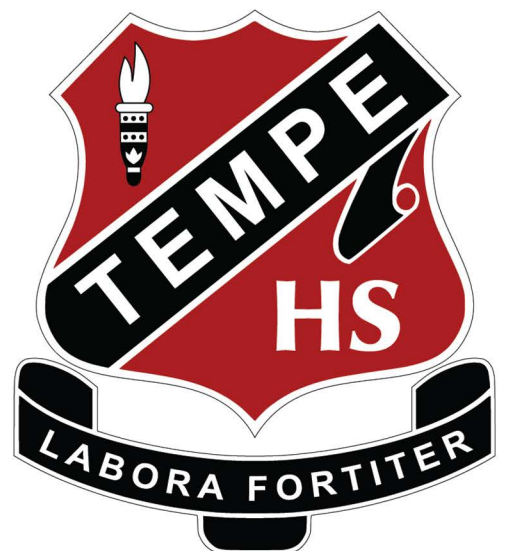


Newsletter

Term 3 Week 10 September, 2023

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From the Principal

I am delighted that our Deputy, Wafa Taoube, has won the NSW Minister's and Secretary's Awards for Excellence 2023

Wafa Taoube has been an excellent leader as Head Teacher English and Relieving Deputy Principal at Tempe High School for eight years, encouraging students and staff to seek the highest possible outcomes. Wafa leads by example and as a result the school has achieved excellent results in debating and Extension English. She has led change that has improved literacy and HSC attainment. Wafa has outstanding communication skills with an infectious positive disposition which she puts to good use, encouraging colleagues to try new approaches. She is relentless in the pursuit of excellence and a fine role model for both staff and students.



Year 12 major works have been submitted for subjects with practical components. These major works represent hundreds of hours of effort where students have produced exceptional work, and showcases were held to display some of these works during the term. If you missed seeing them this year, make a point of seeing the major works next year; I am sure you will be impressed.

These works have not been externally marked yet and therefore, we are unable to show them in this newsletter, but they were spectacular.

I was pleased to learn that the HSC English Extension 2 major work, *The Liminal Picture of The Auteur: Control, Personality and Interior Meaning*, by our 2022 graduate Andreas K has been selected for inclusion in the Young Writers Showcase of the best HSC works for 2022. More details about this are included further in this newsletter.

The school will be having major maintenance projects next term with painting, resurfacing and fencing being renewed. We're also close to having our C Block toilets renewed and new toilet blocks being installed near the basketball courts. Whilst this is all welcome, it may lead to some inconvenience whilst the workers complete their tasks.

I hope our staff and students have a good spring break and look forward to a great term 4.

Mr S Dassaklis
Principal



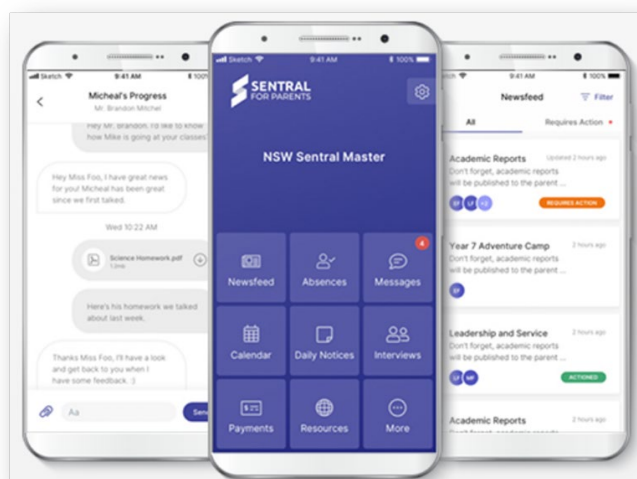
Sentral's Parent Portal and School Calendar

Please click on the following link to log into the Sentral's Parent Portal. From here you can view and stay updated on the latest school updates as well as the school's calendar [Sentral Student & Parent Portal](#). Below is a snapshot of the School's Calendar for the remainder of this Term.

Did you know

Parents can use Sentral's Parent Portal App to:

- Access your child's timetable
- View your child's attendance records
- Receive notifications and school updates
- Reply to absence notifications
- Notify school of future absences
- View Principal and Stage Adviser updates
- Download School Reports
- View the School's Calendar
- View and Print Academic Reports
- Read and Download Tempe High School Newsletters



If you would like to learn more about Sentral's Parent Portal and how you can stay connected and up-to-date regarding your child's attendance or what's happening at Tempe High School click on the following link [Learn More](#).

Students return to school on Monday 9th October 2023. To view Sentral's Parent Portal School Calendar online, [click here](#)

	Mon	Tue	Wed	Thu	Fri
	Oct 9	Oct 10	Oct 11	Oct 12	Oct 13
W1			Open boys and girls touch footy gala day		Year 9 Commerce Task 3 - Part 2 & 3 due by 3:05pm
	Oct 16	Oct 17	Oct 18	Oct 19	Oct 20
W2	8Blue, Green, Yellow and Purple Music Performance Year 11 Work Placement Business Services	Year 11 Work Placement Business Services	8Red & White Music Performance Year 11 Work Placement Business Services	Year 11 Work Placement Business Services Elevate Year 11 into Year 12 11am	Year 11 Work Placement Business Services
	Oct 23	Oct 24	Oct 25	Oct 26	Oct 27
W3	7, 8 & 9 Check-in Assessment Test Window	7, 8 & 9 Check-in Assessment Test Window	Year 7 Geography Excursion (Mandatory) 7BRY 7, 8 & 9 Check-in Assessment Test Window 10 Drama in class exam	7, 8 & 9 Check-in Assessment Test Window	Year 8 Japanese/Chinese Final Exam 7, 8 & 9 Check-in Assessment Test Window
	Oct 30	Oct 31	Nov 1	Nov 2	Nov 3
W4	Volleyball Schools Cup Years 7, 9 and 10 7, 8 & 9 Check-in Assessment Test Window Year 9 English exam in class Year 10 English exam in class	7, 8 & 9 Check-in Assessment Test Window	Year 7 Geography Excursion 7 WPMG 7, 8 & 9 Check-in Assessment Test Window 9 Drama In class Exam	7, 8 & 9 Check-in Assessment Test Window Year 8 English exam in class	7, 8 & 9 Check-in Assessment Test Window Year 7 English exam in class

From the Deputies

Term 3 is often referred to as the Transition Term. Year 12 have completed their trials and are preparing for the end of school activities, graduation and the Higher School Certificate. Year 12 is a significant milestone, and it marks the end of one chapter while opening the door to new opportunities and adventures ahead. Congratulations, Year 12, on reaching this important milestone. May your future be filled with endless possibilities, joy, and success.

