2009 Annual School Report
Temora High School

NSW Public Schools – Leading the way
Our school at a glance

This Annual School Report (ASR) is intended to be a conduit of information for our students, parents and the wider community.

At Temora High School (THS) our school mission is to provide opportunities for students to achieve excellence in academic, cultural, sporting and civic endeavours in an environment conducive to learning, teaching and friendship.

Our school values:
Excellence and dedication in academic, cultural and sporting pursuits;
Lifelong learning;
Honesty, integrity, charity, courtesy and respect for self and others;
Acceptance, inclusiveness and tolerance of individual difference;
Good humour, generosity of spirit and good sportsmanship;

The traditions of THS;

Our strong place in the public education system stems from successful partnerships between students, parents, staff, ex-students and community organisations.

The physical environment of the school is pleasant with well maintained buildings set on spacious grounds with many shade trees. THS has comprehensive networked computer facilities with excellent access to technology for all students as well as comfortable classrooms and flexible learning spaces. It has a well resourced library to promote independent learning.

THS has a well maintained agricultural farm plot, student study areas, visual arts studio rooms as well as modern facilities for music & technology training in courses such as hospitality, food technology, woodwork, metals & engineering, construction, primary industries and information technology support quality student outcomes.

An attractive and versatile MPU Hall is used for performances, examinations, guest speakers, sporting events and whole school assemblies.

When required we have access to the Temora Sports & Recreation Facilities.

THS has three recently refurbished Science Laboratories, new Covered Outdoor Learning Area (COLA) with tiered viewing and seating area provided with BER funding and a shaded outdoor passive recreation area near the Administration block.

THS aims to be a friendly, supportive school with a primary focus on learning which include high expectations and a positive attitude to change.

It is a school where students can and do achieve their potential; a school which prepares students for their future lives.

THS has established a productive relationship with its partner schools: Temora Primary, Temora West and Barmedman. It has strong links with its community and boasts an active and supportive P&C.

Students

Temora High strives to meet the present and future needs of our students, in partnership with the community, providing high quality educational programs characterised by effective teaching and learning.

We cater for students who are gifted and talented and for those requiring support for learning difficulties. Quality academic and vocational programs are available to meet the needs of all students.

We are tolerant and understanding of all students. We recognise that all students have rights but expect them to recognise over time, that they also have responsibilities to themselves, their peers, the staff, their parents and anyone else who is assisting them in their education.

Staff

All teaching staff have the professional qualifications for teaching in NSW public schools.

The students at THS benefit from:
- Innovative teaching in well managed class rooms;
- Committed teaching and support staff who are dedicated and caring
- Specialist tuition for individual enrichment programs;
- A strong team of staff to advise/support students; Year Advisors, Girl's Supervisor, Careers Advisor and Counsellor.
- Staff who run and assist in welfare programs for students that address social issues; drug and alcohol education; resilience training; anti-bullying programs;
- Study skills, mentoring seniors and access to school counsellors;
- Well defined school uniform, welfare and discipline policies and clearly defined outcomes in each course, forming the basis of reporting to parents and students.

**Significant programs and initiatives**

The school ran a number of significant programs to give students extra educational support. These include:
- Lads and Ladies 11
- Secondary Sampling Program & Year 6 into 7 transition program.
- Failsafe
- On the Job Training Initiative Program
- YEAR 10 Post SC Taste of TAFE options
- Girls in Science Program
- Compact Maths challenge
- Gifted & Talented Trip to Sydney and Visual arts Exhibition
- Stage 5 VET Programs
- Peer Tutoring Program

**Quality Teaching & Leadership Development**

THS strives to achieve excellence through a commitment to engaging in extensive relevant Professional Learning. This involves the careful planning of professional development opportunities and has as its goal the achievement of positive outcomes for students as clearly outlined in the THS School Plan.

**Support for Early Career & New Scheme Teachers**

At THS the Professional Development of New Scheme Teachers (NST) and Early Career Teachers (ECT) is facilitated with great success.

**Teacher Training in Quality Teaching (QT) and Technology**

School TPL funds support teacher training in the Quality Teaching and Learning Framework as well as gaining expertise & experience in the use of all collaborative technologies.

**D.E.A.R. - DROP EVERYTHING AND READ**

Students in Years 7 - 10 have focussed quiet reading for one hour per week. This occurs in three 20 minute sessions after lunch on Mondays, Thursdays and Fridays. Temora High School aims to develop a continuing interest in reading, both for pleasure and for continued education.

**Peer and Parent Support:**

The Peer Tutor reading program has continued with Year 10 peer tutors assisting students in Year 7 and 8 to improve reading skills and interest. The Peer Reading Parents program has continued to assist students with reading difficulties.

**FAILSAFE**

Flexible Assisted and/or Independent Learning SAFE operates each Wednesday for Years 11 and 12. Failsafe permits at least three hours each week for students to plan their own school work. Students work in the Library supervised by THS staff and at the end of each session students must complete an evaluation. Failsafe is an addition to after school homework and study, not a substitute for it. The FAILSAFE Program is evaluated annually.

**Student achievement in 2009**

**NAPLAN Results**

The 2009 Year 7 and 9 NAPLAN tests identify areas of strength and areas for improvement in literacy. Results indicate that Year 7 needs to improve in areas of writing, spelling, grammar, punctuation, inferring and reading for meaning.

The relevant year level teachers across the KLA's have analysed data to determine student learning needs.

All THS teachers are focussing on Quality Teaching as well as Literacy and Numeracy needs as part of the re-evaluation of the 2009-2011 School Strategic Plan targets and priorities.

All members of the English Faculty have undertaken a NAPLAN Writing Marking Certificate course provided by ACER, so that students can be taught how writing is evaluated in the exam.

**Literacy – NAPLAN Year 7**

The THS 2009 Year 7 performances in Literacy were below the Like School Groups (LSG) and State average mark in Year 7 in Reading, Writing, Spelling and Grammar.

THS students were however below the LSG and the state average in Bands 8 and 9. In Band 8 THS received 13.1% with LSG at 16.0% and the
state at 15.1%. In the top Band 9 THS was 6.6% while LSG were 9.3% and state was 13.1%.

Literacy – NAPLAN Year 9

The tests indicate that THS Year 9 students did very well against LSG’s and state in reading and Grammar & punctuation but can improve in the areas of spelling and writing.

The THS 2009 Year 9 performances in the highest Band 10 in Literacy were below the Like School Groups (LSG) and State average mark in Reading, Writing and Grammar but were ahead in Spelling.

THS students were above the LSG and state averages in Band 9 in reading, spelling and grammar and punctuation.

Numeracy – NAPLAN Year 9

In the 2009 NAPLAN Numeracy Year 9 Exam results Temora High students performed well above both LSG and state average marks.

These were very pleasing results particularly as the % of Temora students who scored in Bands 9 and 10 compared favourably with LSG and state.

What was satisfying was that the THS percentage of 21.2% outscored the state average of 14.7% and the LSG 15.1% in Band 9 and outscored the LSG’s in Band 10. This is pleasing and a good foundation upon which to build.

School Certificate

In the 2009 School Certificate examinations, our Year 10 students performed creditably across all subjects; being above both the LSG’s and state average mark in English, Mathematics, Science, Australian History, Geography and Computer Skills.

HSC

In the 2009 Higher School Certificate, Temora High School achieved very good results in many subjects with students scoring equal or above the state average marks in Biology, Chemistry, CAFS, Dance, Drama, English standard, Industrial Technology, IPT, Legal Studies, General Maths, Modern History, History Extension, PDHPE, Senior Science, Visual Arts, and Metals & Engineering.

THS students scored above the LSG average mark in most subjects with Modern History, Industrial Technology, Legal Studies, Business Studies, Biology and CAFS, being some of the stand out subjects.

Exceptional results were achieved in History Extension.

English

Standard results were as pleasing as in 2008 at about 3% below state average.

Advanced English results were very close to the state mean and quite pleasing.

HSC history marks both ancient and modern were solid.

Visual Arts

Once again students who studied Visual Arts performed well, with 8/10 students scoring their best mark overall in Visual Arts and being above state average. Overall one band 6, five band 5 and four band 4.

HSIE

Results in Business Studies, Legal Studies and Community and Family Studies were above the state average.

Business Studies achieved one Band 6 result and Legal Studies had five Band 5 results. Community and Family had six Band 5 results. Geography was marginally below the state average.

PDHPE achieved one Band 6 result and the cohort was well above the state average but above the LSG average.

Messages

Principal’s message

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

THS “Respice Finem”

Principal’s message

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THS “Respice Finem”

While at school, every student should be working towards the ultimate goal in life - to be a responsible citizen and to achieve their potential.

Temora High School has a proud tradition of serving the local community based upon the caring, safe and supportive environment it provides for students & staff. The school provides opportunities for all students to realise their potential in academic, sporting and cultural pursuits; as well as developing a sense of responsibility and a caring attitude.

A tradition of excellence exists, developing strong values and providing exceptional opportunities for students as well as for teachers.
Schools like Temora High lead the way in providing a range of opportunities for students of all abilities and interests. The promise, and the challenge, of public education is to welcome all students, to share with all types of families and communities the responsibility for the linked aspects of a young person’s development – physical, intellectual, creative, emotional, social and moral.

At Temora High a broad range of opportunities are offered to students throughout the year. We have a well equipped school with a suite of new technology to give students access to the most advanced classroom technology available, including Year 9 and 10 laptops, the latest desktop computers, interactive whiteboards and videoconferencing.

We at Temora High are determined to continue to provide more and better facilities, and new technology and equipment to the students and make schooling as enjoyable and productive as it can possibly be.

In 2009 Temora High school was named as one of thirteen public schools in NSW as a Centre for Excellence as part of the National Partnerships Program and as such have been able to appoint a Highly Accomplished teacher and a Paraprofessional as an addition to the normal staffing allocation. As such THS will continue to pursue the goal of continual teacher and school improvement.

THS is continually upgrading the grounds and surrounds as well as the infrastructure at THS. We have recently had built a sizeable Covered Outdoor Learning Area (COLA), and have had all three Science laboratories upgraded as well as a student undercover passive area to the north of the Administration block.

