contribution in class. A child who achieved a C grade, or 55%, yet gained an A for effort should be congratulated. Again, as the report should be viewed as a discussion and evaluation, if the effort grade is lower, ask your child why this might be the case, and make a note of this to form one of the goals for next year.

6. **Consider the "year average" mark or grade**  
Many schools will include the year average grade as well as your child's grade. This is important to consider. If your child attained a 75%, and the year average was 62%, then your child is well above the average. Celebrate this.

### 7. Teachers' comments

The teachers' comments are valuable when discussing the report with your child. Ask him or her if they agree with the comment, or why, if they don't. Encourage your child to consider the teachers' comments. Obviously if there is a consistent thread from multiple teachers, this needs to be addressed. For example, if many teachers comment on your child's lack of concentration, or need to focus on answering the question, then the comments suggest a specific area of weakness. Similarly, if multiple comments commend your child on commitment, determination and diligence, it suggests your child's attitude to school is solid.

### 8. TALK to your child about the report, and LISTEN

Help your child not to blame someone or something that resulted in a disappointing report. Blame does not lead to action. If there are extenuating circumstances for a disappointing report (such as a difficult family situation like parents separating, or relocation or demanding co-curricular activities etc), acknowledge these may have affected your child's focus and give understanding. However help your child accept that they perhaps did not put in the effort, or had not established an effective revision program, or had not given the required commitment. Asking your child what they could do next year to improve or maintain excellence is a good start. Again, it would be worthwhile jotting down your child's comments to establish goals. Reinforcing that a yearly report is a vehicle to move forward is vital.

**9. Grades varying between subjects and compare exam results with assessment results**

Identify specific subjects where grades were 'low' and where others were 'high'. It is not uncommon for students to have strengths in some subjects and weaknesses in others. Few children excel across all subject areas, particularly in Years 7 – 10 when they have not yet been able to refine their academic program to areas of interest or strength. Talk to your child about why grades may vary, as there could be good reasons. For example, if your child's report grades range from 98% to 62%, ask why? Most students would be able to articulate the divergence and it could be simply that they did not study for a subject at all, or had misread a heavily weighted question. Again, make a note of your child's comments, to form goals or strategies for next year. Similarly **compare exam grades against assessment grades**. If your child's exam marks are noticeably less than the assessment grades, it could easily identify a weakness in exam technique and/or revision, and not be a reflection of ability or understanding. Remember, examinations are just *one* medium for determining a child's knowledge.

**10. Establish goals for next year and consider a holiday review program** (even if only 1 hour a week).

The report can, and should, be read as an instrument to create goals for next year, and possibly plan a holiday review program. As students in December typically focus on the long summer holidays, freedom and unstructured days, it's natural for school work to wane. However, now is the time to create goals for next year, whilst the academic year remains in their recent memory. It is more difficult to establish goals in February. Goals are best determined by the child, yet parental input after discussing a yearly report is prudent and can provide direction. Identify 3–5 goals for Semester 1 2015. The goals should be in response to you and your child's discussion of the report, **and** teacher recommendations.

Some goals could be:

- Focus on reading the question in assignments/ exams carefully to ensure the question is answered
- Ensure I make summary notes when I finish each top
- Do at least 30 minutes reviewing what I learned at school each day, in addition to homework
- Ask the teacher if I don't understand a concept
- For example, if Maths is a weakness, spend 1 hour a week doing extra Maths practice

When the goals are listed put them in a prominent place – fridge, bedroom wall, notice board etc.

It would also be prudent to develop a **holiday review program** if there are specific subjects or areas of subjects that are weak. This does not need to be extensive, in fact, shouldn't, however regular practice of specific subjects that *will* be required for cumulative learning next year can make an enormous difference. Examples of subjects where knowledge learned this year would be assumed knowledge for next year can include Maths, Science, English and Languages – as well as many others!

Holiday review programs can easily be incorporated into your child's vacation plans. For example, if your child sees a movie, they could write a review, or analyse the film techniques. If your child reads a newspaper or magazine or internet site, they could write a short paragraph about bias, purpose, persuasive techniques etc.

**LASTLY,**

if you are very concerned about your child's report, you should contact the school.

*Learn more this year about how to set goals and be more efficient and effective with your schoolwork by working through the units on*

[www.studyskillshandbook.com.au](http://www.studyskillshandbook.com.au)

*You might like to work through a few units over the holidays.*

*Username: tempehs*

*Password: 61success*



The "Tell Them From Me Survey" has been conducted at Tempe High School and we have been delighted with the rate of participation. Some 94.08% of our population in Years 7-12 took part in the online survey. The survey has now been closed and we look forward to the reports that will be sent to us by the end of Term 1. This information will help us shape the School Plan, practices and policies at Tempe High School.