Year 11 students are currently completing their end of courses exams before they commence their Year 12 studies when they return. An information evening will be held for Year 11 into Year 12 when they return to school early in Term 4. End of year exams will commence in week 3, Term 4 for Years 7-10. Please check calendars, emails and/or google classrooms for scheduling details.

From Term 4 Mobile phones and other electronic devices are to be *off and away* while on school premises. This means phones must be switched off prior to entering the school grounds and placed in your bag. This includes both the classroom and the playground. If a student has breached the school policy with their device being seen or used at school, it will be placed in safe storage at the front office and will be returned to the student at the end of the day. Parents will be notified when this has occurred.

Further breaches of a child using their mobile phone/electronic will result in the confiscation of their device and will require a parent to collect it. Parents are requested to contact the office for communication with students during the school day.

As we bid farewell to this term, we hope this break provides an opportunity for our students to recharge, rejuvenate, and spend quality time with loved ones. We look forward to welcoming them back for the next term, to embark on new educational challenges and achievements.

Ms S Bourke & Ms W Taoube
Deputies

Wellbeing

Greetings Parents and Carers. This may be of interest to you, as it is an opportunity to learn how to best approach a potentially difficult conversation with your young person.

Parents Prepared

Informative Webinar on Drug and Alcohol Use & Young People

- ✓ **Unlocking the 'Why':** Exploring motivations and reasons young people use substances.
- ✓ **Nurturing Adolescent Growth:** Understanding the relationship between development and substance use.
- ✓ **Understanding the Types of Substances:** Information about the different substances commonly used by young people.
- ✓ **Opening Dialogues on Substance Use:** Initiating conversations with sensitivity and understanding the impact of stigma on seeking support.
- ✓ **Where to get Support:** Resources and services for parents/carers and young people.

When: 11th October 2023
Time: 4.30-6.00pm
Where: online via Zoom
Cost: \$10 per ticket

Scan the QR code to register or visit
<https://www.trybooking.com/CLHQV>

For more information about us, visit sdecc.org.au



Wear it Purple Day

On the 25th of August, Tempe High celebrated Wear It Purple Day. You might be asking "What is Wear It Purple Day?". On the last Friday of August every year, everyone is encouraged to wear purple to celebrate the LGBTQIA+ community for who they are. 'Wear It Purple Day' discusses the many difficulties that young people in the community face, and welcomes them to express their identity. Students wore purple and donated a gold coin that goes to support the LGBTQIA+ community (we managed to raise \$638 in total!). Everyone looked stunning in their purple mufti.

During the day students were encouraged to participate in the chalk mural, which looked amazing! The highlight of the day was definitely the bake sale during recess and lunch, which turned out super successful. Yummy treats such as cakes, brownies and many more were sold. We were lucky to have volunteers sell the food and our amazing bakers that baked the goods, which we appreciate a lot! Overall, it was an amazing day and we can't wait to see how it goes next year!



The GSA

Tempe's GSA meet every Tuesday lunchtime in D9. Started by a year 10 student, we are a student voice group who support the LGBTQIA+ community in and outside of school. Since the beginning of 2023, we have organised a pride concert, a movie night, and Wear It Purple Day, alongside student-led education and advocacy for LGBTQIA+ community.

It has been my absolute pleasure to supervise each week, and get to meet this thriving community of generous, hilarious, and fabulous students across all grades. It brings me so much joy to engage with students in conversations about social justice and see them take action, to watch this community blossom into new friendships, to see students support and uplift each other to express who they truly are. I can't wait to see what they do next.

Anyone is welcome to join us – drop in for just one lunch or stay the whole year. We welcome the LGBTQIA+ community, allies, and those still figuring themselves out. We'd love to see you there

Lara Dodd
GSA Advisor

THS GSA
TEMPE HIGH SCHOOL
GENDER-SEXUALITY ALLIANCE
EVERYONE WELCOME!
TUESDAY LUNCHTIMES IN D9



Why is attendance important in high school?

Attendance reports have been emailed to parents.

Subject	Class Attendance
English Ms C Kritikos	96%
Mathematics H Chan	98%
Music L Dodd	97%
PDHPE Mr M Robinson	92%
Science Ms J Padilla	93%
Technology Mandatory Mr M Tabuteau	95%
Visual Arts Mr M Tabuteau	100%
Geography J Ryan	96%

Tempe High School understands that your child's achievements start with attendance. Regular attendance is essential to maximise the learning opportunities provided at Tempe High School. Attendance is a shared responsibility between the school, parents/carers and your child. All students are expected to attend school each day.

Section 22 of the Education Act (1990) states that "it is the duty of the parent/guardian of a child of compulsory school-age to cause the child to be enrolled at, and to attend school".

Tempe High School is committed to providing a safe environment that encourages positive attendance for all students, and communicates with parents/carers to assist students where attendance is affecting their educational goals. You will be provided with your subject attendance and overall attendance. If your

child's subject attendance is below 85 % and has not been explained, please contact the year adviser to discuss strategies to improve your child's attendance.

Attendance Information:

Whole Days Absent	4	Partial Days Absent	39
Explained Whole Days Absent	4	Explained Partial Days Absent	28
Unexplained Whole Days Absent	0	Unexplained Partial Days Absent	11

Attendance is important in high school, and following are reasons outlining the significance of your attendance.

