



TEMPE HIGH SCHOOL

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Office Hours : 8.30am—3.15pm

Newsletter 2

Term 2 Week 5

April / May

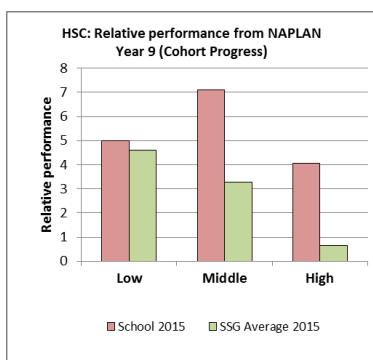
2016

From the Principal

I would like to take this opportunity to thank students, staff and parents for all their work, commitment and the respectful relationships that are so evident at our school. I am heartened by the support and empathy shown by the community in supporting students to enhance their learning.

We have had some wonderful achievements so far this term in sport, student leadership, tutorials, photo day, zone trials, and many excursions. The English, CAPA, Science and TAS faculties have contributed to this newsletter with some highlights from their faculties.

Staff have been actively involved in ongoing professional learning in line with our strategic directions. Our focus last year was to ensure that all staff were able to differentiate the curriculum to accommodate students with disabilities. This year our learning has been on enhancing learning for students with Language backgrounds other than English. Next year we will be committing ourselves to additional learning about extending our Gifted and Talented students even further. This commitment to professional learning benefits all students as the techniques used to support students needing differentiation enhances learning for the whole class. Our school is rightfully proud of our value add data which indicates that students continue to improve their learning outcomes by being at Tempe High School whether they are our Highest achievers, average students, or students that have learning difficulties. I include the Graph below to illustrate the point, it compares our growth in the different achievement bands for each of the ability groups from year 9 through to year 12 at both our school and at similar school groups (SSG). Any growth above 2 is considered significant.



Mr S Dassaklis

Administration

E-diary is a new initiative to Tempe High School this year. All students have been sent an invite to join and can access E-diary using the following email address

studentname@education.nsw.edu.au

Students can access E-diary through the following address:

www.tempe.myediary.com.au

Parents will be invited to join during Term 3

Students that are late to school

All students that are late to school must sign in at the office as soon as they arrive. If a student has been to an appointment, please bring in a note from the Health professional. Students who arrive (without an acceptable excuse) late will be put on lunchtime detention

Ms J Trotter—Head Teacher Administration



Please contact the office if your child is transferring to another school

Selective Placement

If you wish to apply for Selective Placement in any selective schools, you may download applications forms from the Selective Schools Website in June. More information is available at www.schools.nsw.edu.au/shsplacement

May 30	May 31	Jun 1	Jun 2	Jun 3
YR 9 ASSESSMENT WEEK IN CLASS Yr 9 Geo Presentations VET Year 11 Hospitality Work Readiness	YR 9 ASSESSMENT WEEK IN CLASS Yr 9 Geography Presentations PSC Young Leaders day VET Year 11 Hospitality Work Readiness Day Science ICAS Exam Period 1 and 2 9V History HY exam 10P Geography HY exam	YR 9 ASSESSMENT WEEK IN CLASS Year 9 Geography Presentations Yr 11 Reports to YA Year 10 History Elective task 9G History HY exam Primary school science challenge	YR 9 ASSESSMENT WEEK IN CLASS Year 9 Presentations 9R, 9Y History HY exam Ten Pin Bowling excursion Yr12 SLR	YR 9 ASSESSMENT WEEK IN CLASS Year 9 Geography Presentations Year 11 earth and Environmental Science Excursions Yr 12 History Ext Draft Essay 2 9A, 9P History HY exam USYD AIME All Days - Outreach & Senior Core - Yr 11
Jun 6	Jun 7	Jun 8	Jun 9	Jun 10
	St George Rugby League Carnival	Year 11 Ancient History Source Analysis Task Primary school science challenge	Fundamentals of English Task 3- PHILLIPS Year 12 Economics UBS HSC Lectures	Year 11 Business Studies Task 2 Sydney East Table Tennis
Jun 13	Jun 14	Jun 15	Jun 16	Jun 17
QUEENS BIRTHDAY Holiday	YR 11 Work Placement Year 9 ENGLISH Interview Assessment Task In Class P&C: Topic Cyber-safety	YR 11 Work Placement Year 9 ENGLISH Interview Assessment Year 8 language Excursion Primary school science challenge V/ARTS White Rabbit Gallery Y9 Elective	YR 11 Work Placement Year 9 ENGLISH Interview Assessment 6:30pm - 8:30pm Meet the Music Y11	YR 11 Work Placement Year 9 ENGLISH Interview Assessment Year 12 History Extension Draft Essay 3