The next step in the process is to capture information from parents and the Staff. These online surveys will take place in Term 3. A training powerpoint will be delivered at the next P&C meeting scheduled for Tuesday 12<sup>th</sup> May in the school Library at 7 pm.

Looking forward to your input,

**Dr L Pinnington-Wilson–Deputy Principal**



**English News:**

There are excellent opportunities for Tempe students to display their talents in a range of areas this year. We extend warm congratulations to the students who achieved success in the debating auditions and to those students who tried out for the team. We were impressed by the dedication of these students and their willingness to work together to achieve a common goal. Thank you to Ms Brewer who has been mentoring these students.

Our debating teams for 2015 are:

**Year 7 and 8**

- Eric B
- Eugene B
- Mathew C
- Harry A
- (Reserves: Daniel W and Isaac M)

**Year 9 and 10**

- Fenella P
- Amy J
- Sidney B
- Noor I
- (Reserves: Jay Y and Jacinta T)

**Senior Team**

- Dominic C
- Aquil D
- Lisa H
- Andrew V
- Samantha R
- Julie L
- Margaret P

Students have also been encouraged to enter a range of exciting competitions. The *Writers Wanted* competition closes on 29<sup>th</sup> March and the *What Matters* competition is also closing soon after. Students interested in creating shorter pieces can enter *The Dorothea Mackellar Poetry* competition which closes at the end of June.



English is also running a *Claymation workshop* for Year 8 students in early Term 2 so interested students will need to have their payment into the office by Monday 23<sup>rd</sup> March (Week 9). Places are limited so students need to be quick if they do not want to miss out on this opportunity. Participating students will have a DVD to take home at the end of the workshop.



The English faculty would also like to thank Michael Murray, an expert in professional teaching and learning, who presented an engaging and relevant workshop on the National Curriculum for teachers on Tuesday 10<sup>th</sup> March. His delivery of the concept approach to the curriculum will guide the continued evaluation of English programs at Tempe High School in 2015 and beyond.

**Ms W Taoube**  
**Head Teacher—English**

**Message from the Careers Advisor**

Year 10 Work Experience dates have been set for Week 10, Term 4 (December 7—11). Students should be thinking about what they may like to do for Work Experience this year.

As placements can be difficult to find, students need to be pro-active in their search by starting early and not leaving it until the very last minute.

If any employer cannot accommodate a student during the week of December 7-11, an alternative time/date can be arranged.

Please see me to discuss.

**Mr S Fawcett—Careers Advisor**

[shane.fawcett@det.nsw.edu.au](mailto:shane.fawcett@det.nsw.edu.au)

**HSIE**

Already we are reaching the end of Term 1 2015. Most classes have now completed their first assessment task, and Year 12 is already halfway through their HSC course.

**Moodle**

I would just like to remind students and their parents that many of the subjects have a wealth of resources on the school's Moodle site. While some teachers are opting for individual class Edmodo sites and students are creating their own class Facebook pages, do not forget about Moodle. I am in the process of updating the passwords of some Year 12 Business Studies students so that they do not miss out on the resources placed there for them.

**HSC Lectures**

For Legal Studies students, the HSC lectures organised by the Legal Studies Association will be held on Saturday, 18<sup>th</sup> July at the Westmead Education and Conference Centre Auditorium, Darcy Road, Wentworthville. There are two sessions:

8.30am-12.30pm (registrations 8.00am) and

1.30pm-5.30pm (registrations 1.00pm)

The cost is \$30 per student. The students will not be supervised and must make their own way to and from the lectures.

Please see Mrs Plioplis before the end of term if interested. If there are enough takers, we will organise payment through the school. More information can be found at: <http://lsa.net.au/HomeO/ArticleDetail/lsa-annual-hsc-student-lectures-80>

Since becoming a semi selective school, the study of Economics has been a very important part of the senior curriculum at Tempe High School, thanks to the efforts of Mr Kokkorogiannis and Mr Michos, who was very ably replaced by Mrs Davidson at the beginning of last year. Every year, our Year 12 Economics classes attend the very popular UBS HSC Economics Day, attended by more than 850 students and their teachers from around the state.

The UBS website states that the lectures look to "bridge the gap between textbook economics and real time global economic challenges. Speakers [in 2014] including, Scott Haslem, UBS Chief Economist; Ross Gittins, Economics Editor of the Sydney Morning Herald, Dr David Orsmond, Reserve Bank of Australia; Andrew Lilley, UBS Interest Rate Strategist and Tim Riley, Director of Economics Literacy Centre encouraged the students to start thinking about fundamental terms and concepts which underpin the subject and make it easier for students to combine real world economics and the theory of the NSW HSC Economics course."