Our dedicated staff & excellent facilities mean significant improvements in student learning. Academic standards in this school are up there with the best in the world. Teachers at Temora High have access to computerised data to help diagnose learning problems and extend students.

Parents are provided with plain English student reports twice each year as well as an annual school report with key performance information.

Great teaching demands an extraordinary amalgam of intellect, craft, character, creativity, subject-knowledge, humour and love of the student. Parents of students at Temora High can be confident that the teachers of their children not only possess these qualities and are well qualified and receive ongoing professional development to ensure they have relevant up to date skills and expertise to foster the best in learning.

Our parents and community are very supportive of the learning and activities that take place across a broad spectrum of curricula and extra curricula areas and for that we are grateful.

At THS the act of sharing, assessing, celebrating and synthesizing learning and activities provides intrinsic motivation for all of us and sets up the potential for future connections and progress. The fundamental human quality of enjoying a sense of progress and achievement is I believe experienced by most, if not all parents and community at THS.

This good relationship which we have built with the parent body and community tend to reinforce learning, validate effort and leads to future possibilities of success.

Therefore the school acknowledges:

- the parents/carers of all students at THS
- The P&C Association for its constant support.

We value our relationships with:

- Temora Service Organisations particularly Temora Rotary;
- Ex-students and staff;
- Riverina TAFE and tertiary institutions;
- Temora Shire Council
- Temora Independent Newspaper
- All Temora & district businesses that support THS.

All of these relationships reinforce values between;

Students with students;
Teachers with students;
Teachers with Teachers;
Staff, students, parents & community members.

We would like to take this opportunity to acknowledge the remarkable achievements of teachers, students, families and communities.

Thank you again for supporting Temora High School & its students and teachers.

Pat Nethery
P&C message

Once again Temora High School P & C have quietly gone about their tasks, working productively for our school.

Congratulations to Pat Nethery on his first year as Principal of Temora High School. Pat’s support for the THS Parents and Citizens as well as his foresight and vision as to the direction THS is heading is refreshing and the many fresh new ideas he has brought to the table have been embraced by the P & C.

Pat’s enthusiasm and ethic will benefit Temora High School greatly and we look forward to working with him in a bright future.

The THS P & C committee is very small but have worked hard as always with fundraising. This year the athletics carnival, the Representative football, the Year 12 farewell and a Mystery Bus tour help raise funds for our school. We had planned a major fundraiser Seafood Night in November, but this has been postponed until May 2010.

The other activities we have sponsored are the welcome to the Year 7 BBQ, Cross Country, Melbourne Cup Fun Day, Year 10 BBQ and canteen upgrades that benefit all students at Temora High School.

Our committee meets the third Tuesday of each month at 7pm, and most meetings have only a small number of parents representing 400 students.

Those who do attend meetings do have a good time and can be justly proud of the yearly achievements that make THS a better & more stimulating environment for children to learn.

Some existing committee members do not even have a family member attending THS anymore, and after this year another of our committee will be in a similar situation.

We have made a conscious effort to enrol & get more parents involved to little avail.

We ask parents if they could possibly give one day a month to help out in our canteen it would be fantastic, as we are providing the students with an excellent service and would hate to see it suffer from lack of support from families.

There must be a constructive effort from many more parents to be involved at our school to help in some way.

Whether it is washing up, peeling pumpkin, at a year 12 farewell, or doing two or three canteen days a year, making a loaf of sandwiches for a carnival, we need your assistance.

THS P & C has provided funds for air-conditioning in all rooms, landscaping, undercover learning areas, musical instruments and sporting uniforms just to name some of the work P & C does to make the time here a pleasant and rewarding experience for our sons & daughters. I can not say it any clearer. We need more support from parents.

Thank you Janine and Julianne for your assistance throughout the year and your drive to make things happen for the benefit of THS.

You make work fun and rewarding and you are two special girls who easily wear your Temora High School heart on your sleeve. You are a power of support and the best fun to be around, as no other meeting I attend rates as highly as my third Tuesday of the month.

To the parents who have assisted with fundraising or helped in the canteen a very big thank you and to those who haven’t we extend an invitation to come along and have some fun.

I would especially like to thank Kim our wonderful canteen manager. Kim, your input and diligence running the school canteen is A1, and I hope that in future months that we can recruit more helpers for you.

To our Principal Pat and Deputy Bob, many thanks for your support and forward thinking and putting up with us girls.

Rachael Schleibs
President THS P&C Association.

Student representative’s message

In 2009 the SRC was involved with a number of fundraising events and activities for the school and wider community.

SRC members were heavily involved in the learning environment by attending regular SRC meetings, organising and hosting special events and encouraging other students to participate in such events.

The SRC executive focused fundraising on the school and local community this year.

With the return to more traditional and structured meetings and the continued active participation of all members of the SRC, Temora High students benefited greatly.

Our biggest achievements were:

Flowerdale fundraiser: Temora High collected many goods including food stuffs, toiletries and school related resources and sent these to the primary school of Flowerdale who experienced hardship in the 2009 Victorian fires with some students losing their homes to the bushfire.
This donation was delivered by Pat Nethery and three representatives of the SRC and was warmly received by the students and staff of Flowerdale School.

Following this gesture, the Flowerdale Principal and elected students returned to Temora later in the year to thank us for our contribution in getting them back on track.

Caste for a Cause: The SRC discussed how we could benefit the local community and we decided to raise monies for equipment to service our local hospital. The fund raiser took the form of two THS staff members putting their limbs in plaster for a week to highlight the integral part in the community the hospital plays.

On Tuesday the 15th of September, Ms Gudsell and five students from Temora High SRC, Amy Roberts, Dean Johnson and Kelsey Haddrill of Year 12 and Madison Turner and Ruby Kite of Year 8 presented the Temora and District Hospital with a cheque of $300 raised by the students and teachers of Temora High.

Maureen Lynch was thrilled and said she would invest this money on a new bedside cabinet for one of the hospital wards.

Melbourne Cup: Melbourne Cup day saw the SRC entertain the school students by running a horse race. This involved the younger committee members and was a great way to encourage team bonding, The SRC auctioned off five wooden horses in the morning and raced these with the winning team receiving canteen vouches and Temora cinema ticket vouchers.

Charities: We also selected two charities for the year to donate money to and by holding out of uniform days we were able to raise $300 for each charity.

Other events in the year saw the SRC hold an information seminar on role models and future goals. We also contributed to the safety of the school by raising concerns about seating and playground issues and purchased new sporting equipment for use by all students at THS.

We said goodbye to our SRC Patron Tess Worthing and said hello to Lisa Muller as Miss Worthing left our school in a change of career. The SRC would like to thank all those students and volunteers involved in making 2009 a successful year.

We wish the 2010 SRC all the best and hope they continue with the enthusiasm and devotion that the 2009 SRC have shown.

Liam Hackett, Tess Worthing, Lisa Muller

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Student numbers were 395 in 2009 having undergone a mild fall which has been a trend for a number of years. This is as a result of numerous factors, i.e. the national drift in population away from small rural centres to larger towns and cities as a result of the continuing drought as well as the choice offered by a local catholic school.

Farm incomes are lower and this has meant an inability to employ casual labour. Many students leave Temora at the end of their schooling to pursue Tertiary Education in larger centres such as Wagga, Canberra, Wollongong and Sydney.

Unless the rural economy recovers and jobs are created in towns such as Temora many of the better students will not choose or find employment in Agriculture & related industries and we will continue to suffer as more young talent & families leave.

In spite of this Temora High has done well in attracting students from the district & surrounds and few Temora students are sent away to boarding school for their school education.

Parents generally recognise the quality of education that is available at Temora High and we can still offer a breadth of curriculum choice.
Projected numbers in the Temora partner schools suggest that there will be an increase in numbers after 2011.

Student attendance profile

The attendance rates in 2009 are excellent when compared to the region and the state. Years 7 to 12 figures are 90.2% for Temora students as compared to 89.7 for the state and 88.9% for the region.

This continued fine attendance appears to be a result of continuing good programs & initiatives such as Failsafe, On the job Training Initiative, "Lads & Ladies 11", engagement with technology and Stage 5 & 6 VET & TVET among others.

Management of non-attendance

Student non-attendance is closely monitored and managed by Temora High School. Parents are expected to provide the school with a note for any absence and unjustified absences are followed up by the school.

Retention to Year 12

61.3% of students in 2007 School Certificate (SC) continued on to complete the HSC in 2009. This is well above the 56.2% of 2005 and the 51.8% of the 2006 SC class and is above the 2009 state average of 61% and well above that of similar schools in 2009 of 53%

Most of those who left school after Year 10 had success in gaining a variety of apprenticeships and traineeships in their chosen field including traineeships in retail, welding, hospitality, hairdressing and business as well as mechanical apprenticeships.

Year 12 students undertaking vocational or trade training

Approximately 46% of all Year 12 students undertook vocational or trade training in 2009 in such areas as Construction, Metals and Engineering, Aviation, Animal Husbandry, Hospitality, Business Services and Child Services.

Year 12 students attaining HSC or equivalent vocational educational qualification

100% of Year 12 students attained HSC or equivalent vocational educational qualification in 2009.

Of the fifty one students who completed the HSC or equivalent in 2009, 23 were successful in gaining entry to University whilst three have deferred Uni studies to travel.

Eight were successful in gaining traineeships or apprenticeships, one is undertaking a diploma, five are doing their Cert 111 through TAFE, and eight have found employment whilst two others are travelling.

Staff information

The school had 39 teaching positions allocated in 2009. This included eight executive staff, 26 classroom teachers and five specialist staff. The teachers were supported by nine administrative and support staff.

The majority of the staff members are very experienced with 35 staff members having more than ten years teaching experience.

Staff establishment

<table>
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<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
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</tr>
<tr>
<td>Head Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Careers Advisor</td>
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</tr>
<tr>
<td>Classroom Teachers</td>
<td>24.8</td>
</tr>
<tr>
<td>Teacher of ED Autism</td>
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</table>
No indigenous staff members are employed at Temora High School.

Teacher qualifications
All teaching staff meets the professional requirements for teaching in NSW public schools.