Jun 20	Jun 21	Jun 22	Jun 23	Jun 24
Year 12 Assessment Week In Class	Year 12 Assessment Week In Class	Year 12 Assessment Week In Class	Year 12 Assessment Week In Class	Year 12 Assessment Week In Class
Love Bites Year 10	YEAR 11 ENGLISH MODULE A SPEECHES ADVANCE AND STANDARD	YEAR 11 ENGLISH MODULE A SPEECHES ADVANCE AND STANDARD	YEAR 11 ENGLISH MODULE A SPEECHES ADVANCE AND STANDARD	YEAR 11 ENGLISH MODULE A SPEECHES ADVANCE AND STANDARD
Year 9 ENGLISH Interview Assessment	Love Bites Year 10 Year 9 ENGLISH Interview Assessment Task In Class	Year 9 ENGLISH Interview Assessment Task In Class	Year 9 ENGLISH Interview Assessment Task In Class	Year 9 ENGLISH Interview Assessment Task In Class
CAFS Year 11 Assessment	Y12 2u Mathematics Assessment Task	SLR Year 11 Assessment	Bligh Zone Athletics	Red Nose Day.
Yr 12 snr science assessment	Y12 Gen Mathematics Assessment Task	Year 12 ENGLISH MODULES DAY IN CITY - STANDARD AND ADVANCED	Year 12 ENGLISH MODULE B STANDARD AND ADVANCED Assessment	PDHPE Year 11 Assessment Year 11 FT written & practical task in class
	Year 12 Economics - Task 4a media file	Primary school Science challenge	Y12 Ext1 Mathematics Assessment Task	Yr 11 Hospitality practical assessment task in class
	Parent Teacher Night Years 7, 11 & 12		Year12 senior science in class assessment	Y12 Ext2 Mathematics Assessment Task
			HSC ESL Task 4 - Ms Phillips	English Year 10 Short Story Assess Hand In
				Year 8 English Exam
				Love bites Yr 10
				Year 12 Economics - Task 4b extended
Jun 27	Jun 28	Jun 29	Jun 30	Jul 1
Year 12 Assessment Week In Class	Year 12 Assessment Week In Class	Year 12 Assessment Week In Class	Year 12 Assessment Week In Class	Year 12 Assessment Week In Class
Yr 11 Work Placement	Yr 11 Work Placement	Yr 11 Work Placement	Yr 11 Work Placement	Yr 11 Work Placement
YEAR 11 ENGLISH MODULE A SPEECHES ADVANCE AND STANDARD	YEAR 11 ENGLISH MODULE A SPEECHES ADVANCE AND STANDARD	YEAR 11 ENGLISH MODULE A SPEECHES ADVANCE AND STANDARD	ENGLISH EXT 2 MAJOR DRAFT AND REPORT DUE	Year 10 Dance Concert
Chemistry Kickstart Year 12 Excursion		JOB INTERVIEW DAY Yr 10	Tempe Marrickville Cup	Biology study day at Australian Museum year 11
Tempe vs Tempe debate - year 7 and 8		Mathematics Ext 2 Assessment	Year 7 and 8 debate at BLAKEHURST	Year 12 History Extension final essay due
		Year 7 assessment task English hand in		

IF YOUR CHILD HAS ANAPHYLAXIS SHOULD HE OR SHE CARRY THEIR OWN EPIPEN® TO AND AT SCHOOL?

What is this article about?

If you have told the school that your child is diagnosed a risk of anaphylaxis you will receive a letter from Mr Dassaklis

This article provides more information about anaphylaxis

What is an EpiPen® and an Anapen®?

EpiPen® and Anapens® are the emergency treatment for children who are having an anaphylactic reaction

What is anaphylaxis?

Anaphylaxis is a severe and sometimes sudden allergic reaction. If your child has been diagnosed by a doctor as being at risk of anaphylaxis there are some important things to remember that will help the school to support your child's health care needs

Why you need to keep us informed if your child is diagnosed as being at risk of anaphylaxis or if his or her condition changes. This includes if they have an anaphylactic reaction while not at school.