These lectures, delivered by top Australian economists, are delivered free of charge to students, and they greatly enhance the students' chances of performing well in the HSC. Unfortunately, the lectures this year fall in an assessment blackout period, where a blanket ban has been placed on ALL outside activities for Year 12 within the two weeks before their Term 2 in-class assessments. I know that the students had been looking forward to going since being told about it last year, but sadly this will be the first year since the inception of the lecture series that Tempe will not be able to go.

There are HSC lectures outside the blackout/assessment periods for Business Studies on Friday, 29<sup>th</sup> May and Economics on Saturday, 13<sup>th</sup> June, run by the WeSSSTA at Penrith High School. These attract a fee. More information will be given to students as it comes to hand.

**Competitions**

Coming up are the Australian Geography Competition on March 27<sup>th</sup> (open to all Year groups, 7-12), the Australian History Competition on May 27<sup>th</sup> (open to Year 10) and the NSW Geography Competition in Week 4 of Term 3 (Year 10). The first two require registration and the payment of a fee. The last, the NSW Geography Competition, is free of charge and will be completed by all Year 10 students.

**Teacher Professional Learning**

Term 1 courses/seminars attended by the HSIE faculty this term have included:

Mr Jackson and Dr Cambridge to a course on programming and assessment for Australian curriculum History, Years 7-10, Mrs Plioplis to Macquarie University to hear Dr David Christian speak on his world-wide phenomenon, Big History, and Ms Riad to the Legal Studies Annual Conference.

**New Staff member**

Mr James Heiler, currently teaching at Hunters Hill High School, has been appointed to replace Mr Doherty. He will begin in Term 2, and we welcome him.



**Mr Heiler**

I would like to sincerely thank Ms Sadiya Siddiqua, our long-term casual/temporary HSIE teacher, for very capably holding the fort until the new teacher was appointed. Ms Siddiqua will be taking time in Term 2 to finish her Masters degree, as well as spending some well-deserved time with her new husband, after which we hope to be seeing more of her in the HSIE faculty later in the year.

Have a great Term 2.

**Mrs Plioplis - Head Teacher, HSIE**



### Year 7 Peer Support Camp

Camp was a really great experience for all students and staff. After the long 1.5 hour bus ride we boarded a ferry to take us to Broken Bay Sport and Recreation Camp. It is such a beautiful part of the world, surrounded by bush, the sea and amazing wildlife.

Every day was exciting and we had fun doing lots of activities such as high ropes, kayaking, bush-walking, damper, rock climbing and archery. We were in 6 activity groups made up from people from different classes than when at school (Brim, Sea Turtles, Sea Horses, Mullets, Penguins and Eels.)

While at camp we slept in large lodges of 24 people in each, at times it was frustrating having to share with so many people, however we made some great friends because of it. We had lots of discussions about safety and caring for wildlife when in the bush environment. In our free time we swam in the pool, hung out in the hall or got ready for the night-time disco with our friends.

The instructors, teachers and peer support leaders at camp were very vibrant and encouraged us to get involved and have a go. It was great to try things we had never done before.

A big thankyou to all the teachers and year 11 peer support leaders that took us to camp. Also a special thankyou to all our parents/caregivers that helped prepare us for camp.

Linh-Tam, Angelene Tan, James Agamemnonos, Nicholas Francica—(Year 7 students)

**A huge thankyou to all teachers that came to camp, ensuring that it was an enormous success.**

**Camp would not have been possible without you!**

**Ms L Rumble & Mr P Esposito (Year 7 Advisors)**













**CAPA****Year 8—Museums Excursion**

On Friday, March 7th 2015, Year 8 set off on a journey to the city to visit the Museum of Contemporary Arts (MCA) and the Australian Museum. We arrived there by train from Sydenham station and arrived at Circular Quay at around 9.30am. At the MCA, we were split up into groups according to our TAS classes.

Ms Evangelinos, our coordinator and organiser, then directed us into the MCA where we were handed out a worksheet with questions and drawing space. We all first had to place our bags into these wooden crates and it was all squished like a pack of sardines. Luckily mine was at the top!

We walked around for a bit before we did the work that was asked of us. As it was being graded, I tried my hardest to answer the questions to the best of my ability (what all teachers want to hear). I wandered around the MCA and looked at the silk screens done by Chuck Close. I was amazed how precise and accurate he was and how he made it look so realistic.