- Attendance allows students to stay up-to-date with their studies and participate actively in classroom discussions. This is important as it helps them build a better understanding of the subjects being taught, increasing their knowledge and sharpening their skills.
- Attendance is important in high school because it gives students the opportunity to learn, grow, and develop essential skills.
- Regular attendance provides students with access to a variety of resources that can help them succeed academically, such as tutoring, programs, and supplemental educational materials.
- Additionally, attending school regularly gives students access to a variety of activities that can help them develop new skills, explore their interests, build meaningful relationships, and make new friends.
- Attendance also helps foster a culture of respect and professionalism in the classroom, which is beneficial for when students apply for jobs or internships down the line.
- Lastly, regular attendance teaches students how to manage their time efficiently and demonstrates to both teachers and peers that students take their studies seriously.

Ms A White
Head Teacher Wellbeing

From the Careers Adviser

YEAR 12

Please be mindful of approaching due dates for UAC applications. Make sure you pay your UAC application fee by September 29th. Waiting until after this day will result in being charged additional fees. Once you pay your fee you can log in and change your preferences at any time.

Come and see me to discuss your application and course preferences if you haven't already done so.

YEAR 10

Work Experience will run in Term 4 during Weeks 9 (Dec 4-8) and 10 (Dec 11-15).

Students can participate for one or two weeks across one or multiple employers.

Students will need to complete the following STUDENT PLACEMENT RECORD form and return it to me. The form has a section for the employer to complete.

<https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/career-learning-and-vocational-education/workplace-learning/guides-and-form/SPR-22.1.pdf>

A copy of the WORKPLACE LEARNING GUIDE for employers can be found here:

<https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/career-learning-and-vocational-education/workplace-learning/guides-and-form/Workplace-learning-guide-for-employers-23.pdf>

There is also a WORKPLACE LEARNING GUIDE for parents/caregivers, which can be found here

<https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/career-learning-and-vocational-education/workplace-learning/guides-and-form/Workplace-learning-guide-for-parents-carers-23.pdf>

Copies of all forms will be sent to students' emails.

VET EXCELLENCE AWARDS 23



Congratulations to Year 12 Electrotechnology student Dominic Yarwood who received an award for excellence at the recent ceremony held at Parliament House. Dominic studies Electrotechnology at Ultimo Tafe as part of his HSC.

Mr Fawcett
Careers Adviser

(SRC) Student Representative Council

Multicultural Day at Tempe High School

We recently celebrated Multicultural Day at Tempe High School, a school-wide event recognising and celebrating the power of diversity and inclusion in both the school and the wider learning community.

Tempe High is one of the most diverse learning institutions across Sydney and Australia, and this collaboration of wider experiences, values, traditions and customs from different ethnic backgrounds is a crucial cornerstone in embracing cultural enrichment on wider societal levels.



All students in Tempe High thrive in a positive and multicultural learning environment, and I believe that in celebrating this harmony we raise awareness about the importance of diversity and inclusion. We believe in spreading a general message about acceptance, and the importance of multiculturalism in promoting positive change.

The day was extremely busy, packed with fun activities and events to keep the school engaged, thanks to the efforts of Ms White and the year SRC team, particularly the year 11

students. The morning began with SRC preparing assigned rooms for the first two periods. In period 3, all students were assigned equipment to design buntings and themed artworks to hang around the school. The themes of these artworks were focused on all students' ethnic backgrounds, and fun Kahoots were played across classrooms to celebrate diversity and World knowledge.

In period 4, all students were given free leave to explore the many stalls which were set up across the school, and grab lunch at the sausage sizzle (props to Kane and his team of helpers). Some of the many stalls and events available for the students included fake tattooing, henna, school dodgeball games (thanks to the year 12 house captains) and a basketball game which anyone could participate in. Event stages were set up and music was played to create a fun and involved atmosphere.

In period 5 and 6, all students were sent to the basketball COLA, and had an amazing time watching the many dances and performances from across six ethnic backgrounds take place. The event started off through the Chinese Lion Dancing (thankyou to P&C for supporting this activity), which fascinated and entertained everyone through the daring stunts and captivating movements of the blue and pink dragons dancing across the basketball courts.

Next was the choir and the band with some well-practised pieces, and multiple students also came up to perform solo pieces. The Bollywood dancing duo was extremely vibrant, and garnered an extremely enthusiastic applause towards the end. However, the highlight of the event was definitely the Greek *kalamatianos* dance, where any student could join in a group dancing session. Nearly $\frac{3}{4}$ of the whole school joined in, kicking their legs and dancing across the basketball courts to the music in a chaotic but enthusiastic celebration.



Ultimately, Multicultural Day at THS was about celebrating the diversity and inclusivity of our learning community, and propelling positive change in wider society. We hope to raise awareness about our thriving multicultural cohort and hold our community as an example for other schools to follow.

Written by Jai Sivamogga (10Blue) and Jennifer Gray (10White)

Ms D Davidson

Student Representative Council Organiser

Learning and Support

Expressions of Interest are now open for the FREE 'SpeakUP' online program for 7-16 yr olds with a disability. The program aims to build skills and confidence for participation at school. Parents and carers who are interested just need to complete the EOI form for next term.
<https://www.lifestart.org.au/services/speakup/>



What do we offer?

SpeakUP is:

- A unique, short-term online program
- Available to students aged 7-16 years with a disability enrolled in any mainstream school across New South Wales, the ACT, Queensland and Victoria
- Open to young people with or without an NDIS plan
- Focused on supporting the young person to achieve a goal they have set for themselves.

How is it delivered?

- Each young person has 6 online video sessions facilitated by an allied health staff member, held out of school time across the school term.
- During the sessions, the facilitator supports the young person to identify and express a small, achievable goal related to participation at school, and then works through challenges they might come up against.
- Involvement of parents or carers (we call them allies) is key to the success of the program, as they are the main support in the young person's participation journey.
- There are 2 learning online modules for allies to watch about our goal setting process and help to build resilience in their young person and 2 online Zoom sessions to attend with other allies participating at the same time in the program.

What is the cost?