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<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tr>
<td>Degree or Diploma</td>
<td>96</td>
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<tr>
<td>Postgraduate</td>
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Financial summary

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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<tr>
<td>Canteen</td>
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<td>Total income</td>
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Expenditure

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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<tr>
<td>Training &amp; development</td>
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<td>Casual relief teachers</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Balance carried forward</td>
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This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the Temora High P & C Committee. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

At Temora opportunities are taken to ensure that students benefit from a personalised approach to teaching and learning, while maintaining a breadth of curriculum and resourcing.

Students have access to a wide range of resources, whilst welfare is our highest priority.

Technology based education is a key feature of schooling at THS. Students from 7-12 have ready access to a wide array of ICT including Computers, interactive whiteboards and there is an increasingly strong emphasis on staff training in this area. State of the art equipment is continually being sourced and installed in the school. Technology training for staff has taken priority at THS.

Achievements

Arts

Creative Arts 2009

Temora HS prides itself on offering a broad and diverse curriculum to meet student needs. In 2009 we had HSC students in Dance, Drama, Music and Visual Arts with overall outstanding results.

Amy Roberts scored a Band 6 in Visual Arts and was subsequently offered a two week mentoring scholarship as part of the Australian Talented Youth Project to work with an artist at the Australian National University in Canberra.

Amy undertook her mentorship in January and came back to Temora HS to discuss the workshops with year 11 students in the first week of school 2010.

Creative Arts students across all stages experienced success with many school and community performances and exhibitions taking place throughout 2009.

Excursions again play an important role in expanding upon the curriculum delivered at school and providing authentic experiences for students in Creative Arts institutions. Excursions included Battle of the Bands, Riverina Dance Camp, Riverina Drama camp, the Bell Shakespeare workshop, Visual Arts trips to the National Gallery of Australia and the National Portrait Gallery in Canberra and the Gifted and Talented excursion to Sydney.
Visual Arts
Canberra Excursion to National Gallery 2009

In March 2009, students in 9-12 Visual Arts visited the National Gallery in Canberra. The students got to view several sculpture exhibitions that were directly related to their course outcomes for Visual Arts. The students viewed work by prominent Australian sculptors including Rosalie Gascoigne, who was an earlier critical & historical study artist for Yr 11 and a definite favourite of the students.

The students also got to experience the sculpture garden at the gallery and loved responding and interacting with these larger scale works.

Student also visited the Edgar Degas exhibition at the National Gallery of Australia then participated in a case study on Portrait Prizes at the National Portrait Gallery.

Drama Camp

Seven year 10 students were successfully nominated for the Riverina Drama Camp which was held at Borambola Sport & Recreation camp near Wagga. The students chose workshops, such as mime or physical theatre, which were led by professional actors and experienced Drama teachers. The culmination of the week was a performance held at Wagga Wagga High School.

Bell Shakespeare Workshop

The Year 10 Drama class travelled to Civic Theatre in Wagga Wagga to participate in a Bell Shakespeare Company acting workshop. The students responded to stimulus materials from a play and worked in small groups to convey ideas to an audience using dramatic conventions. Following the workshop three students auditioned for an opportunity to win a Bell Shakespeare Summer School scholarship.

Connect ED Arts Industry teacher placement

Sueanne Matthews successfully applied for an arts industry work placement at the Museum of Contemporary art in Sydney. The work placement was conducted for two weeks in June 2009. Sueanne worked as a member of the Museum of Contemporary Art education staff, preparing education support materials, and working with curators, designers, and conservation staff. Sueanne also met with a range of Arts industry bodies in Sydney as well as making site visits to the National Art School and the College of Fine Arts. During the work placement Sueanne conducted a video conference from Sydney back to Temora HS Year 11 and Year 12 Visual Arts students with curator Glenn Barkley.

Gifted & Talented

The THS Gifted and Talented Committee identified students through teacher referral, peer referral and parent referral in 2009.

Gifted and Talented trip to Sydney

2009 Sculpture by the Sea.

Six GAT students were lucky enough to experience the Annual Sculpture by the Sea exhibition at Bondi during 2009. The students spent the morning walking through the sculptures that are located on the cliffs that form the picturesque Bondi to Tamarama walk.

They were given the opportunity to interact with these works, appreciate their scale and identify the techniques used by the artists first hand which will assist in the further improvement of their art making practices.

The students also visited the MCA to view several of the exhibitions current at the time which was directly linked to their Stage 5 outcomes in Visual Arts.

Faces, Places and Other Spaces

Pictured at the opening Rebecca Martin, Savannah Denzel and Ainslee Smoothy of Temora HS with Riverina Regional Director and CSU School of Visual and performing Arts staff member.

Students were also offered the opportunity throughout the year of being involved in the Riverina Stage 5 Gifted and Talented strategy of
“Faces, Places and Other Spaces” which culminated in an exhibition of student artworks at HR Gallop Gallery, Charles Sturt University, Wagga Wagga.

18th World Conference on Gifted and Talented Children

Head Teacher Sueanne Matthews, attended the 18th World Conference on Gifted and Talented Children in Vancouver Canada, August 3-7, whilst on Long Service Leave.

Artists in Schools Residency

In Semester 2 Sueanne Matthews wrote an application for a grant to support an Artist in Schools residency for 2010.

Temora High School was notified in term four that the application was successful.

THS received $8000 to work with contemporary sound artists Sarah Last and Dr. David Burraston in term one 2010.

The Artists in Schools residency is funded by the Federal Government and is managed by the Australia Council, Arts NSW and the NSW Department of Education & Training.

Dance

Rechelle Gayler (Year 12) was selected in the State Regional Ensemble, requiring rehearsals in Sydney for State Dance Festival (September) and the Schools Spectacular.

Riverina Dance Camp was hosted by Temora High and attended by over 40 dancers from across the Riverina between 4th – 6th May (13 THS students, Years 7-12). The dancers were billeted by Temora High families.

Brayden Kennedy (year 7) was accepted to participate in the State Schools Boys Dance Camp in May and Schools Spectacular Tap Workshop in June.

Temora HS again coordinated the HSC Dance Study day at Wagga HS. All year 12 dance attended.

Kailey Colwill and Brayden Kennedy were accepted to participate in the Junior State Dance Camp at Sydney Dance Company.

Riverina Dance Festival

Year 9 and 10 dance classes were successful; with their audition and performed in the festival on the 4th and 5th June at the Albury Entertainment Centre.

Year 10 gained 2nd place at the Wagga eisteddfod and Year 9 were awarded highly commended.

Year 10 dance performed at the NSW Principals Conference in Albury.

Battle of the Bands

In April 2009, the school rock band ‘Blackout’, later renamed as ‘Airblayd’, represented Temora High School at the Tumut Battle of the Bands competition. This was their first live performance, which included an original composition. The band represented the school admirably, displaying high levels of teamwork and coordination, and were highly commended by the judges for their efforts.

Temora High Stage Band

Since its inception in July 2009, the Temora High School Stage Band has gone from strength to strength, increasing in size and confidence.

Stage Band members have performed in a number of school and community events including performing at Artifice and on a portable stage at the Temora Market Day in Hoskins Street, as well as providing entertainment at the Stage 5 "Faces, places & other spaces" Art exhibition at Charles Sturt University.

Stage Band members’ skills are being refined in reading band charts, developing their ensemble work and perfecting their sound production, particularly of 1930s Swing music. Currently, the band includes fine performers on bass guitar, clarinet, drums, guitar, piano and saxophone.
Motivational Media

Held Week 1 Term 2 with the theme REBOUND. The cinema style presentation focused on how making a success of your life by reacting to hardship and misfortune in a positive way.

Sport
Swimming
The annual swimming carnival was held early in February, with all competitors having an enjoyable and successful day.

Swimming Age Champions 2009

King of the Pool - Luke Dunn
Queen of the Pool - Hayley Maguire

New Records
Ebony Weekes 13 yrs girls 100m fly 2:05.82
Kaitlin Maguire 15 yrs girls 100m fly 1:32.83
Grace French 17+ girls 100m fly 1:34.38
Hayley Maguire 17+ girls 200m IM 3:16.16
Hayden Philp 13 yrs boys 50m free 31.59
13 yrs boys 100m fly 1:35.75
Ryan Kennedy 15 yrs boys 50m free 29.00
Daniel Leary 13 yrs boys 50m breast 41.35
13 yrs boys 100m breast 1:34.13
Tom Maguire 16 yrs boys 100m fly 1:20.66

Temora High School was once again named champion school at the Zone swimming, easily defeating second place Tumut High School with Young High School in third place.

Thomas Maguire was named 16 years boys' champion.

The 16 years boys relay team of Tom Maguire, David Carr, Josh Dunn and Ryan Kennedy smashed the previous record of 2:03.45, with a swim of 1:58.84.

Temora Swimmers to gain selection in the Zone team for region were Hayden Philp, Luke Dunn, Ryan Kennedy, Tom Maguire, Josh Dunn, Daniel Leary, John Mawbey, Kaitlin Maguire, Jessica Latrobe, Anthea Pellow, Chloe Richards & Grace French

At the regional swimming carnival, more successes were recorded.

Thomas Maguire had a great day, placing first in the 16 years boys 200m freestyle with a time of 2:22.40, first in the 100m butterfly in 1:13.45, and second in the 100 freestyle swimming 1:03.14.

Josh Dunn saw his years of hard work pay dividends, and was selected in both the 16 years boys 50m freestyle after gaining first place (28.24) and second place in the 100m breaststroke (1:31.01).

Grace French was also rewarded for her efforts with selection for placing second in the 17 years girls 100m butterfly with a time of 1:26.46.

Hayden Philp showed his talents with selection in the 13 years boys 100m Butterfly in first place with a time of 1:23.34, and for placing second in the 200m freestyle in a time of 2:43.96, and 100m Freestyle in 1:10.79.

Daniel Leary, another one of the schools younger up and coming sportsmen was selected in boys 13 years 100m breaststroke with an effort of 1:33.65 where he placed second, as well as the boys 13 years relay.