The school can only respond to risks it knows about. Please keep Miss White informed so that we can plan to support your child at school

Why you need to provide the school with your child's current ASCIA Action Plan for Anaphylaxis and an EpiPen® or Anapen® signed by their doctor

The plan sets out the steps the school needs to follow in an emergency. It is essential for us to have this to keep your child safe

We will keep a copy of your child's ASCIA Action Plan for Anaphylaxis stored with your child's EpiPen® or Anapen®

Why it is important to talk regularly with your child about some simple steps to help keep them safe

It is important to regularly talk with your child about when and where they are at risk of contact with the things they are allergic to and how to avoid this. If you have told them not to take part in sharing food at school, regularly remind them of this

Reassure them that if they do come into contact with something they are allergic to or they feel unwell at school they won't get into trouble. **They need to tell a teacher immediately**

Consider whether your child should carry their own EpiPen® or Anapen®

If your child has been diagnosed with anaphylaxis you can request that they carry their own EpiPen® or Anapen® to school and at school. A request form has been sent home and is also available from Miss White

If you request that your child carry an EpiPen® or Anapen® with them to school and at school you will still need to provide the school with at least one additional EpiPen® or Anapen® for storage in a central location within the school and for access by staff in an emergency

The school will contact you about any request you make for your son or daughter to carry their own EpiPen® or Anapen®

Why does the school need to know if your son or daughter is carrying their own EpiPen®

Staff need to know your child carries an EpiPen® in an emergency. For this reason this information will be included in your child's individual health care plan

They also need to be able to find it quickly so it is important that it be in an easily identifiable and accessible spot

To find out more go to the Department's public schools website:

<http://www.schools.nsw.edu.au/studentsupport/studenthealth/conditions/anaphylaxis/index.php>

**STUDY SKILLS HANDBOOK NEWSLETTER
ITEM FOR MAY:
STARTING ASSIGNMENTS STRAIGHT AWAY**

Ever leave your assignments until the last minute? Well here are 5 reasons to start work on your assignments immediately:

☐ **GET YOUR BRAIN THINKING ABOUT THE TOPIC:**

At the very least, read through the requirements of the assignment on the day you get your assignment. Even if you are not thinking about it directly, your subconscious will be hard at work.

☐ **FIND LIBRARY RESOURCES:**

Although the library may not be your main source of reference, you should drop in soon after receiving the assignment. Reference books, resources and magazines will disappear quickly. It is not a good idea to only use Google

☐ **DISCOVER OTHER RESOURCES:**

You could also ask your local librarian for any additional direction on where to look for resource material for your assignment. Librarians know how to help people access relevant information, in books, journals and in computer based references

☐ **STARTING EARLY MEANS MORE TIME TO EXPLORE & ASK FOR HELP:**

Your initial research might be on assignment points you've identified through the library, references your teacher may have given you, school textbooks, and/or general internet search engines. If you start this early, you could discover that you don't actually understand important concepts and that perhaps you need to speak to your teacher to get further clarity.

☐ **CREATE A SAFETY NET:**

Starting your assignment immediately will give you a safety net in case you get sick, or something unexpected happens. You should always have a schedule that allows for the unexpected.

You can learn more about being more effective with assessments in the **ASSIGNMENT SKILLS** unit of www.studyshandbook.com.au by logging in with these details:

Username: tempehs

Password: 61success

SCIENCE FACULTY**Bring Your Own Device (BYOD)**

BYOD is a system of delivering technology to class rooms. It involves students bringing their own electronic device to class, connecting that device to the school's Wireless network and following the teacher's instructions on how to use the device in order to achieve the learning goals of the lesson.

BYOD has started at Tempe High School. At the moment only Year 9 are involved, with other years to follow.

BYOD is not compulsory. A BYOD lesson would involve a teacher giving the students notice that they are to bring their device to class on a specific day. The teacher would then bring a small number basic devices to class that will accomplish the task set. All students then have access to a device for the lesson.

Not every lesson will be a BYOD lesson and it will be a steady process as teachers, students and parents get used to having devices in the classroom. It is not advisable to use a laptop to take notes. A pen and paper is still the best way to take notes. There is plenty of research to show that writing is better for students trying to retain and process information than typing.

Students can only access our wireless network once they have signed a user agreement and submitted this to the Science staffroom.