After we finished at the MCA, we walked to Hyde Park where we had lunch and enjoyed the good outdoors. The Australian Museum was our next destination and we only had to walk across the road. In the foyer, there was a massive skeleton of a blue whale stretching from one side of the building to the other. It was enormous, probably about 24 metres long. This is the size of an adult, male blue whale.

We then ventured deeper into history and we sat down and chucked all our bags into metal trolleys. We were told that all these animals that were depicted, were all stuffed but were once alive. The advisers also told us that the guts were all taken out either physically or through freezing.

We then had to draw “realistic” drawings of the stuffed animals. These were extraordinary hard, for me, but for some, it appeared was just a breeze. I then wandered through the building trying to find a bird to draw, an animal with fur and a dinosaur skeleton. These drawings were all going to be graded, including the piece at the MCA.

We spent about one hour at the Australian Museum and finally it was time to head back. In my opinion, the excursion was well organised and fun. So a big thank you to Ms Evangelinos and the other teachers who helped make this day possible for us! ☺

by Alex Gock-King—8B





**CAPA (cont.)****Museum of Contemporary Art**

The train ride was long but worth it. We walked out off the train and walked for about 10 minutes to the museum. The museum was a tall building with a large hanging poster that hung from the top of the building. It read Chuck Close. We walked into the museum and were handed booklets.

When we walked into the artwork section, I was amazed. There were many different styled artworks, I was inspired. My favorite artwork was his self portrait made out of squares and circles. Some artworks looked like actual photos but were actually very detailed paintings.

I would recommend anyone who enjoys art to visit the museum.

by Brian Zhang—8B





**CAPA (cont.)**

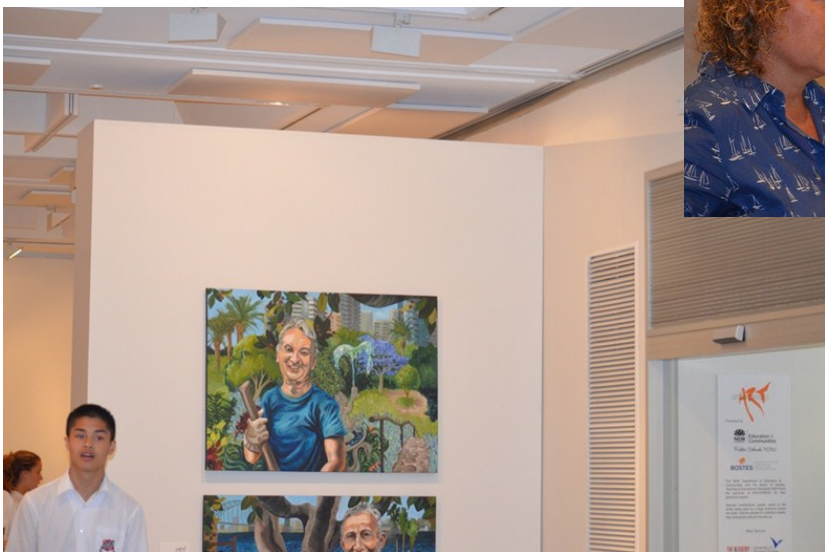
ARTEXPRESS features a diverse range of unique concepts and allows top HSC students in visual arts to express their creativity and issues relevant to them and others. In the Art Gallery Of NSW, ceramic, drawings, graphic designs, painting and photomedia are just some of the art forms being displayed.

Artworks explored ideas, which might have been relatable to the audience and thus engage them. Concepts explored could be universal and relatable to everyone or might be at some point of their life, as well as more personal ideas that might be relatable to only some people.

The inspiring display of unique and varied artworks also encouraged people to look at issues, ideas and even the aspects of the world with a different or more than one point of view.

ARTEXPRESS managed to generate numerous reactions from audiences and sparked conversations between people. Sometimes it created laughter, sadness, or even a conflict of ideas between people.

by Sam Martin Y11VA





# Mural Painting Workshop

**Open Marrickville presents  
a free multicultural mural painting workshop  
10am - 5pm April 10,11**

**Opening exhibition 4pm 28 June  
Cowper St, Marrickville**



**You are invited to participate in a mural painting workshop facilitated by artist Claire Nakazawa. Working in a small group to collaboratively create a mural that reflects Marrickville's cultural diversity.**

**All material will be provided.  
Limited to 15 people, ages 13 - Adult.**

**Please register at : [www.trybooking.com/HFBV](http://www.trybooking.com/HFBV)**

**Or contact:**

**Claire Nakazawa: 0424795183**

**[clairen@tpg.com.au](mailto:clairen@tpg.com.au)**

**[www.clairenakazawa.com](http://www.clairenakazawa.com)**



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