SpeakUP is fully funded by the Department of Social Services (DSS) through an Information, Linkages and Capacity Building (ILC) grant until the end of Term 2 2024. It is delivered at no cost to the participant.

Ms T Eagan

Head Teacher Learning & Support

English

Romeo and Juliet Excursion

In Week 5, Year 9 students went to watch the performance of Romeo and Juliet, presented by Sport for Jove and Seymour Centre. With this Shakespearean play being the focus of their English unit this term, the live show will help students consolidate their understanding of the themes and ideas explored. Yes, it is a tragic tale of two lovers, but it goes beyond that - feuding families, violent fights, death, rebellion, loyalty, love, more fights, men in funny tights... We hope that this experience will not only help students understand the story, but foster a love for the theatre.



SMH Competition

Another newsletter, another competition! The Sydney Morning Herald Essay Competition, supported by Dymocks Tutoring, is open for 2023. Students in the age category of 14-18 years old can submit no more than 800 words one of the following questions:

1. What makes you optimistic about the future of Sydney or NSW?
2. What are the priorities you would set for Australia and why?
3. What do you wish more people understood?

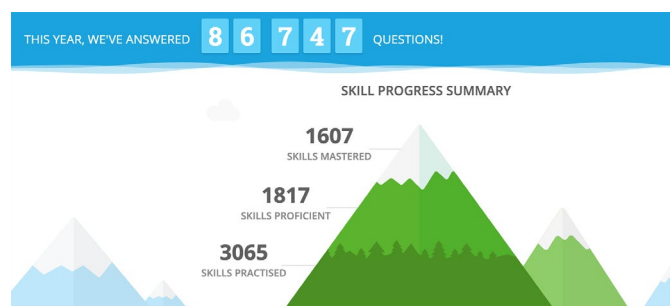
Competition ends October 2nd, 2023, 5pm. For more competition guidelines and to submit, use [this Google Form](#).

Poetry in Action

Poetry in Action came to Tempe to present their very popular Words of War performance to our Year 10 students. With assessments based on a poetry study, this show brought to life the works of Wilfred Owen with in-depth explanations of how he used language to deliver his messages about war. The performance was energetic and at times humorous, and our students were a wonderful audience, incredibly engaged throughout.

IXL Update

Since we've started using IXL earlier this term, our students have mastered 1607 skills between them. Year 7, Year 8 mainstream and Yellow, and Year 9 mainstream students have their log-in and passwords and are encouraged to continue working through English activities to build their Reading and Vocabulary.



Year 7 Hero's Journey

Year 7 students continue writing and polishing their Hero's Journey narratives. With a focus on reading and understanding a collection of myths, legends and fairytales earlier this term, students are now using their understanding of the Hero's Journey to compose their own narratives. Here are some excellent opening paragraphs from 7P.

A Selfish World - Margot W

In a selfish world, the selfish succeed.

That's what Sophie's mother had always told her. Nobody can take what you deserve, you deserve what you can take. Her mother was full of herself, narcissistic, cocky, and always cheated her way through life. There are rumours going around school that she had killed her ex-husband for his money. The smell of *spoiled* reared its ugly face wherever she went. Sophie hated her mum, wished she could run away and never see her again, hand herself into an orphanage. Maybe they would treat her better there.

Her childhood was plagued with children's beauty pageants, where all little white blonde girls would scream at their parents because their tiara wasn't as shiny as the other girls'. Sophie had always won, obviously, but it was never enough to please her mother. Nothing was ever enough.

500 Metres Below - Emile T

All hell seems to feed on Liam and his grim little life. Storm clouds raging overhead and the water under his board was just as angry. Ferocious waves pounding, while Liam sat unfazed on the outskirts, waiting for the perfect wave to ride.

A rogue wave takes form and heads for Liam. After all that had happened, he didn't have any urge to move. As the wave closes in, and throws him towards the rocks, the idea of being crushed by the sharp rocks starts to emerge. He seems to crave this idea to end it all.

So Silver Bright - Benjamin L

"Wonyoung, wake up!" a stringent voice cut through the blaring music as someone yanked her earbuds out by the cords. Wonyoung woke up in a daze to find her teacher in front of her, an expression of indignance painted across her face as she yanked Wonyoung's earphones off.

"Why are you always so distracted? Or have you decided that you're too smart to pay attention?" the teacher glowered. Wonyoung forced her eyes open. She tried not to blink so much as the bright fluorescents reflected off the vivid blue walls of the classroom, raising the stinging headache she tried to ignore as a million voices of her classmates and those nearby sliced into her consciousness, leaving sharp pains in their wake.

Young Writers Showcase 2022

We always love to share the successes of our students, and we are incredibly proud to say that our 2022 graduate Andreas K has had his HSC English Extension 2 major work, *The Liminal Picture of The Auteur: Control, Personality and Interior Meaning*, selected for inclusion in the Young Writers' Showcase. His work will join another 16 major works showcased, gathered from across the state. It is always wonderful to celebrate the amazing work our students produce at Tempe High School. You can read his script [here](#), as well as his reflection that will appear in the Young Writers' Showcase below.

Auteurship poses three key principles: the director has complete audiovisual control, a distinguishable 'personality' (style) and interior meaning, within their films. These rules, I propound, reduce not only the work of the other filmmakers (actors, writers, producers), but also the interpretation of the audience constructing its (interior) meaning. The Liminal Picture of the Auteur thus aims to satirise such requirements filmmakers must adhere to en route to attaining recognition of 'true authorship' over the work they produce. A deep-rooted cinema lover and aspiring filmmaker myself, the artistic walls fortified by this prerogative gripped me - and in English Extension Two I found the perfect platform for such conceptual specificity and deconstructive examination of what I saw as an egotistical ignorance of subjectivity.

Gordon Koridas and I have our differences. I disagreed with how the auteur moulded audiences to perceive his film. The authority he desired. Where I saw a satirical missight of subjectivity, Gordon saw a veracious transposition of reality. Through this, I aimed not to shift his angle, but allow the audience to track him across his odyssey into the unmitigated absurdity attempting his ideologically simulated goals would result in. My own compositional journey, admittedly, mirrored Gordon's, oftentimes one of concentrated disorder; ambivalently perceived unravelings, frantic reconstitutions, and fluctuations of form from script to short-story hybrids, eventually transitioning from the initially intended screenplay to hybrid playscript altogether. By removing the camera, I found play permitted a dismantling of auteurial power, one where we can see past a reflection of a projected self.