Chloe Richards, gained selection for placing second in the 16 years girls 100m butterfly. Two THS Relay teams were selected to represent Riverina. The 16 years boys’ team of Josh Dunn, Tom Maguire, Ryan Kennedy and David Carrand & the 13 years boys’ team of Hayden Philp, Daniel Leary, Braiden Kennedy and Jack Maguire picked up second place with a time of 2:21.58 earning them a spot in the team for Sydney.

Athletics
The High School’s annual athletics carnival was held during the last week of term on Nixon Park in perfect conditions. The track was running fast and participation was high, as over thirty competitors received outstanding participation awards, and a further fifteen “Iron Person” awards for competing in every event available to their age group.

Six new records were set, with Aimee Lanyon setting two in one day, as she collected the 14 years girls 400m and 800m records in the space of two hours.

Age champion competition was fierce, with many close results, and one joint champion being announced.
<table>
<thead>
<tr>
<th>Age</th>
<th>Boys</th>
<th>Girls</th>
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</thead>
<tbody>
<tr>
<td>12</td>
<td>Justin Minchin</td>
<td>Carly Elwin</td>
</tr>
<tr>
<td>13</td>
<td>Simon Turner</td>
<td>Ebony Weekes</td>
</tr>
<tr>
<td>14</td>
<td>Rory Block</td>
<td>Aimee Lanyon</td>
</tr>
<tr>
<td>15</td>
<td>Shaun Reardon/</td>
<td>Margaret Johnson</td>
</tr>
<tr>
<td></td>
<td>Brodie Weekes</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Brendon Manwaring</td>
<td>Maddison Block</td>
</tr>
<tr>
<td>17</td>
<td>Alex Dahlenburg</td>
<td>Amy Durham</td>
</tr>
</tbody>
</table>

The popular King and Queen of the Track handicap races concluded the day, where all the top 100m runners from each age group ran off with a handicap start based on their scratch times in the heats. Both the boys and girls finals of this event were very close.

**King of the 100m Track**
1. James Stewart
2. Shaun Reardon
3. Luke Reardon

**Queen of the 100m Track**
1. Margaret Johnson
2. Maddison Block
3. Shayde Gulson

**New Records**
Amy Lanyon 14 yrs girls 400m 1:06.66
14 yrs girls 800m 2:52.73
Margaret Johnson 15 yrs Long Jump 4.34m
Josh Murphy 13 yrs boys Discus31.77
Daniel Leary 13 yrs boys High Jump 1.59
Alex Dahlenburg 17 yrs boys Shot put 14.42
All competitors were congratulated on their participation, enthusiasm and behaviour on the day, which was enjoyed by competitors and officials alike.

The Southern Slopes Zone Athletics Carnival was held in Temora for the 14th year running in perfect weather conditions with the Nixon Park track in excellent condition for the event. The nine comprehensive High schools from the Zone (Temora, Young, Coota, Junee, Tumut, Batlow, Murrumburrah, Gundagai & Tumbarumba) gathered for the annual event, with Temora High School keen to defend its title of the past few years as champion school.

After an action filled day, Temora once again was named champion school with 280 points followed by Gundagai & Tumbarumba in second place.

**Age Champions**

<table>
<thead>
<tr>
<th>Age</th>
<th>Boys/Girl</th>
<th>School</th>
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</thead>
<tbody>
<tr>
<td>14</td>
<td>Rory Block</td>
<td>Temora</td>
</tr>
<tr>
<td></td>
<td>Aimee Lanyon</td>
<td>Temora</td>
</tr>
<tr>
<td>15</td>
<td>Margaret Johnson</td>
<td>Temora</td>
</tr>
<tr>
<td></td>
<td>Josh Fogg</td>
<td>Young</td>
</tr>
</tbody>
</table>

Many thanks are due to the Shire ground staff for the preparation of the grounds at Nixon Park, Anthony Leary for assistance in marking the ground, and Roz Leary, Jean Dahlenburg, Geoff Roberts and Helen Miller for their voluntary work on the day of the carnival.
A team of thirty athletes from the High School travelled to Albury for the Riverina Combined High Schools Athletics Championships.

The carnival started in atrocious conditions with rain delaying the start of many events; however Temora athletes performed admirably on the day. Carly Elwin was winner of the 12 years girls 800m in a time of 2:55.40.

Alex Dahlenburg has had his efforts over the years rewarded, and placed first in the 17+ boys’ shot put with 12.31m and second in the discus with a throw of 30.72m.
Margaret Johnson Jumped to a win in the 15 years girl’s long jump with a leap of 4.49m, while Amy Lanyon sprinted to a win in the 14 years girls 200m dash in a time of 29.01.

Daniel Leary placed first in the 13 years boys high jump with a jump of 1.55m, and Simon Turner took out the 13 years boys javelin with a throw of 26.95m.

Chris Wallace was successful in taking out the 17+ years boys 100m in a blistering time of 11.72 into a headwind on a damp track.

Second places went to Maddison Block, Shayde Gulson, Josh Murphy, Amy Lanyon, Margaret Johnson, Carly Elwin and Bethany Taylor.

All of these were selected in the Riverina team to compete at the NSW CHS Championships in Homebush on the 3rd, 4th and 5th of September.

Six Temora High School students travelled to Homebush for the 2009 NSW CHS athletics championships.

Results for Temora students were very good with several just missing out on places.

**Cross-country**
The High School cross-country carnival was held under perfect running conditions on the Wednesday of Education week, leading in to the fun day as has become the tradition over recent years.

Many students chose to run the courses that start at Lake Centenary, and end up back at Apex Park after running along the bike track from the lake.

**Cross-Country Age Champions 2009**

A strong team of twenty four runners travelled from the High School to Tumbarumba for the Southern Slopes Zone Cross- Country Carnival.

Carly Elwin led the twelve years girls division from the start, and ran strongly to finish first of the girls, and second to only one boy in the section.

Tahlia Sheahan ran a comfortable second place in the same age group.

Kala Coddington built on her recent successes in school cross-country events by winning the 14 years girls age group.

Aimee Lanyon ran a creditable race in the 15 years girls and placed third, while Margaret
Johnson ran second in the 16 years girls, with Bethany Taylor placing third.
In the boys’ events, Braiden Gillies placed second in the 14 years boys with Jake Barrett coming in third.
The top thirteen cross-country runners from the High School travelled to Albury to compete against the best in the Riverina at the CHS Riverina Cross-country carnival at the demanding Lake Hume course.
Temora runners who performed extremely well on the day.
Carly Elwin was placed first in the twelve years girls division, Temora’s High School’s first Regional winner in many years.
Five students from the High school travelled to Eastern Creek for the NSW All Schools cross-country carnival.
Carly Elwin was the best placed of the individual runners coming 41st out of a field of 106 runners in the 12 years girls division, with Jake Barrett being placed 44th and Sam Elwin 46th out of 110 runners in the 14 years boys division.
In the teams division, the Temora boys 14 years team of Jake Barrett, Sam Elwin, Rory Block and Braiden Gillies narrowly missed a medal, placing fourth with a score of 39 points, equal with Sydney Boys High School on 39 points.
This was an outstanding result for the THS team that competed at this carnival for the first time.
Many students have represented Riverina in state carnivals in 2009, in many other sports including: Australian football, girl’s basketball, Open and under 15 rugby league, girl’s football, boy’s and girl’s touch, boy’s and girl’s 15 years touch, boy’s and girl’s volleyball, boy’s tennis, and lawn bowls. The wide range and large number of Regional representatives is an indication of the depth of the sporting talent pool at Temora High School, and a credit to those competing in sport, the school, and the various sporting bodies around Temora that support their junior athletes to such a great degree.

* 15 years and under touch teams: * Sam Elwin, Taylor Krause and Braiden Gillies made the boys’ team, while Jackelyn Hughes, Margaret Johnson, Bethany Taylor and Aimee Lanyon made the girls team.

* Open Touch: * Luke Reardon, Maddison Block, Jake Cartwright, Amy Durham, David Tassell, Chris Wallace, Emma Krause, Brandon Robinson

* Open Boys cricket: * Zac Brabin

* Basketball: * Jordan Barrett, Jackelyn Hughes and Mardi Hornby

* Girls’ volleyball: * Jorden Irvine, Jasmine Kite, Jillie-May Reading, Maddison Block and Grace Nicholls, Kellie Roberts

* Boys Volleyball: * Zac Brabin, Johnny Fang, James Firman, Ben Hughes, Chris Wallace, James Williams, Alex Dahlenburg, Kurt Tinnock

* Rugby League: * Brandon Kerry, Brandon Robinson

* AFL: * Matt Harpley

* Tennis: * Aaron Breust

* Lawn Bowls: * Brad Foote

* Girls Football: * Ashleigh Goode

In addition to students representing the regional, we had four staff members heavily involved in Riverina sport. Bob Hudson was the boy’s volleyball convenor/manager, Bob Brabin the girl’s volleyball convenor/manager, Ian Groth the lawn bowls convenor/manager and Tony Stringer the athletics convenor/manager and vice president of Riverina School sport.

In CHS knockouts, the school participated in Boy’s and girl’s Open Basketball, Boy’s and Girl’s Under 15 basketball, Boy’s and Girl’s cricket, Boy’s and Girl’s Hockey, Lawn Bowls, Girls Netball, Open Rugby League, Under 15 rugby League, Open Boy’s and Girl’s Football, Under 15 boy’s and girl’s football, Boy’s squash, Boy’s and Girl’s tennis, and Boy’s and Girl’s Open Volleyball. (Teams high lighted in green were Riverina Champions). Thank you to the staff members who gave their time voluntarily to these teams.

Sport at THS continues to thrive, with abseiling**, taught by Mr Williams being a highly sought after option, along with traditional sports and training sessions that are run on a Wednesday afternoons.

Clay Target shooting*** with Mr Inch has once again been a popular option, as has Body Pump which is run at the FITA centre, and involves a group of highly motivated girls led by Mrs Bray.

** The abseiling programme involved eight year 10 students being trained as peer leaders in the skills of abseiling, safety and rescue, before attending two whole day abseiling trips with year 9 students at Galore Hill with the aims of:

* Providing students with a new skill/experience

* Peer leadership skills for year 10 students

* Boosting self esteem of at risk students in year 9

*** Target shooting involves members of the local shooting club providing equipment and expertise at minimum cost to the students.