Tablets and computers that will connect to our wireless are acceptable. Phones are not part of our BYOD policy. The school is not mandating a specific device. If you have a device at home, please sign the user agreement and bring the agreement and your device to school to trial it before spending money on a new device.

You can find a draft policy, information about BYOD and a user agreement on the school website. All this was given to year 9 students during a year meeting in term 1. To find the information go to the Tempe High School web site, Click on the Curriculum & Activities tab. Scroll down to the bottom and you will find BYOD. Clicking on BYOD will give you access to the three documents.

If you have any questions please feel free to contact the school.

—BYOD Team



ENGLISH FACULTY TERM 2 2016

A successful opening season for our junior debaters in the *Premier's Debating Challenge Competition* as both the Year 7 and 8 team won their first round debates on the same day. The students continued to display effective interpersonal and public speaking skills; showcasing of general knowledge was also a key ingredient in their success. Our Year 11 team did a fantastic job of displaying their diverse skills during their debate against the Year 12 team from St George Girl's High School. Although they did not secure the second round, the experience taught the team new strategies and knowledge which clearly resonated with each student. A special thanks to our Year 11 team and our Year 12 mentors who support coaching on Tuesday afternoons—we are grateful for your communal and team approach to learning. We are proud of all our debaters and wish them all the best in their next rounds! Thank you to Ms Yin and Mr Ruckendorfer for their assistance with supervision.

On Monday 16th May, a variety of students from Years 9-12 attended the *Sydney Writers Festival* with Ms Yin. It was a unique opportunity to hear acclaimed writers and speakers share their insights into the craft of writing as well as the current political landscape. Students commented on their enjoyment of the day and their desire to return next year was evident.

On Monday 23rd May, Year 9 was treated to a superb display of Shakespearean drama as they viewed an innovative and engaging performance of *Romeo and Juliet* having studied the text last term. The Bell Shakespeare team were thoroughly entertaining and breathed life into the print text as they convincingly captured the tragedy of family conflict and the naivety of young love within the space of an hour! Our students reflected on the moral underpinnings of the play and questioned the role violence and hasty decision-making plays in their lives or the general state of the world. Thank you to Mr Dias and Mr Lyons for their organisation of this valuable event.

Thank you to Year 7 parents and students who have embraced the *Premier's Reading Challenge*. All participants are encouraged to see Ms Salisbury, the librarian, to ensure they are following the rules of the challenge and filling in their log.

I encourage parents to take note of the following change to English policy:

In order to align our procedures with whole school policy, junior assessments will now incorporate a move towards awarding students a mark of zero if they do not hand in tasks by the due date. Certain exceptions may apply if the student has a medical certificate or demonstrates extenuating circumstances.

Ms W Taoube—Head Teacher English



CAPA FACULTY

Celebrate 2044

The Tempe Concert Band and Tempe Choir were involved two performances for the community event 'Celebrate 2044' on Sunday the 15th at Tillman Park. Everyone did a great job, both band and choir sounded great, and a big thank you to everyone who helped out with moving gear and getting us on and off the stage. There was a lot of work involved and a HUGE thank you to Mr Norrish, Jon Mayne, Margolit Phillips!!!

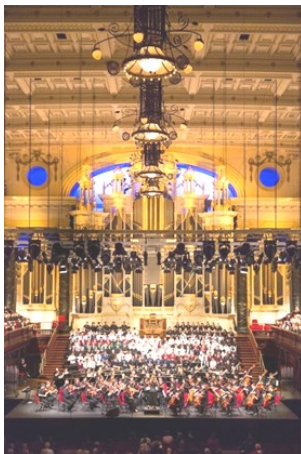


In Concert Performance

15 Students from Tempe High School were involved in the NSW Arts Unit **In Concert** performance at the Sydney Town Hall on the Monday the 16th of May 2016. **In Concert** is the states Combined Secondary Schools Choral festival and the students involved were part of a 500 piece choir made up of public school students from around the state. The choir joined forces with The Arts Unit's premier Instrumental Music Ensembles to present a performance of a range of exciting and dynamic works including the powerful Carmina Burana by Carl Orff.



Well done to all of the students involved.



GUITAR TUTOR AT TEMPE HIGH SCHOOL

Just a reminder that Tempe High School offers individual guitar lessons with guitarist, Ged Corben. He has a very wide range of musical experience – from rock to classical and everything in between.