Unlike Gordon however, I discovered self-awareness as a writer embracing this process. Through learning how to centralise my often excessive flurry of narrative ideas, I found distinct points of resonance in what writing I personally want to create. By the course's end I felt deeply connected to my creativity in a way beyond what I had known, the network of textual inspiration and feedback from my indispensable class seeping into every crevice of my writing, dissolving my absolute control and personality, as my work uncovered its voice.



Well done, Andreas!

Thank you Mr Keledjian!

Our Stage 4 team competed against Rose Bay Secondary College this week in their knockout round. Although they did not win this debate and are no longer competing in the Premier's Debating Challenge, they have done exceptionally well making it this far, taking out the other teams in their zone debates.

I would like to take some time to thank Mr George Keledjian, 2022 Tempe High School graduate and avid arguer, who has coached our students fortnightly to build their rhetorical skills and awareness of world issues.



Ms A Yin
Relieving Head Teacher English

Science

Another Busy term for science. We enjoyed a fun and invigorating science week. running our annual Science Fair. Year 10 science students have completed their VALID examination, which is the science examination run across the state and we have been busy marking and finalising Year 12 Trials and getting them ready for the next chapter in their lives. We are sadly finalising our time with our year 12 students, who will go on to bigger and better things. We continue to teach and engage our students with the wonders of science.



Congratulations to all Science Fair Participants.

I will start by thanking our judges.

Associate Professor Richard Vickery from UNSW has supported us from our

first Science Fair ten years ago. He works on improving brain-machine interfaces such as a bionic hand. Famed for bringing a bionic hand to school to show the students.

Associate Professor Mark Tanaka also from UNSW works as a mathematical and computational Biologist.

Attila Stopic - A nuclear physicist working at ANSTO, utilising the OPAL reactor to do elemental analysis on materials ranging from archeological artefacts to meteorites.

Avia Davey - Bachelor of science (Health), Nutritional Biochemistry and Behavioural Neuroscience.

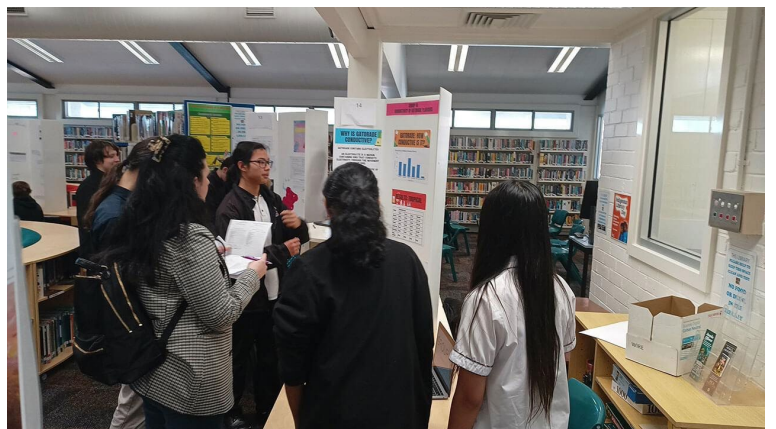
Max Beatson - Entomologist with the Department of Agriculture, Forestry and Fisheries as well as a published research associate with the Australian Museum.

Jasmina Cvetkovska - Medical researcher in the Sister Bernice Research program for inherited heart disease at the Victor Chang cardiac research institute.

The students were amazing, polite, communicated well and extremely business-like. We can be very proud of all our year 9 students. The judges were full of praise for our students.

Thanks to Ms O'Leary, our science lab assistant who helped our students set up their stands.

1st Prize - Kano Somkwamkid, Ankita Jassal, Caitlyn Truong - Investigation into the conductivity of Gatorade drinks.



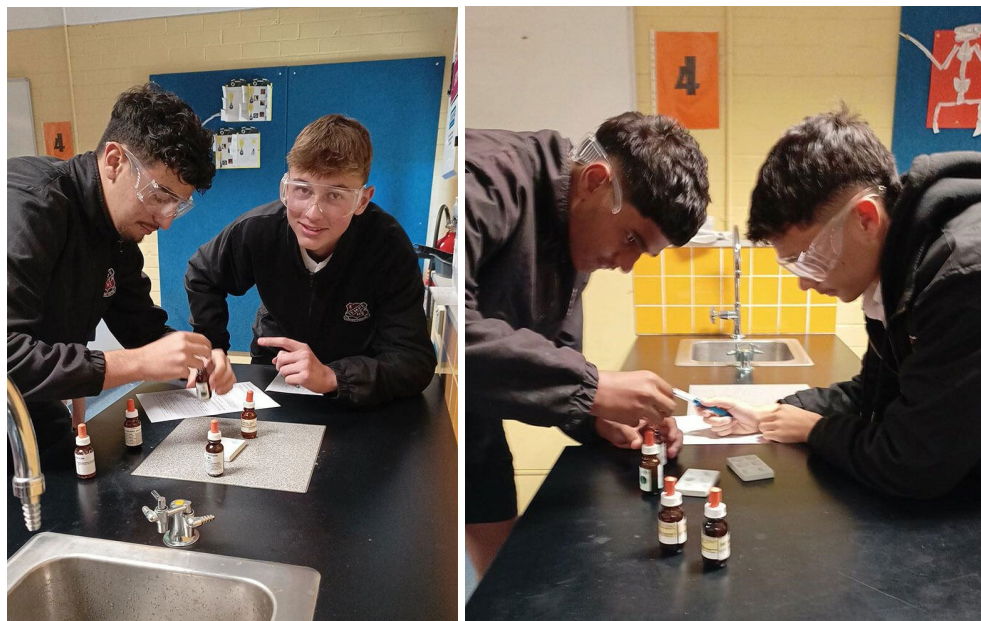
2nd Prize - Xavier Pritchett, Oliver Lees, Carter Strickland - Strawberry DNA extraction.