It has proved to be hugely successful, and provides an interesting sport option for many students who had previously under-achieved at
sport. THS is, I believe, one of only two State High Schools to offer this sport option.

Forum 2009 – Year 10 History visit to NSW Parliament House

In late August, five of our top History students flew to Sydney to take part in Forum 2009 at NSW Parliament House. Marlo Brown, Johnny Fang, James Firman, Paul Faragher and Rebekah Jones joined students from 15 other schools around the state to learn through role-play how parliament is run and laws are made.

As politicians for the day, the students debated and voted on a range of issues, such as Australia becoming a republic, free university education and bans on violent video games.

Forum 2009 was a fantastic opportunity for students to learn ‘on-the-job’ how parliament works, and all participants found the experience informative, highly worthwhile and very enjoyable.

Careers Report 2009

Most students in Year 10 2009 took the option to go into the workplace and complete at least one weeks Work Experience. Some Year 11 students also accessed the program and one year 12 student exercised the option. A small group of Year 9 students were also able to access the program using money supplied by the Federal government.

Students accessed venues locally, regionally, state-wide and interstate.

The school received excellent reports from all employers who hosted students. All students were extremely happy at the reception they received from their hosting employers.

The school worked closely with COMPACT, the local community partnership contractor in this region. COMPACT was responsible for a number of activities at THS including organising Work Placement for VET students, organising a number of Careers events such as the Business Services Expo, the Tertiary Awareness Days etc. Students from THS accessed many of these activities.

Charles Sturt University students also sponsored a Health Careers Expo at CSU for our students and the University hosted a Creative Arts taster course which about 30 students accessed.

A number of speakers came to the school and spoke to students about various activities including the armed forces, a motivational speaker from the Commonwealth bank and an ex student Hannah Bushell who spoke to senior students about life at university.

The school also accessed Youth Pathways a Commonwealth Government run by Campbell Page. It was a course designed to improve confidence and self esteem through a careers oriented program.

We were also supported well by the Plan it Youth Program. It is a mentoring program where people come from the community to give/help students with careers ideas.

Year 8 Excursion.

30 students and 4 staff travelled to Sydney in November to undertake a number of activities. Students went to the Zoo, North Head Quarantine Station, Powerhouse Museum, Fort Denison, Sydney Aquarium, Centre point and Lunar Park. Students used public transport in Sydney travelling by ferry, monorail, tram, bus and train.

THE Science Laboratories Revamp

Major renovations took place to three of the THS Science Laboratories in our Science blocks. Room 17 was finished the first week of term 4 and Labs 24 and 25 were completed in the Christmas holidays.
Mock interviews
On Monday the 25th of October Year 10 students participated in mock interviews held by the Rotary Club. They were interviewed by some of the employers from a huge variety of occupations. This gave the students the experience of a real interview. It was good practice for the Year 10’s as it will be of invaluable experience in the future. Organised by Mr Corby and Rotary, this is an annual event and gives the students willing to participate a valuable experience.

Left, Meg Robinson interviewed by Mr James

Academic
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest)
Yr 9: from Band 5 (lowest) to Band 10 (highest)

In the SC the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – NAPLAN Year 7

Numeracy – NAPLAN Year 7
Literacy – NAPLAN Year 9

Numeracy – NAPLAN Year 9

School Certificate

English

School Certificate results were pleasing for history and solid results in English with almost 85% at Band 4 and above. Our goal is to improve writing scores and achieve more results in band 6.

HSIE

In School Certificate Australian Geography Civics and Citizenship there were four Band 6 results and fourteen Band 5 results. The cohort achieved a large number of Band 4 results with very few Band 3 and Band 2 results.
THS was able to achieve strong value adding across many levels of performance from Year 5 to Year 10 against all Like School Groups with a minor fall occurring in Computer Skills.

The best results occurred in Science, Maths and Geography with results being well above the state average.

Higher School Certificate
Higher School Certificate relative performance comparison to School Certificate (value-adding)

The Temora High student HSC relative performance from Year 10 value adding for 2009 is disappointing with -1.9 below state average in the High performance band and -0.2 below state average in the middle band.

THS had a much higher percentage staying on to undertake the HSC in 2009 than in the two previous years.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Minimum Standard Information

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009
| Percentage of Year 9 students achieving at and above minimum standard |
|-----------------|---------|
| Reading         | 89.9    |
| Writing         | 84.1    |
| Spelling        | 82.4    |
| Punctuation and grammar | 89.7 |
| Numeracy        | 95.6    |

**Significant programs and initiatives**

**History Competition**

Temora High was again very successful in the History Teacher’s Competition for Year Ten with one High Distinction (HD) (top 4%), nine distinctions (D) (top 15%) and 9 Credits (33%) with 11,670 students competing state-wide. This competition is of great benefit as a review of their material for their School Certificate.

**Debating**

Temora High entered teams in the Year7/8 and the Year 9/10 Premier’s Debating Competition and all seemed to enjoy the experience debating against the various local schools, with Year 9/10 being victorious in their zone.

We all look forward to next year, with this year’s experience and knowledge to enhance the performance.

**HSIE**

**National Geography Competition 2009**

Year 10 students competed and the following results were attained:

High Distinctions were awarded to Johnny Fang, Tom Prentice and Erin Reardon. There was one Distinction awarded to Ashleigh Cartwright and nine Credits.

**HSIE EVENTS AND EXCURSIONS**

* Year 10 Geography held a “Yellow Day” challenge to highlight the need to save energy.
* Year 11 Geography visited the Ingalba State Forest and local district sites.
* Year 10 Geography were involved with the planting of seedlings at Hillview Park with Shire Council Assistance. * Excursions were conducted to the Jindalee Feedlot and Lake Cowal for Year 10 and Year 11 students.

**University of NSW Maths Competition winners**

THS congratulated Erin Reardon, Johnny Fang, Brayden Kennedy and Aaron Bruest on their achievements in competing in the University of NSW Maths Competition and in doing very well.

Johnny and Erin of Year 10 and Brayden of Year 7 all receiving Distinctions and Aaron Bruest getting a High Distinction. Twelve countries from around the world compete in this competition therefore our students have done very well in achieving such fine results.

**Compact Maths Challenge.**

On the 28th May 2009 a group of Year 9 students travelled to Junee to compete in a Math challenge with other schools from the Riverina.
The students worked in groups to solve four different Maths problems including a building problem and a civil engineering problem. Points were awarded to each school for the different exercises.

Even though the exercises were challenging for all the participants Temora High managed to win the overall competition. The students said that they found the day interesting and rewarding.

**Cootamundra High School maths challenge**

On Tuesday 8th September two year 7 teams consisting of four students travelled to Cootamundra High School for a maths challenge. Approximately 20 teams from schools around the Riverina region competed in this competition which was available to students in years 7 and 8.

The exercises that the students completed were engaging, varied and difficult. The Temora team consisting of Travis Block, Luke Perrott, Brayden Kennedy and Hayden Philp won the event and the team consisting of Aaron Breust, Daniel Keith, Aaron Flaklar and Jack Walsh came fifth.

The boys enjoyed having the chance to talk to other students of their age and they are to be congratulated on their achievement.

**Library Technology**

The connected classroom video conference centre is proving to be an important asset for staff to engage in professional development with other schools and colleagues. This equipment enables staff involvement in meetings, curriculum seminars and other professional development activities without having to travel to venues outside Temora.

During Term 3 2009 there were video conferences to assist HSC Mathematics students and a seminar for HSC Geography students. Hopefully in the future there will be greater opportunities for students to experience expert tuition, curriculum related activities and perhaps virtual excursions using this equipment. It is a facility that will potentially save enormous time and petrol costs for students and teachers and allow for participation in many educational activities. T.H.S. continues to subscribe to Clickview and update the video library each term and make additions when requested by staff.

**Literacy throughout THS – DEAR/Peer Tutoring**

The library collection continues to be upgraded with the purchase of a large number of current and diverse books to appeal to all tastes and ages.

The DEAR program demand that students read a novel and this has contributed to increased levels of borrowing by enthusiastic readers across all years.

The Library is the venue for the Peer Tutoring Program which operates during DEAR time. There are up to twenty Yr 10 tutors who assist with the literacy and numeracy skills of selected Year 7 and 8 students and also students from the Support Unit.

A new set of World Book Encyclopaedias (2010 edition) and health related resources have been purchased for the collection. The Library has experienced a high level of borrowing, reading for enjoyment as well as extensive use of resources and computers for research.

**Failsafe/Senior Private Study**

The Failsafe program is implemented in the Library every Wednesday. The Yr 11 students attend during Periods 1-3 and the Year 12 students attend from Period 3 until 3:30 pm. This is a productive time for senior students to complete homework, concentrate on assessment tasks, revise for tests and makes use of staff and resources. The Senior Private Study program is in place for every period of the school day. It provides a supervised area of study for students who have enrolled in TAFE and VET subjects and do not have a timetabled subject to attend.
Other Activities
The Library is a venue for staff meetings, school and inter-school debates, special morning teas, parent/teacher evenings and student year assemblies.

The Library is open for all students before school, recess and lunchtimes for study and research needs, borrowing and reading, recreational use of computers and playing board games such as chess. The Library helps the school to address environmental problems. It regularly recycles the huge volume of newspapers that build up and the Library printer/photocopier reuses paper collected from the office and staffrooms. This contributes to the environmental awareness of staff and students.

Year 7/8 & Yr 10 Debating Team

Aboriginal education
The school is striving to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia to achieve positive attitudinal change.

In stage 5 geography and stages 4 and 5 English, history and drama, emphasis is placed on indigenous culture, history and modern Aboriginal Australia to enhance awareness and understanding of issues.

Respect and responsibility
The school’s welfare policy hinges on its promotion of its “Rights and Responsibilities” statement among its students and staff. A strong anti-bullying program and a zero tolerance of bullying maintains a culture of tolerance and cooperation within the school.

Friendly Yr 10 students

Student rights and responsibilities are continually emphasised within the classroom and at year and full school assemblies.

The “rights and responsibilities” document was revamped in line with the welfare and discipline review conducted in 2009 and was posted into all classrooms.