For more information ring Ged on **0429 429946**



TAS FACULTY

Chocolate Making Workshop

Recently, 20 students from the two year 9 food tech classes had the opportunity to partake in a chocolate making course taught by an experienced Belgian chocolatier, Marc. Who previously, had worked in Adora, a local handmade chocolate shop in Marrickville.

During the two hour workshop students were shown demonstrations on several chocolate making procedures. We were given taste test samples of the chocolate we were using before the demonstration of chocolate tempering by the seeding method and the use of the chocolate bath. Tempering chocolate involves putting it through a cycle of temperatures, the simplest method to temper is known as "seeding", in which small pieces of unmelted chocolate are added to melted chocolate.

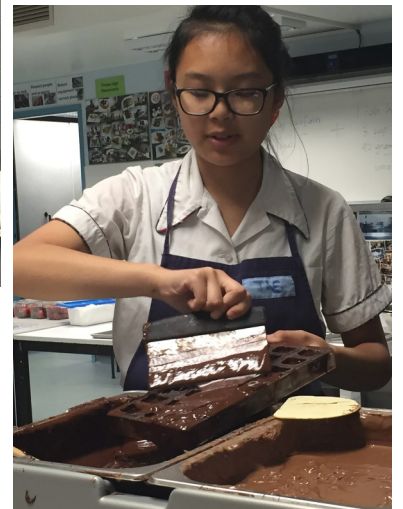
Next was a demonstration on 'hollowing', which is the process of making hollow chocolate moulds using a double sided mould and tempered dark chocolate. After the demonstration students were able to try hollowing their own moulds. The hollowed moulds were then filled with a chocolate ganache, which he had demonstrated in making. The filled chocolates were put to set in the fridge.

While students were lining up to fill their own solid chocolate moulds, (with either dark chocolate or milk chocolate) groups of up to 5 students participated in strawberry dipping. Using tempered dark chocolate, we were taught how to properly dip and twirl the chocolate covered strawberries, before setting them on multiple trays to set. The student's individual moulds were set in the fridge with the ganache filled moulds, and marc's other demonstrations.

Other students waiting in line to fill their own chocolate moulds were taught how to make a paper piping bag to decorate chocolate, which we did not use on the day, but were a handy technique for future use.

At the end of the day, while waiting for the moulds to set, Marc showed the class of 20, how to make waffles to accompany the setting chocolate. 10kg of chocolate, 20 chocolate moulds, 100 strawberries and 20 waffles later the class was over and everyone got to take their days work home and enjoy numerous amounts of chocolaty goodness.

**Ms S Di Rosario—
TAS Food Tech
Teacher**



The Tempe High School Duke of Edinburgh Award Program

The Tempe High School Duke of Edinburgh Award Program offers student's opportunities to build leadership skills, resilience, contribute to the community, team work and solve problems. Students can take on challenges at the Bronze or Silver level. The program involves the students undertaking an adventurous journey. The photographs illustrate the high rate of participation and the dedication of the staff, Mr Miller and Ms Davidson who conduct the programs.

Dr Pinnington-Wilson—Deputy Principal



HSIE REPORT

Hi everyone.

Tempe High School Year 10 students, over three days with different classes, attended their fieldwork excursion to Cronulla/Bate Bay at the end of Term 1. It was a chance to get sand in their shoes and learn about coastal processes and management first hand.

The fieldwork trip, which is a mandatory component of their RoSA course in Geography, formed the basis of their first assessment task.

The weather was great, with enough wind to guarantee they saw the coastal processes at their best.

Here are some photos showing the students getting hands-on with their Geography fieldwork.

My thanks go to Mr Kokkorogiannis for his meticulous organisation.



On May 26th, Geography students from various year groups took part in the AUSTRALIAN GEOGRAPHY COMPETITION. The competition is graded in difficulty according to age, and the prizes are fantastic, with the top performers aged 15 and over being invited to attend the annual **Geography's Big Week Out**. **Geography's Big Week Out** is a six day event which focuses on fieldwork, spatial technologies and analytical skills. Australia's teams to the **annual International Geography Olympiad** are selected from the students at the Geography's Big Week Out.

For more information on this great annual competition, go to <http://www.geographycompetition.org.au/content/about-competition>

My thanks go to our indefatigable Geography teacher, Mrs Davidson for organising this event.

More on Geography, with the NSW GEOGRAPHY COMPETITION in which all Year 10 students are required to take part. There is no cost involved, and is based on the NSW Geography Syllabus, so is excellent practice for their final examination. Ms Simmelhaig, one of the Year 10 Geography teachers, is organising this.

Finally, a word on subject selection. Head teachers have just submitted their offerings for next year's Year 9 and 11.

Our usual subjects will be offered next year:

Year 9: Commerce, Geography Elective and History Elective (these are in addition to the mandatory courses).

Year 11: Aboriginal Studies, Ancient History, Modern History, Business Studies, Legal Studies, Economics and Geography.

In addition are two exciting new offerings.

Year 8 going into Year 9 will have the opportunity to study a Stage 6 subject in our faculty: **Geography (Accelerated)**. This will allow them to complete their HSC in this subject in Year 10 (2018).

As well, we will be offering **Society and Culture** in Year 11 next year. Thanks to Ms Maloney for this initiative.

Finally, just an update about our progress in the implementation of the new History and Geography syllabuses in Years 7-10.

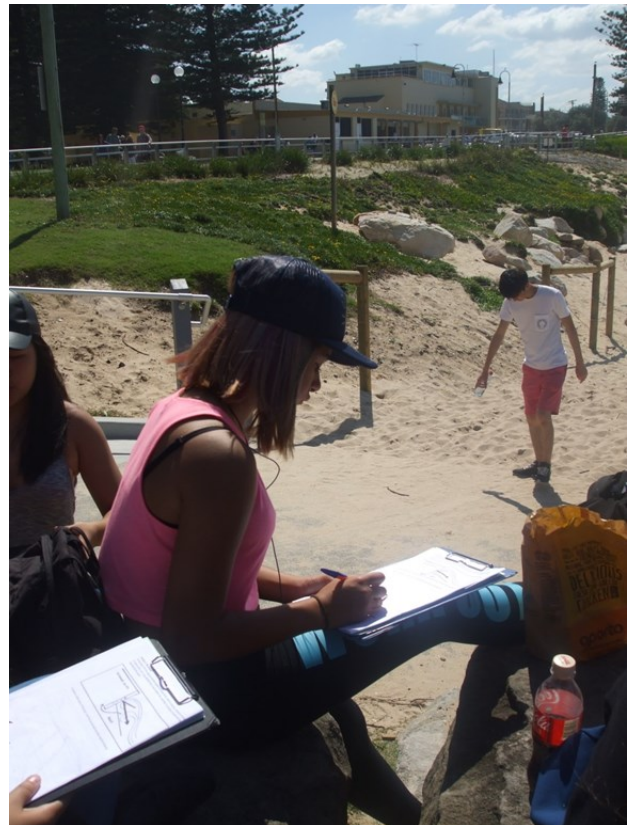
History is now fully implemented, and both students and teachers are enjoying the new content.

From 2017, Year 7 will be studying the whole Stage 4 Geography course, moving to History in Year 8.

Year 9 will study the whole Stage 5 Geography course and will attaining their RoSA grade in 2017, then will study History in Year 10.

Hope to see some of you on parent-teacher night.

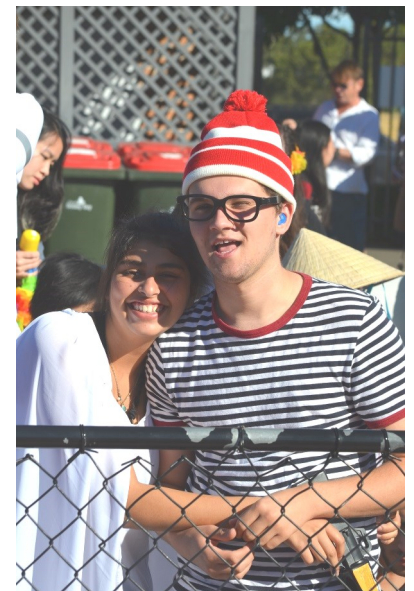
Mrs Pliopis—Head Teacher HSIE



ATHLETICS CARNIVAL 2016

The Tempe High School Athletics Carnival was held on Friday 13th of May. The carnival started off in good stead with pristine weather and only continued to improve. Highlights of the carnival include stunning performances exhibited by athletes, great participation within events and the overwhelming support from spectators. Special mention to Teachers, House Captains and volunteers for making the event a success. We look forward to seeing a continued support of the Tempe High School Sports program for the remainder of the year.

Mr C Newton-Green—PE Teacher



ATHLETICS CARNIVAL 2016