3rd Prize - Ruby Wheeler (helper), Sydney McMullen, Chloe Li (helper), Alice King, Tucker Linberg. - Comparing Electrolytes in liquids.

The "I Just Wanted to Know Prize", Michael Liondis, Ari Martin and Louis Johnson - Paper Planes.
The "People's Choice Award" as voted on by year 8 students who visited the science fair - Angus Schupp, Jed Spencer and Thomas price - Orbeez

Well done everyone.

Finally, a shout out to the year 10 boys' class who worked really well during science experimental work. I was teaching them one day and as I looked around the room I saw them all engaged doing their precipitation reactions. I took some photos to celebrate their efforts.



Mr Murphy
Head Teacher Science

(HSIE) Human Society and Its Environment

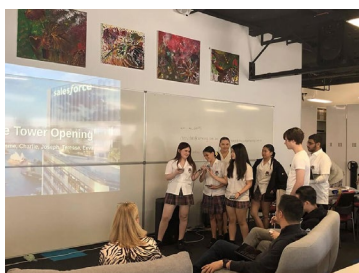
Year 9 Geography - Changing Places Fieldwork Excursion

As part of the Year 9 Geography curriculum, students visited Barangaroo and Millers Point to gain an understanding of the ways that people influence places and manage environmental change in urban places to enhance sustainability. Students completed fieldwork on the trip investigating the economic, social and environmental impacts of Barangaroo, and visited Miller Point to learn about the ways this community has changed overtime.



VET Business Services - Work Placement

Year 11 Business Services students participated in a week-long work placement with Salesforce. The aim of the placement was to provide an immersive experience which simulated what it's like to work at Salesforce, and provided students with experiences to enhance their Business Services skills and knowledge. On the first day, students visited the Salesforce Tower in Circular Quay and had a fantastic experience working with the staff there. The program required collaboration on project-based learning activities, including designing and delivering a pitch. Groups presented on the last day to a panel of judges. The students received exceptionally positive feedback from the program supervisors and certificates for their participation.



Ms C Georges
HSIE Teacher / VET Teacher

(CAPA) Creative and Performing Arts

HSC Practical Examinations

Congratulations to all our HSC students who have completed their HSC Practical examinations in CAPA over the term. We witnessed many amazing performances and submissions over the weeks and had cheerful markers who commented on the friendliness of the school.

Wicked Excursion

Elective Drama students were treated to the opening night of Wicked on Thursday 7th September. They arrived to see the red (Green) carpet full of celebrities and theatre stars and got to walk through the wonder of the opening night themselves. The show itself was wonderful with amazing performances by all, and was greatly appreciated by our students.



Spring Social

The spring social was held by the ensembles program and the P&C on Thursday 14th September. It was a wonderful evening of celebrating the work of our musicians in extracurricular ensembles. Well done to all students who performed and special thanks to the P&C for their support of this evening and providing food for those in attendance.



Ms S Byrnes
Head Teacher CAPA

Visualisation and Reading Strategies in CAPA

To help support CAPA students in their learning, we have been focussing on different reading strategies and approaches to texts. In CAPA, we have been looking at the Super 6 Strategy of Visualisation. Visualisation relates to all 5 senses, and helps students to not only retain information from a text but to deepen understanding through what they're able to infer. The strategy involves creating a mental image from a text, which can include not just sight, but scent, sound, touch, and taste. By using imagination and all of the senses, drawing meaning from texts becomes easier.

Drama, Dance, Music, PVDI, and Visual Arts are all including lessons that give students the opportunity to explore this strategy. For example, in Visual Arts and PVDI, Year 9 have been creating sketches and artworks based on snippets of poetry and other texts they receive (see images). Using visualisation and their understanding of the text, they have been creating a mental image of the text and then representing this through their artworks.

CAPA subjects give students the opportunity to read texts, discuss them, and then show understanding not just through written responses - but through what we are able to then create!

Ms E Tillett
CAPA Teacher/ Reading Coordinator

(TAS) Technology and Applied Studies

The TAS team is extremely proud of the HSC class of 2023. Their major projects in Design & Technology, Industrial Technology and Textiles & Design were outstanding. The breadth and depth of projects only continue to grow here at Tempe High School.

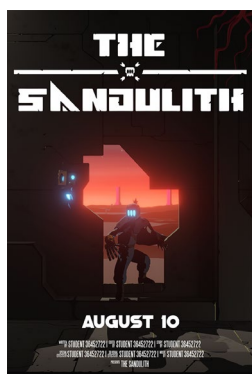
Textiles and Design Major Works

Congratulations to Textiles and Design students on the submission of their Major works. An impressive spread of garments produced by students ranged from evening wear to a convertible puffer jacket. A tremendous amount of technical skills can be seen in the garments including machine embroidery, hand beading, insertion of boning and smooth application of invisible zippers.



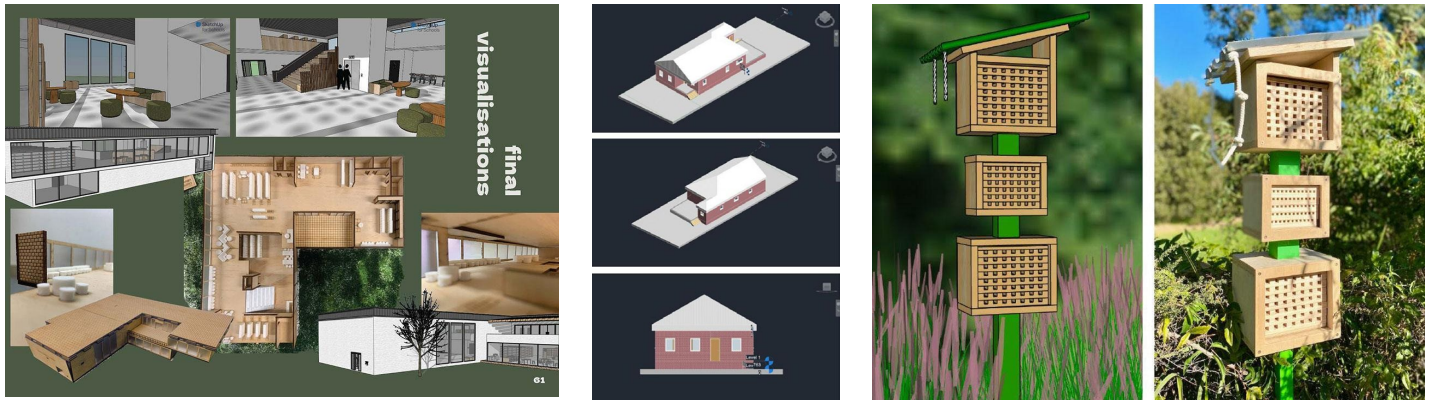
Industrial Technology (Multimedia Technologies) Major Projects

Multimedia students all recently submitted their Major Projects for the course. The students produced a variety of projects from short films to video games. The quality on display for students was very high with special mention to Ricky N., who completed an incredible 3D animated short film 'The Sandulith' which featured a bounty hunter on search for space minerals with hovercraft, robot, and evil aliens modelled by him in the software Blender. Brooke M. produced an outstanding sci-fi short film 'Identity Downloaded' set in the not-too-distant future where a person can copy your whole identity. The project displayed her skills in visual effects especially, really selling the futuristic setting. Bin T. submitted an amazingly professional formula one racing game called 'RaceRex' where you can race functioning CPUs in three different tracks. These are just a few projects of note, a huge congratulations to all the students for the consistent time, energy, and dedication they put into the creation of their projects.



Design & Technology Major Design Project

Year 12 Design and Technology students submitted their Major Design Projects, representing almost 12 months of planning, creative development, and problem solving across a diverse range of products, systems and environments. Architecture is a popular theme, with student projects depicting urban housing developments, library designs, public transport, and biophilic architecture. Product design projects included functional travel chess sets and beautifully crafted night lights & jewellery boxes, complete with product branding and packaging design. Systems design included a Bee Hotel, designed to be rolled out over a large area to support the population of Australian Solitary Bees. The level of creativity and dedication the students have shown has been outstanding, and it has been a pleasure to see the personal growth each student has undergone to meet the high demands of Design and Technology.



Year 11 Industrial Technology Timber Products & Furnishing Technologies

The year 11 Timber Products class have been developing their furnishing skills to begin their HSC major work next term. Students have demonstrated a range of skills including finger joints, stop housings and carcass assembly. The finished products are some of the highest quality joinery we have seen for a number of years. We are very excited to see what they design and construct next year.



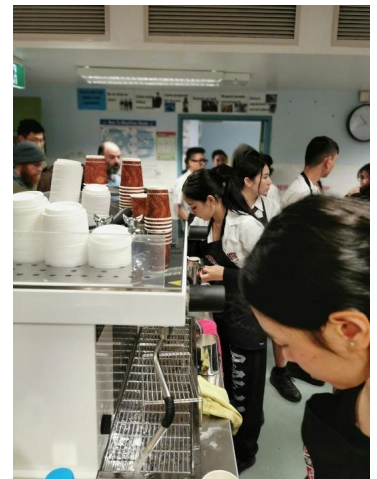
Food Technology

Another busy and exciting term, the students have developed their food preparation skills further and created some beautiful dishes, relating to the units: Food Product development and Food Service and Catering and Food Quality. Here are some images to showcase their efforts and accomplishments.



VET Hospitality - Food and Beverage

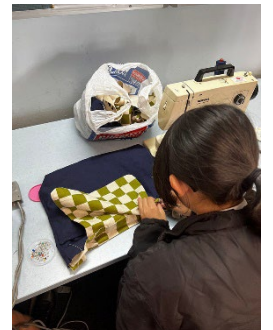
Senior students have continued to impress the Tempe school community with their food and beverage skills, and have enjoyed the development and interactions with staff.



Year 10 Textiles Technology - Bag Making



This term students have been constructing bags in Textiles Technology. A variety of patterns have been chosen by students including shoulder bags, messenger style bags and drawstring backpacks. Each student has conducted a range of experiments, using decorative techniques such as machine embroidery and heat press printing to add visual interest to their bags.



Mr B Jones
Head Teacher TAS

(PDHPE) Personal Development, Health and Physical Education

Year 9 Child Studies

Year 9 Child Studies have been hard at work completing their model nurseries. During our double period, students visited Reverse Garbage and The Salvos to find materials to use in their projects. The aim was to add a sustainability element to the assessment task by only using second hand materials.



Year 10 Child Studies Tillman Park

Every fortnight, Year 10 Child studies have had the amazing opportunity to visit Tillman Park Child Care Centre during our double periods. During our time at Tillman Park, we interacted with the children by playing games with them. Throughout term 2, we have been learning about child's play and stages of development. Going to Tillman Park has helped us understand and apply what we have been learning into real life. Some students even got to reconnect with their old teachers at Tillman Park, as they went there as kids.

Written by Chelsea, Ada and Ida (Year 10 Child studies).

Year 7 soccer gala day report



Unusually warm conditions accompanied the Year 7 boys soccer Gala Day in week 7. The temperature got up to 27 degrees and the hot weather was matched by some fierce competition on the field at Tempe Reserve, with 14 teams from five schools going head-to-head.

Tempe fielded three teams, and they all competed hard on the day, despite being thrown together and having to work out positions and strategy on the fly.

Tempe 1 was ably led by Ruben and was competitive in all games, with hard-running players such as Daniel, Cooper and Callum giving the team plenty of opportunities to score.

Tempe 2, captained by Athan and assisted by Moctar, went undefeated until their finals qualifiers game against the winner of the other pool, Newtown. Tempe 2 was blessed with an array of talent, such as Beau's sneaky habit of getting behind the defence and Atticus's ability to launch penetrating free kicks deep into the penalty box.