“Adopt a school Project”
As part of the “Adopt a school Project” Erin Reardon was accepted for the “Build a bridge & get over it” Engineering Camp at Borambola Sport & Rec Camp on August 31 to September 2.

Temora Shire Council’s Youth Council Forum
Twelve THS students took part in the Temora Shire Council’s Youth Council Forum on Friday 7th August The purpose was to celebrate Local Government Week and give many suggestions from the younger leaders in our school community.

Braiden Kennedy, Aaron Breust, Ruby Kite, Nicole Tinnock, Josh Watson, Bradley McShane-Hodgkins, Bianca Dillon, Amy Derrick, Emily Muldoon, Claire Hurst and Natalie Lynch took part.

The Mayor congratulated our youth delegates on their mature approach to this important issue and made special presentation of certificates to the Youth Council delegates, personally congratulating each one of them.

Taste of TAFE
THS in conjunction with Temora TAFE campus ran for year 10 students our full-time “Taste of TAFE Program” from 16 to 27 November.

This course included some activities that resulted in qualifications which are recognised Australia-wide and where students can claim a credit in future studies. Courses included:

SENIOR FIRST AID - Work cover Authority of New South Wales accreditation which is valid for three years. Bonus to prospective employers.

PREPARATION for DRIVER’S LICENCE - develop the confidence needed to undertake the knowledge test, and develop some of the theoretical skills needed to become a learner driver.

ARTWORKS – achieve a range of basic experiences and skills through the use of a variety of practical activities carried out with assistance from the teacher.

HAIR & BEAUTY WORKSHOP – practical tips on great personal presentation & hygiene with a Hair & Beauty teacher.

BASIC MECHANICS – gain some hands-on skills at keeping your car running at its best.

COMPUTING SKILLS – upgrade your current skills so that you can work faster and more efficiently. Master Microsoft Office, not just a user.
Secondary Sampling Program

Temora High School’s Year 6 into 7 Transition Program’ was developed on the premise that many year 6 students worry about the idea of moving to high school. This program is designed to make this move as stress-free as possible and it consists of a number of initiatives.

The first of these initiatives that the students allows Year 6 students to attend high school for 1½ hours (1:30-3:00pm) each Wednesday afternoon for five weeks starting from Wednesday 28 October 2009, week 2 of term 4. During their participation in the program, students will experience lessons in a range of subjects such as Drama, Science, Art and Technology.

The program is open to Year 6 students from Temora High’s feeder schools, whether they intend to enrol in Temora High next year or not. It is also open to students from other schools who intend to enrol in the school in Year 7.

As a result of their participation in the program, students will have:

- learnt about some of Temora High School’s procedures;
- become familiar with the physical layout of the school;
- Learn the names and identities of some of teachers & staff at THS.

Wednesday 2 December 2009, was the 2010 year 7 Orientation Day to which all year 6 students and their parents/caregivers were invited to attend. The day began at 9:00am and was followed by a sausage sizzle lunch at 1pm.

Lads & Ladies

This program was again successfully run & ably coordinated by Naomi Young in 2009.

It gave some students the opportunity to learn a variety of extra curricular skills include fitness and health, basic first aid, healthy meal preparation, basic auto care, photography, and computer skills during normal class time.

Temora Shire Council’s Youth Council Forum

Twelve THS students took part in the Temora Shire Council’s Youth Council Forum on Friday 7th August The purpose was to celebrate Local Government Week and give many suggestions from the younger leaders in our school community.

Braiden Kennedy, Aaron Breust, Ruby Kite, Nicole Tinnock, Josh Watson, Bradley McShane-Hodgkins, Bianca Dillon, Toni Brown, Amy Derrick, Emily Muldoon, Claire Hurst and Natalie Lynch took part

The Mayor congratulated our youth delegates on their mature approach to this important issue and made special presentation of certificates to the Youth Council delegates, personally congratulating each one of them.

Centres for Excellence

Towards the end of 2009 THS was one of 13 schools in NSW chosen as Centres for Excellence as part of the Federal Government Smarter Schools National Partnership on Improving Teacher Quality.

As a result THS was awarded a Highly Accomplished Teacher position as well as the support of a paraprofessional position for two year duration.

Role of the Highly Accomplished Teacher

The Highly Accomplished Teacher will be an excellent teacher who models high quality teaching for this/her colleagues across the school and will lead other teachers in the development and refinement of their teaching practice to improve student learning outcomes.

Highly Accomplished Teacher positions are classroom based positions with a reduced teaching allocation. Highly Accomplished Teachers are members of the school executive team.

As a general rule, a Highly Accomplished Teacher will receive a teaching load equal to but not greater than half the teaching load of a classroom teacher. A designated teaching load provides opportunities for the Highly Accomplished Teacher to:

- maintain their professional practice;
- establish their professional competence (as necessary) to colleagues and the school community; and
- demonstrate quality teaching practices to other teachers.

- leading and supporting the teaching and assessment practice of other teachers (early career and more experienced) in the school. This includes working with teachers to achieve accreditation at the various levels
- coordinating professional experience (practicum) placements & working with university
- working on a whole school basis to improve teaching practice through targeted data analysis
providing advice and support on quality teaching practices to other schools in the Centre for Excellence cluster.

**The 2008 Australian Vocational Student Prize.**

Julia Gillard the Deputy Prime Minister notified THS that Christopher Frater was awarded the 2008 Australian Vocational Student Prize. This prize recognises high achieving students who completed their HSC in 2008 while undertaking VET at school. Recipients of the Prize receive a certificate and $2000.00

**Year 9 laptop computer rollout**

The year 9 laptop computer rollout took place in September and thanks to the technical & logistical support of the new THS Technical Support Officer (TSO) Brendan Park, Ian Groth, Jason Milnes, Brett Inch and the staff all went smoothly. We are all looking forward to this new era of expanded computer student use

**SAALE Project**

In 2009 THS was invited to be a participant in the *National Student Achievement in Asian Languages Education* (SAALE) Project. The project was commissioned and funded by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR). The aim of the project was to conduct research to describe the achievements of students in learning particular languages (Chinese, Indonesian, Japanese & Korean) at Year 6/7, Yr 10 and Yr 12, based on evidence of performance under different conditions (e.g. program type, duration and intensity of learning).

A panel of assessors for each language was created made up of experienced teachers to analyse data gathered from students in each language at each of the three levels. Jennifer Lewis was asked to be a member of the teacher assessor panel for Korean.

**2009 Volunteers**

This year at Temora High, we are again fortunate to have a number of parent volunteers helping out at our school. Many sporting volunteers ensure our students can participate in a wide variety of sports, through either coaching or ferrying our students to venues. We also have volunteers as drivers for excursions and interschool competitions. Without these volunteers these events just simply wouldn't occur.

Since 2000 we have had volunteers come up to the school during DEAR (Drop Everything and Read) to help students with their reading. Paula Myers and Denise Miller, parents from the original group, are now employed in the school as teacher's aides in the classrooms. Others have generously given their time for anything up to 10 years now! We are lucky to have these volunteers and they are fantastic with the kids.

In 2010 Claire McLaren will join the team as a volunteer on Tuesdays and Fridays to help students with Numeracy. Claire will help students with particular skill areas which may be an area of weakness. The students respond very positively to this type of tutoring sessions.

Research has demonstrated that parent involvement in the educational process impacts positively on the attitude, conduct and academic success of children in schools.

**Drug Prevention Program**

THS was invited to take part in the DET Drug Prevention Program- Cannabis: “Know the Risks” that was developed & trialled in selected schools in 2009

It was designed around an interactive computer game for schools, to support the teaching of cannabis for Stage 5 students and was undertaken and capably run by Tony Skinner and Vicki Bray.

The electronic game was trialled in 11 schools across NSW to gain feedback regarding the game’s effectiveness and its appropriateness for students.

Each trial school was asked to nominate one PDHPE teacher to attend a 3 three hour training workshop at the beginning of Term 4, 2009 via video conference for rural participants.

The workshops provided essential background information about the trial as well as demonstrate the electronic game to teach lessons from Cannabis: “Know the Risks!” and then trial the electronic game with Stage 5 students during Term 4, 2009.

**Evaluation.** The program proved to be very successful with program organisers visiting THS to interview participating teachers & students.

Evaluation also included pre- and post-testing of students’ knowledge, feedback on the game, focus group discussions with teachers and students and an interview with the principal.

**NEW KIDS ON THE BLOCK**

In Term 4 the famous Orientation Days kicked off where kids from schools such as Temora West, Temora Public School, St Annes, Ariah Park and Stockinbingal, got an insight into life at THS.
Fifty one students from these schools were shown a snippet of the things they will be part of in Year 7. One group was put under the wing of Mr Hackett and made periscopes. Another was taken to Miss Cooper for an Art class and another group went through an exciting Science experience. In weeks to come they will be rotating around computers, a Food Tech class and a Drama class. On Wednesday the students had to write a letter to their Year Advisor, Ms Gudsell, explaining how much they are looking forward to High School. It is lovely to see these bright smiling faces.

FINE YOUNG AUSTRALIANS
In 2009 THS carried on with the fine tradition of presenting a monthly Rotary Award to a Fine Young Aussie. Below is one of the recipients Tegan Campbell receiving her award from Rotarian Mr Ellis Hartwig.

Progress on 2009 targets

Target 1
Quality Teaching & Learning
THS has been committed to the development of teaching and learning in line with the Quality Teaching Framework

Target/s:
Staff to demonstrate an increase in working knowledge of the Quality Teaching Framework (QTF)

Our achievements include:
Teachers demonstrating QT elements in teaching/learning programs and teaching practice
Move to align teaching practices with the Performance Standards used by the Institute
Change somewhat in the culture of the non-achievers
More teachers developing strategies suitable for students with learning difficulties
All teachers attend PL aimed at the effective implementation of strategies to incorporate teaching of Literacy & Numeracy across KLA’s
STL teacher and learning support staff to work in collaboration with class teachers to develop and implement strategies to target identified literacy and numeracy needs

Target 2
Strong Educational Leadership.
THS has pursued strong educational leadership programs and opportunities. Many initiatives have provided opportunities that enhance and build educational leadership capacity

Target/s:
More teachers accredited with the Institute of Teachers
Executive members in partnership with their staff are beginning to construct individualised leadership program for each staff

Our achievements include:
Increased staff awareness of the NSW Institute of Teachers Professional Standards Framework
Implementation of staff mentor program in areas including timetabling, computer co-ordinating, welfare, administration,
Active participation in relevant teacher’s associations (eg. ERSTA, RIVSTA, ETA)
Improved internal communication systems including meetings, email, meetings etc

**Target 3**

**Connected Learning & Technology**

We have aimed to have as many students and teachers work & communicate regularly in a variety of ICT modems.