Tempe 3 was captained by Yatharth with the assistance of Dominic. This team played with great spirit that unfortunately wasn't reflected in the results. Their team improved rapidly over the course of the day, adjusting their style and positions to find an approach that worked. Yatharth was relentless in attack, finishing with four goals, ably supported by the hard running of Sam, Dominic and Zachary. Nuba established a strong presence in goals and Youssef anchored the defence admirably.

The highlight of the day was perhaps the intra-school showdown between Tempe 1 and 2. The teams fought their way to a thrilling 1-1 draw, with Tempe 1 going ahead early on account of their hard running and Tempe 2 storming back with a barrage of attacks on goal. Ruben did a



tremendous job in goal and saved Tempe 1 on a couple of occasions from powerful strikes, including a magnificent save of a late penalty kick.

In the grand final game against Newtown, our boys fought their way back after quickly falling down 3-0, getting the score back to 3-2 in the final seconds by slotting home a penalty kick. Alas, time was up and we had to be content with runner up status.

Overall, it was a successful day with a positive attitude to participation displayed by all Tempe students, and a welcome lack of grumbling about the unseasonal heat!



Special thanks go to the Year 10 PASS students (Anthony, Aydin, Marcus, Liam, Max and Ciaran) who joined us on the day, serving as coaches, mentors and referees in a professional manner that reflected very well on themselves and Tempe High, with extra special mention to Anthony, who refereed the fiery grand final with great poise.

Mr J Ryan

Year 7 Girls Basketball Gala Day report

The Year 7 girls basketball team had a great day at the recent gala day held at Marrickville High School lead capably by Lachlan (Year 10 PASS). The girls were undefeated during the day and made it into the grand final against Newtown High School. With only 7 players, all girls had a lot of court time and maintained their stamina and enthusiasm throughout the day.

Unfortunately, the girls were defeated in the final in a tough contest against Newtown. Nonetheless, they should be proud of their exemplary efforts and sportsmanship throughout the day.



Mr C Newton
Relieving Head Teacher PDHPE

Ms J Trotter
Head Teacher PDHPE

School Visitor Check-Ins

To improve the ability to register visitors at school sites, the NSW Department of Education (DOE) has engaged Service NSW to develop a digital School Check-in tool for participating NSW government schools.



The School Check-in tool is necessary to:

Support school's obligations around security, probity, record-keeping and compliance when visitors enter schools; Digitise visitor sign-ins at Department of Education schools; and Assist NSW Health COVID-19 contact tracing when required.

This Privacy Collection Statement is to advise you of the personal information the DOE will collect from you as a result of your use of the School Check-in tool. For more information click on the following link to watch the video [School Visitor Check-in for parents & carers](#).

School Travel Passes

2024 school travel applications are now open.

Applications for student travel in 2024 open from Monday 9 October 2023 - for more information [click here](#).

Students who need a School Opal card or travel pass but have not yet applied need to [apply](#) or [update](#) their details as soon as possible. Parents and students 16 years and older will need to apply for a transport Opal card themselves via the website at <https://transportnsw.info/school-travel-apply>. To complete the form online;

- The form will need to be completed in one session, you will not be able to save a partly completed form.
- You will need a valid email address
- Note down your N or UN number.
- Applications must be made by a parent or legal guardian if the student is under 16 years of age.
- The student needs to complete and submit the application form if they are 16 years or older.

In the Opal network, students should travel with a Child/Youth Opal card until they receive their valid School Opal card. If outside Greater Sydney, parents should contact their [local bus operator](#) to discuss their travel needs.



New Student Opal cards (including new Term Bus Passes) will be sent to the student's nominated postal address within two weeks of their application being approved.

Students living in rural and regional (R&R) areas will receive their travel pass from their nominated transport operator. It may be issued via their school or be sent directly to them at home. Note: some R&R operators do not issue travel passes. Students/parents should confirm with their nominated operator if they do not receive a pass.

Terms of Use

Students using Opal cards must tap on and tap off in line with the [Opal terms of use](#).

All students are required to comply with the [Student code of conduct](#). The code of conduct aims to ensure the safety and well-being of school children and other passengers. It is important that parents ensure their child is aware of this, as failure to comply with the code of conduct can result in a suspension from travel.

Second Hand Uniforms

The Noffs Shop have kindly agreed to sell second-hand uniforms for Tempe High School, with proceeds helping to fund services for disadvantaged young people.



If you no longer require your child's school uniforms and would like to donate them towards a great cause, you can do this by visiting the Noffs Op Shop located at 290 Marrickville Road, Marrickville on the corner of Illawarra and Marrickville Roads (opposite Westpac Bank). However in light of recent COVID guidelines, it is recommended that you call ahead at 02 9305 6266 before visiting the Noffs Op Shop to confirm their availability.

Donations are always welcome during normal shop hours, and uniform drop-offs can be made at the Tempe High School Office.

Have Your Contact Details Changed?

If your address, emergency contacts or telephone details have changed, then it is very important that you notify the school office so we can make sure we have the most up-to-date contact details on record. If you would like to update contact details now, please click [Download Family Contact Change of Details Form](#), once completed please either email to tempe-h.school@det.nsw.edu.au or hand in to our friendly Office staff.

Going on Holidays?

If your child will be away from school for an extended period (more than five (5) consecutive days) then you will be required to complete the "Application for Extended Leave" and "Certificate of Extended Leave" forms.

Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child's school principal. An "Application for Extended Leave" may need to be completed. Absences relating to travel will be marked as leave on the roll and therefore, contribute to your child's total absences for the school year.

Your child should also check with their teachers to ensure that they will not be missing any important assignments/exams during their extended leave from school so that alternative arrangements can be made where possible.

To apply for leave, you should read the [School Attendance Policy](#) and the [Student Attendance in Government Schools Procedure](#) document and then complete the following forms (also available to download from our school's website):

1. [Application for Extended Leave](#)
2. [Certificate of Extended Leave](#)

Return the completed forms to the school office along with the relevant travel documentation such as an e-ticket or itinerary (in the case of non-flight bound travel within Australia only) for approval by the school principal.