Student work samples are beginning to show evidence of increased engagement in use of ICT

**Targets**

Development of the THS Technology Plan outlining the direction of Technology integration and development over the next 3 years

Concerted effort integrating ICT across teaching and learning programs and through all KLA’s

**Our achievements include:**

Development, discussion and implementation of the THS Technology Plan & associated budget.

Increased use of broad base of ICT resources

A greater reflection in teaching and learning programs of ICT content and activities

Greater proficiency by students in all ICT use

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of Educational and management practice

**Terra Nova Project**

RETHINKING RURAL TEACHER EDUCATION: SUSTAINING SCHOOLING FOR SUSTAINABLE FUTURES

Temora High School was invited to participate in a National Research Project through Charles Sturt University, Deakin University, University of Ballarat, and Edith Cowan University]

Those involved were Professor Jo-Anne Reid, Dr Simone White, Professor Bill Green, Associate Professor Maxine Cooper, Dr Graham Lock, and Ms Wendy Hastings

The purpose of the project by teacher education researchers from around Australia was in seeking to identify the nature of successful teacher education and recruitment strategies that make rural teaching an attractive and long-term career option for new teachers.

The aim was to do this through a national study of pre-service preparation and rural incentive schemes offered by both University and State teacher recruitment programs, and a study of communities where teacher retention has been successfully accomplished.

They were also currently undertaking a survey of pre-service teachers to gain this information.

THS was identified as one of twenty three rural schools nationally which appeared to have achieved a high teacher retention rate and to be functioning successfully in their communities.

The investigation was of school and community and in particular of;

- Staff members in positions of leadership
- Beginning and longer-serving teachers
- Parents, students and local community leaders.

The team visited THS and invite these group members to participate in interviews and group discussion to identify the aspects of school/community life and conscious support strategies that they believe contribute to your successful teacher retention rate.

They also conducted follow-up interviews with the Principal, and with interested teachers at THS.

The interviews for about one hour explored such case study areas as;

**Questions for Pre-service teacher experiences**

**Questions for Graduate and newly appointed teachers**

**Questions for Principals & experienced teachers**

**Questions for Community Members**

**Curriculum (OTJTI) ON-THE-JOB TRAINING INITIATIVE & EVALUATION**

**Background**

This project was undertaken in Term 4 2009 with the help of Federal Gov’t funding and under the capable supervision of Anne Fisher the THS OTJTI Co-ordinator, who did an outstanding job.

The targeted group comprised of Year 9 students, nominated as not engaged by school, having significant personal, family or social difficulties or likely to have problems entering the workforce.

The program was seen as a valuable forerunner to the Careers program completed by all students in Year 10.

It was considered that current VET students were already adequately catered for and that Year 10 students’ priority should be School Certificate examinations. Also Year 10 students complete a comprehensive Work Education program and Work Experience as part of the school curriculum.

The students selected were very keen on the idea as many were not at all knowledgeable about how to go about getting a job, workplace requirements.
and generally didn’t know what they were interested in or wanted to do in the future.

The group worked through most of the activities in the Work Readiness for Work Placement Student Workbook which proved a worthwhile undertaking providing a valuable starting point.

All students completed the preparation program and most undertook work experience.

Findings and conclusions

EVALUATION of CRITICAL SUCCESS FACTORS

The small size of the targeted group meant that the suggested “case management” model was feasible. This individual attention was crucial.

The activities in the Workbook were valuable in getting the group started and in giving them a clear focus and an achievable goal, i.e. the completion of the tasks prior to Work Experience.

Compact’s Pathways to Employment Expo provided a clear goal and focus. The students enjoyed it and found the experience worthwhile, particularly the interview and the marketplace.

The probability of one, two or three weeks work experience was a strong incentive for the students.

CASE STUDIES

Unsolicited comments from teachers:

“N” appears to have gained self-confidence and has a lot more pride in her appearance and in herself;”

“Z” seems happier and less negative; he is more mature in his response to others.”

“R” is a very shy and withdrawn girl who has gained self confidence through the program. She completed her work experience in the kitchens at …………..and received an excellent report from her supervisor there. (“a pleasure to have with us for the week. She fitted in well.”)

Her own comment in her evaluation sums it up: “It (the OTJT program and work experience) has shown me how to fit into an environment with others and communicate with others. It has helped me … to take responsibility. Teamwork was very big there as you have to get in and help people and they help you.”

“A” is quite a confident and out-going boy who sees little or no value in being at school and who can’t wait to move into the workforce. His attitude to the program was very positive as he spent two weeks work experience at ……………working on ……… maintenance and repairs.

“P” learnt heaps & is keen to complete more work experience next year. “P” is hoping to secure an apprenticeship in the area. He now concedes the point and purpose of some of the things he has to endure in the classroom, particularly Maths. The hope is that with reinforcement and encouragement, he will come to recognise that there is at least some value in schoolwork.

Another parent said that she thought the program had been “fantastic.” Because the program had not been offered to the whole year group, her son “felt privileged to be chosen. He loved the work experience and benefited from the exposure to different personalities in the workplace. He now realises that he will have to use Maths and English when he leaves school.”

Future directions

SUSTAINABILITY

The program is worth continuing in this form with a targeted group of “disaffected” Year 9 students.

With such a group the beginning of Semester 2 would be a good starting point, leading to work experience later Term 3 or early Term 4. By this time they should have the maturity to benefit.

Staffing needs to be maintained at a level sufficient to ensure the individual attention so necessary to these students.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Naplan 2009

Background

In 2009 the Temora High School Learning Support Team investigated our 2009 NAPLAN results and brought these to the whole THS forum. It was decided to target the Year 7 2009 group as our focused project for 2010/11.

Jenni Lewis and Ross Devereaux presented the findings & evaluation of the THS Learning Support Team re: literacy evaluation.

Moira Burns, Ross Devereaux and Barry Flakelar presented their findings re: numeracy.

Debbie Evans delivered the findings on the results of the 2009 NAPLAN Exams. Although we are above regional level in all areas, we are below state level in many.

Findings & conclusions

Evaluation by staff of ideas for QT at THS

Through meetings, evaluation & discussions in 2009 particularly the Term 4 SDD day we as THS staff identified recognised weaknesses and areas we need to focus on and explicitly teach in.

Findings and conclusions
There is an across the school consensus that Literacy and Numeracy are responsibilities of all KLAS and so a plan was devised to have each KLA explicitly teach as many of these skills as possible during 2010.

Aside from teaching explicit skills, there are some general strategies worth exploring in all lessons which can target some of these weaknesses:

Using this information the forum split into faculty groups to investigate how to teach explicitly the areas of weakness and build on strengths, using allocated texts.

Findings and conclusions

Future directions

There was broad investigation as to how these could be incorporated into programming for 2010. They are as follows are:

- Modelling (i.e. saying out loud what you are thinking) a process of elimination for multiple choice questions;
- Problem solving strategies you use when attacking a question.
- Including more inferential type questions in your classroom activities
- Placing questions out of sequence (i.e. not listing them as they occur in the text)
- Exposing students to more tandem texts (reading visual and written material)
- Reward completion of tasks. Discourage leaving out questions which require mental effort.
- Teach skimming and scanning, but encourage close reading of sections of text
- Raise your vocabulary and spelling expectations
- Provide real reasons for students to write and speak formally.
- Insist on whole sentence answers from our “click and go” generation!
- Consider using NAPLAN criteria to mark particular tasks
- Build meta-language across faculties e.g. Text box, etc
- Include a specific skill in marking rubrics (e.g. paragraphing)
“Here, Hidden, Head” strategy for questions (and others) PASH p.169
- Glossary of key words – HSC: begin teaching this in year 7
- Develop scaffolds for verbs
- Teach planning & proofreading
- Refer to S:\Staff\Public\NAPLANMaximising: Literacy
- We have not achieved many “well above state average” categories. What can each FACULTY do to address this?

Professional Learning

Temora High School’s Professional Learning Team processed almost 58 events during 2009 with the main areas of emphasis and expenditure being -

Quality Teaching – 27%
Leadership & Career Development – 12%
ICT Implementation – 16%
Beginning Teachers – 7%
Welfare & Equity – 6%
Literacy & Numeracy – 18%
Syllabus implementation – 14%

- 46 staff participated in professional learning programs throughout 2009. This is 86% of the total staff, including full time teachers, part-time teachers, administration staff and Teacher-aides.
- 26 staff were involved in more than one TPL funded event, while 10 had 4 or greater courses.
- Teacher-aides and SAS staff attended courses in welfare and equity, ICT and organisational areas.
- Video conferencing was used on seven separate occasions by staff.
- Teaching and Learning Forums involved 40 staff members when hosted by Temora High School.

Support staff attended courses involved in such areas as sensory rooms, autism support, challenging behaviours and transition programs.

The average number of professional learning days for staff in 2009 was 1.3 per staff member.

The average expenditure per teacher on professional learning in 2008 $386.40

Emphasis was given during school development days (first days of term 1, 2 & 3) to updating CPR and emergency care training for staff; curriculum development; setting and evaluating school targets for school planning and quality teaching.

School development 2009 – 2011

The school community is committed to developing the skills needed for independent learning, enabling students to become lifelong learners within the provision of educational experiences.
that are academic, vocational, sporting, cultural and social.

Targets for 2009
At Temora the school community focuses on the development of Quality Teaching practices in school teaching and learning programs with a projected outcome of increased Literacy & Numeracy results across all Key Learning Areas. There is a commitment to undertake a range of evaluations which include the analysis of student information & data where all teaching techniques and strategies are assessed, evaluated and refined. Through whole staff involvement THS is implementing the Quality Teaching Framework so that it becomes the benchmark in teaching & learning practice.

Temora High School is focused on increasing leadership development capacity amongst staff and structured induction processes that encompass the whole staff. Student leadership development strategies are also pursued to increase the potential of student capabilities with in the school, community and in later life.

Through evaluations, meetings and feedback we have identified a need to continue to strengthen ties with the local and wider community. Evaluations received from our communities strongly indicate that the communication strategies and networks developed in the last 3 years be continued & strengthened. These encompass greater local and wider community partnerships involving businesses & agencies in conjunction with pathways strategies and employment opportunities.

Staff & students are engaged in collegiate networks & partnerships including strong emerging ties with Young, Cootamundra & Murrumburrah High Schools with local feeder schools & support agencies to better develop teaching strategies and school initiatives. Innovative teaching & learning is pursued & programs are implemented which allow students to excel.

With a wide focus on technology, Temora High School is expanding the interaction and integration of technology into the classroom by way of Laptop computer rollouts, staff laptop rollouts, electronic whiteboard use by staff, Connected classrooms, greater staff use of technology in lessons and programming, staff training in traditional methods as well as via VC and online and student based web programs such as Moodle and Wikis.

Temora High School will continue the focus on school initiatives such as School to Work, VET, Work Experience and Careers which impact positively on school attendance and retention.

Evaluation of the existing THS Plan using the GROWTH Evaluation
THS staff undertook a full evaluation of the existing 2009-2011 Temora High School Plan as well as the direction we should head in 2010.

In order to provide further direction staff evaluated the existing THS Plan using the GROWTH evaluation questions to outline our strengths and areas we can improve in.

The group’s responses to the “Growth” evaluation questions that follow helped to set the direction for the new 2009-2011 School Plan

Goals
- What do we want to accomplish in the next twelve months?
- What would we like people to be saying if we had a great year?
- What are the most disappointing things that are happening now? What would be the opposite of that?

Reality
- What have been our successes and disappointments?
- What would others say are our strengths and weaknesses?
- What things are in place that can help us get where we want to go?
- What barriers need to be overcome to get where we want to be?

Options
- What might we do in order to make our goals become reality?
- What are the critical areas where we need to put our focus and energy?
- What things do we need to continue focusing on?

Will
- What will we do?
- What things will make the biggest contribution to our overall goal?
- Which areas will most contribute to our overall goal?
- Where do we have the most energy?

Tactics
- What are the tasks that we need to undertake to reach our targets?
- What specific next-step actions need to take place?

Habits
What are the most critical aspects we need to get right to achieve our goal?

What needs to be different about our thoughts, feelings and behaviours to ensure that we follow through and achieve all this?

**Targets for 2010**

**Target 1**

**Quality Teaching & Learning**

Temora High School, as a C4E, is committed to the development of teaching and learning programs that specifically address the Board of Studies syllabus outcomes and requirements under the guidance of experienced teachers and the HAT. By 2012:

**Target/s:**
- 2010 – At the end of 2010 staff to demonstrate an increase in working knowledge of the Quality Teaching Framework (QTF)
- 2011 – Curriculum-differentiation reflected in programs incorporating appropriate elements of the QTF
- 2012 – Staff collaboratively develops a consistent approach to programming across all KLA’s

**Strategies to achieve this target include:**

Teacher demonstration of QT elements in teaching/learning programs and teaching practice

Continue to align teaching practices with the Performance Standards used by the Institute and use our affiliation with CSU to foster a two-way process aimed at increasing the knowledge and skill base for both THS teachers and CSU students.

Use our connections with CSU to develop a contemporary model of education at the forefront of teaching practice and methodology

Continued support be provided to teachers to increase their knowledge of the QTF and Performance Indicators that was commenced at the beginning of 2009

Change the culture of the non-achievers

All teachers developing strategies suitable for students with learning difficulties

National Partnership with CSU developed to increase the profile of THS as a C4E in the region

**Our success will be measured by:**

- More professional development opportunities to improve implementation of QT in the classroom
- Increase of students scoring results at or above the national minimum standard to 90% in cohorts across all stages of literacy and numeracy.
- All teachers attend PL aimed at the effective implementation of strategies to incorporate teaching of Literacy & Numeracy across KLA’s
- Teachers show evidence of resource kits of teaching ‘tools’ & methodologies/strategies to share with colleagues
- Positive critiquing of lesson components e.g. incorporation of QT elements and standards, lesson structure, student understanding of key points, student engagement
- Increase in the use of visual literacy to engage and stimulate student learning e.g. laptops, interactive Smart Technologies, ‘Smart Lessons’ and ground-breaking digital technologies as they become available
- Evidence of an increased positive culture of achievement in academic, social and sporting endeavours
- STL teacher and learning support staff to work in collaboration with class teachers to develop and implement strategies to target identified literacy and numeracy needs
- Expansion of collaborative forums between “hub and spoke” schools and TAFE to capitalise on resources

**Target 2**

**Strong Educational Leadership.**

THS as a C4E is committed to the development of strong educational leadership programs and opportunities. Initiatives must continue to provide opportunities that enhance and build the educational leadership capacity and skills through national partnership funding and school TPL funding.

**Target/s:**
- 2010 – 33% increase in number of teachers accredited with the Institute of Teachers
- 2011-Executive members of staff in partnership with their staff construct an individualised leadership program for each staff member consistent with the NSW Institute of Teacher’s Professional Teaching Standards Framework. This is then documented through the TARS process
- 2012- Leadership succession strategy in place and identifiable in all faculties at THS.
Strategies to achieve this target include:
Increased staff awareness of the NSW Institute of Teachers Professional Standards Framework

More experienced staff is assisted in achieving voluntary accreditation at Professional accomplishment and/ or leadership

Implementation of staff mentor program in areas including timetabling, computer co-ordinating, welfare, administration, ICT’s, programs in line with contemporary best-practice and reflective of syllabus requirements and QTF policies
Fostering of learning support, OH&S, PL, practicum students and learning area innovations in the context of a C4E school

Active participation in relevant teacher’s associations (eg. ERSTA, RIVSTA, ETA)

Increase in innovative practice that might be shared among THS staff and ‘spoke’ schools.

THS staff to demonstrate to cluster school staff detailed knowledge of curriculum, assessment and evaluation including translating student data to shape improved classroom practices

Provide quality supervision, mentoring and support for initial teacher education students & transition to learning and teacher induction.

Awareness of the range of current DET policies that need to be accessed by staff aspiring to or in leadership positions.

Improved internal email system

Our success will be measured by:

Broad awareness of NSW Institute of Teachers Professional Standards in all meetings

Staff able to identify where they believe they are on the scaffold

Co-ordinate a program consistent with the scaffold to meet staff’s accreditation needs

Use TARS process to assist staff in achieving appropriate accreditation

As part of the TARS process establish a list of “understudies” for school processes and programs that encourage the development of leadership capabilities

Evidence of extensive staff work with other schools in the C4E cluster through SDD, VC and professional associations

Site visits to CSU

Target 3

Connected Learning & Technology

THS as a C4E is committed to the innovative use of technology within and beyond the classroom to create more student centric curriculum delivery and to overcome some aspects of historical rural disadvantage.

Target/s:
2010 – 90% of Stage 5 students are competent with the use of ‘one note’ by term 4
2011 – Student work samples show evidence that there is a high level of engagement in work through the use of ICT means
2012 – Sophisticated use across the school of engaging technologies by all staff & students

Strategies to achieve this target include:

Clearly defined and widely supported & understood THS Technology Policy

The continued development and maintenance of resources and improvement in the use of staff and student ICT skills.

Connecting the Learning so that students see relevance in their studies, leading to increased retention

DER in classroom (supported by the paraprofessional) and teachers will continue to be provided with TPL as technologies are developed.

Broad base of ICT resources

Teaching and learning Programs reflect ICT content and activities

Staff & students display proficiency in all ICT areas

Further develop “model classrooms” that show best practice in DER

Staff runs TPL courses in their roles as mentors

Teachers utilise connected classroom support to a broader extent

Our success will be measured by:

Widespread evidence of the use of laptops, electronic whiteboards and connected classroom technology in school programming

Extensive evidence of competence with using ‘one note’ software in Stage 5

Extensive student proficiency with touch-typing techniques to enhance and promote use of DER technology

Clear evidence of teacher competence and classroom use of all new technologies.

Increase wireless coverage for DET network

Prudent technology budgeting policy to allow for the implementation for engaging technology (e.g. creative use of devices in a classroom to be
shared with and between initial teacher education students and THS as it arises globally)
Quick relay of technical issues via email
Define current responsibilities of current IT personnel
Staff self identification of digital challenges involving cutting edge technologies
Strong established links with businesses
Purchase of further ICT resources
Continued upgrade of THS computer system
Use of training days for Computer Coordinator & Individual Teachers
Extensive use of Video-conferencing for professional learning opportunities forums - both teacher and student

**Target 4**

**Home/school/community relations**
Constant involvement in increasing staff involvement in programs & initiatives between THS and it’s stakeholders including broad based parent & community involvement in programs & celebrations
All staff fully involved in an array of initiatives within our broad learning communities

**Strategies to achieve this target include:**
Continue to encourage and support the continued active participation of the school community in the life of the school
Involvement of parents, students and school communities in inputting information into a wide range of initiatives and programs.

The active involvement with learning communities in a variety of initiatives & continue to build a warm and cooperative relationship with members of the P&C.

Open & effective lines of communication and cooperation

Participating and speaking to parents and community at formal assemblies, parent information nights, sporting presentations and award nights and happily representing the school at community functions.

More Email communication with parents & community

Our success will be measured by:
Students and parents being/having:
-Well informed when making decisions & notified -of all available opportunities
-Conscious of school policy / procedures
-Given acknowledgment of achievement

-Greater parental involvement/support
-Expectations rose

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Pat Nethery - Principal
Bob Brabin - Deputy Principal
Rachael Schleibs - P&C President
Sueanne Matthews - Head Teacher
Sue James - Head Teacher
Robyn Tagliabue - Teacher Librarian
Tanya O'Reilly - School Administration Manager

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: