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 difference;
Good humour, generosity of spirit and good sportsmanship;

The traditions of THS;
Our place in the public education system & partnerships amongst students, parents, staff, ex-students, community and friends of the school.

We have an attractive and versatile MPU Hall for performances and whole school assemblies, and we have access to the Temora Sports & Recreation Facilities.

THS has a new shaded outdoor passive recreation area near the Administration block for students to relax and enjoy their free time in quiet and harmony and is planning the construction of a Covered Outdoor Learning Area (COLA) behind our MPU Hall.

THS aims to be a friendly, supportive school with a primary focus on learning, (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 feeder schools: Temora Primary, Temora West and Barmedman. It has strong links with its community and boasts an active and supportive P&C.

Students

We at Temora High strive 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 strive to 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 meet the professional requirements for teaching in NSW public schools.

The students at THS are advantaged in having;
- Innovative teaching in well managed class rooms;
- Qualified teaching and support staff who are dedicated and caring;
- Specialist tuition for individual enrichment programs;
- A strong team of staff to advise/support students; boys and girls coordinators, careers advisors etc;
- Staff to 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 during 2008. These were;
- Lads and Ladies 11
- Secondary Sampling Program
- Failsafe
- Little Ladies
- Stage 5 VET Programs

Quality Teaching & Leadership Development
THS we strive 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
As well as the Professional Development of all staff one key focus at THS is the Professional Development of New Scheme Teachers (NST) and Early Career Teachers (ECT).

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.

Music 2008
The great highlight of 2008 was the fine collaboration of the CAPA Department in presenting the rock musical Grease to the Temora community. This event showcased the depth of creative arts talent residing in our school. Another performance highlight was Artifice in November, in which a variety of musical genres, such as rock, gospel, metal and ragtime, entertained the crowds.

D.E.A.R. - DROP EVERYTHING AND READ
Students in Years 7 - 10 have quiet reading for one hour per week. This occurs in three 20 minutes 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 will also continue 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 and at the end of the three hours, 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 2008
In the 2008 Year 7 and 9 NAPLAN Literacy Exam results Temora High students performed and were identified with some areas of strength whilst there was improvement required in a number of other areas. The relevant year level teachers across the Key Learning Areas have been informed of these needs and indeed 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.

Literacy – NAPLAN Year 7
THS students were above the Like School Groups (LSG) average mark in Year 7 Reading, Writing and Grammar & Punctuation but below in Spelling. We were below the State average mark in Year 7 Reading, Writing, Grammar & Punctuation as well as Spelling. THS students were below the state average in the top Band 9 in all four Literacy disciplines, whilst being above LSG averages in Band 9 in Reading, Writing and Grammar & Punctuation.

Numeracy – NAPLAN Year 7
In the 2008 Year 7 NAPLAN Numeracy Exam results Temora High students performed above the Like School Groups (LSG) average mark but below the state average.

Literacy – NAPLAN Year 9
In the 2008 Year 9 NAPLAN Literacy Exam results Temora High students performed above the Like School Groups (LSG) average mark in Reading, Writing, Grammar & Punctuation and in Spelling THS was just below the state average mark in Year 9 Reading, Grammar & Punctuation and Spelling but were above the state in Writing.

Numeracy – NAPLAN Year 9
In the 2008 NAPLAN Numeracy Year 9 Exam results Temora High students performed well above the Like School Groups (LSG) average mark and were above
the state average. These were very pleasing results particularly as 17.6% of our students scored in Band 9 and 13.2% scored in the top band 10 comparing very favourably with 10.6% in Band 9 and 4.1% in Band 10 for LSG.

What was even more satisfying was that THS outscored the state average which was 14.6% in Band 9 and 13.1% in Band 10. This is indeed a fine result and a good foundation upon which to build in future years.

School Certificate

In the 2008 School Certificate examinations, our Year 10 students performed creditably across all subjects; being above the state average mark in English Literacy, Maths, Science, and Australian History & Geography and Computer Skills.

THS was able to achieve strong value adding across most levels of performance from Year 5 to Year 10 with minor falls occurring in Maths, Geography & Computer Skills.

The best results occurred in Australian History and Science with results being well above the state average. Fourteen students achieved Band 6 results up from 6 in 2007 with a further 88 achieving Band 5 results.

Higher School Certificate

In the 2008 Higher School Certificate, Temora High School achieved impressive results with our students scoring above the state average marks in seven of the ten most popular subjects. Our students scored above the LSG average mark in all subjects with the exception of standard English, ancient history and hospitality. Two students scored a University admissions Index (UAI) mark of above 99.

Exceptional results were achieved in PDHPE, legal studies, mathematics, biology, business studies, advanced English, community and family studies, dance, industrial technology, information processes and technology, modern history, software design and development, construction, metals and engineering and visual arts.

Principal's message

THS – “Respice Finem” –
Looking towards the goal.

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 entire year. We have an extremely well equipped school with a suite of new technology to give students access to the most advanced classroom technology available, including state of the art videoconferencing, along with the latest computers and interactive whiteboards.

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.

We are continually upgrading the grounds and surrounds as well as the infrastructure. We have been successful in gaining a $200,000 Federal Grant to upgrade school facilities and build a sizeable Covered Outdoor Learning Area (COLA), canteen roof & drainage rectification as well as a student undercover passive area to the north of the Administration block.

We are determined to not only give Temora kids the best education but provide them with the most pleasant school environment conditions. 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. Too often teaching is seen as a hard job deserving of acknowledgement, rather than a complex and clever job deserving of respect and admiration.

Parents of students at Temora High can be confident that the teachers of their children 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;
- Support from 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 and this progress in our school reinforce values between;

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

These are the reasons why parents send their children to Temora High School and these are the reasons why we are proud to teach these children.

At Temora High the core values are taught every day – Respect, Responsibility, Integrity, Excellence, Cooperation, Participation, Care, Fairness and Democracy.

Rules based on the core values are incorporated into the Welfare & Discipline Policy of Temora High School. These values are reinforced in all school activities, including community service programs, in fact in every thing we do.

We celebrate our successes at Temora High School as well as being prepared to fail when taking risks. We see merit in finding things that can make a positive contribution.

We thoroughly enjoy what we are doing here as a community; teaching, learning, building relationships and seeing the lights go on in children.

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.

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.

Pat Nethery
Principal, Temora High School

P&C Message

Once again Temora High School P & C has had a very productive year.

We welcome our new Principal Pat Nethery to our school with the retirement of Chris Grant who had a close working relationship with our P & C and school.

Pat has made a smooth transition in his new role and has bought fresh new ideas to the table which P & C have embraced.

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

Those who do attend meetings on the third Tuesday evening of each month not only have a good time but can be justly proud of the yearly achievements to make our school a better & more stimulating environment for our children to learn.

The tireless committee of the P & C have worked hard this year on fundraising which included catering for the Zone athletics, a successful Wine and Chocolate night, catering at the Aviation Museum fly-in, feeding breakfast to over 650 variety bush participants and catering the Year 12 farewell.
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.

We have plans to hold a Seafood Night in early November as a major fundraiser, as well as a Dinner Bus Tour in August.

Fundraising has let P & C purchase for the school resources including:
- Computer licenses; $3,000.00
- An outdoor learning area $1,448.71
- Sensory room equipment for our special needs students: $10,827.18
- Entertainment Area; $5,337.63
- Musical Instruments; $5,337.63
- Clickview digital licenses; $2,350.00

Unfortunately our numbers and helpers have been dwindling and we welcome more parents along to our Tuesday evening meetings, to help on canteen duty and to get involved in other fundraising activities.

We ask parents that if they could possibly give one day a month to help out in the canteen that 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. If you could help our small committee on events such as catering at carnivals, and other school activities that would be fantastic.

We are a successful organization who works together to maintain the balance between staff, community members, P&C members and students.

On a personal note I wish to thank our hard working committee for the drive to make things happen for the benefit of the whole school. You make work fun and rewarding.

To the parents who have attended meetings; 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.

With our Principal Pat Nethery, Deputy Bob Brabin and all our willing members we hope and know that 2009/2010 will be just as successful.

Cheers, Rachael Schliebs
President THS P&C Association.

Student representative's message

SRC members are 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 decided to focus our fundraising on the school and local community this year. Hopefully future executives may continue this approach.

With a return to more traditional and structured meetings and the continued active participation of all members of the SRC, Temora High students will benefit and hopefully find more reasons to dress in casual clothes! We would like to thank all our SRC representatives and to encourage them to continue their dedication.

The SRC held “Pink Day” to raise money for the local CanAssist in which students & teachers were encouraged to dress in pink and raised $430.50.

The annual “Pie & Footy day was held where students and teachers were encouraged to wear their footy team colours.

The Melbourne Cup Day where students & teachers are encouraged to wear their best Cup attire with best dressed awards to a female & male each year successfully raised $600.00 for the SRC.

With the money raised during the year the SRC were able to purchase new sports balls as well as material for the girls shower curtains with Ms Edwards sowing the curtains.

The SRC was also part of the ongoing fundraiser in which old mobile phones that people handed in either at the Temora High or the local Telstra shop raised $5 per phone for the SRC.

Lastly, and most importantly, we would like to thank Ms Edwards and Mr Hackett for their commitment to the SRC and the time they have sacrificed for us.

We wish the 2009 SRC all the best and hope they continue with the enthusiasm and devotion that the 2008 SRC have shown.
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 have experienced a very mild fall for a number of years at THS. This is as a result of numerous factors, i.e. the national trend of a drift in population away from small rural centres to larger towns and cities as a result of the continuing drought.

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 return to Temora to employment.

In spite of this Temora High has done very well in attracting students from private schools and very few Temora students are sent away for their school education.

Parents generally recognise the quality of education that is available to them at Temora High School.

Retention to Year 12

Of those students between Years 10 and 12 who have left THS over recent years most have had a great deal of success in gaining a variety of apprenticeships and traineeships in their chosen field.

Some of these students have been successful finding rural traineeships in retail, welding, hospitality and business as well as mechanical apprenticeships.

This has been an increasingly successful process mainly due to the very good relationship that THS has with its local business community and the successful Work Placement and Work Experience programs that the school runs.

Post-school destinations

Of the seventy five students who undertook Year 10 in the 2008 school year sixty three returned to do Year 11 in 2009.
Nine students found employment in Traineeships or Apprenticeships and undertook TAFE courses as well. Three found employment in the workplace.

Of the sixty eight students who completed Year 11 in 2007 fifty six commenced Year 12 HSC in 2008. The other twelve students either obtaining full time work or apprenticeships

Of the sixty three students who commenced Year 11 in 2008 fifty three completed the preliminary course. The remaining ten students who left school all gained apprenticeships, work or enrolled in fulltime TAFE.

Forty seven went on to commence Year 12 in 2009, whilst the others found employment or undertook TAFE courses.

Of those 52 who completed their HSC, twenty three were offered admission to University in NSW or ACT. Thirteen are in traineeships or apprenticeships & are attending TAFE. Thirteen have found employment and three were non contactable.

Staff information

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

Staff establishment

The school had 41 teaching positions allocated in 2007. This included seven executive staff, 30 classroom teachers and three specialist staff. The teachers were supported by seven administrative and support staff.

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

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<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
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<tr>
<td>Head Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>27.7</td>
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<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
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<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
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<tr>
<td>Teacher of ESL</td>
<td>1</td>
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<tr>
<td>Counsellor</td>
<td>1</td>
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<tr>
<td>Total</td>
<td>41.1</td>
</tr>
</tbody>
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Staff retention

Six staff left Temora High School in 2008. Four of those retired and two received transfers or promotions to other DET schools.

Staff attendance

Staff has access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.7%.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>96%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>4%</td>
</tr>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

| Balance brought forward       | 227 644.33 |
| Global funds                  | 294 903.30 |
| Tied funds                    | 109 018.37 |
| School & community sources    | 193 058.78 |
| Interest                      | 17 819.12  |
| Trust receipts                | 33 363.14  |
| Canteen                       | 0.00       |
| Total income                  | 875 807.04 |

Expenditure

Teaching & learning

| Key learning areas            | 111 622.55 |
| Excursions                    | 88 769.46  |
| Extracurricular dissections   | 40 918.47  |
| Library                       | 6 521.24   |
| Training & development        | 3 959.56   |
| Tied funds                    | 132 593.26 |
| Casual relief teachers        | 48 520.53  |
| Administration & office       | 96 308.26  |
| School-operated canteen       | 0.00       |
| Utilities                     | 74 126.79  |
| Maintenance                   | 30 145.47  |
| Trust accounts                | 31 674.90  |
| Capital programs              | 0.00       |
| Total expenditure             | 665 160.49 |

Balance carried forward | 210 646.55

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

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
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, Smart boards 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 and Performing Arts, Visual Arts, Music, Drama and Dance.
CAPA students are a pretty cool bunch. They express themselves creatively through their performances and artworks. Other students in the school have watched performances in Dance, Drama and Music and thought “How can they do that? – I’d be too embarrassed, or clumsy or shy, or worried that I’d forget the words.”

Sometimes CAPA students leave the school to perform or to learn about artworks in another setting.
These opportunities allow the Temora students to meet other students, see performances and view original artworks with experts from galleries. They also let the public know that Temora High School CAPA students are well behaved and respectful of others performances and artworks.
CAPA teachers love doing what they do, and that’s why they teach Visual Arts, Music, Drama and Dance to wonderful, creative students. Visual Arts maintained electives in Stage 5 and 6, with student participation rates increasing. Year 9 Visual Arts has remained at around 25 students in 2008

Excursions
Visual Arts elective students had the opportunity to participate in two excursions in 2008.
- Year 11 & 12 travelled to the ACT on June 2nd to visit the War Memorial and National Gallery of Australia.

Years 9, 10 & 11 travelled to the ACT in August to visit the National Gallery of Australia.
The purpose of the excursions was to expand on content taught in class as a part of the Critical and Historical study component of the Visual Arts Stage 5 & 6 courses. The visits allowed students to experience first hand accounts, artworks and documentation.
studied as part of their Visual Arts course, in addition to reinforcing concepts explored through classroom learning.

**Temora Show**
Thirty two Year 10 and Year 9 paintings were entered in the art section of Temora Show. The Year 10 paintings were portraits and the Year 9 paintings were still life. Prizes were awarded to Karissa Wilson, Amy Smith and Chloe Roberts, of Year 10.

**Artifice**
Artifice took place in December as a showcase of student learning in the Creative Arts faculty. Music, Dance and Drama were show in addition to student artworks.

**Art Camp**
Art camp took place in December at North Albury TAFE. Two students, Amy Roberts and Kendal Krause attended the week long camp. They were billeted with students from Albury and participated in practical workshops.

**Music 2008**
The great highlight of 2008 was the fine collaboration of the CAPA Department in presenting the rock musical *Grease* to the Temora community. This event showcased the depth of creative arts talent residing in our school.

Another performance highlight was *Artifice* in November, in which a variety of musical genres, such as rock, gospel, metal and ragtime, entertained the crowds.

Through the support and generosity of our P& C, the THS Music Faculty purchased new instruments with the installation of a keyboard lab and an increased number of acoustic guitars. This expansion has facilitated the growth of various ensemble groups and has enabled every student in the junior school to develop their skills on both the keyboard and the guitar.

Class bands too have flourished and lunchtime sessions continue to be a hive of sonic activity in the bush conservatorium of Room 15.

**Science report**

**Chemistry Quiz**
1 High Distinction; 2 Distinctions; 3 Credits

**Science comp**
1 High distinction; 5 Credits

**Professional learning**
- Participation in HSC and SC simulated marking sessions by videoconferencing
- Trialing of science association meetings through video conference
- Pilot school for the ESSA on line ICT component of the test
- Re working of the year 10 program to allow for rotational teaching in 2010 and to maximize student engagement

**Student activities**
- HSC students participated in the Chemistry day at CSU Wagga and Stage 5 GATS participated in Science in the Bush run by Sydney Uni- presented in Wagga
- Participated in CSIRO scientists in schools program- Temora High’s mentor is Nick Menzies-Chief physicist at the Riverina Cancer Care Centre
- Water quality testing day for some stage 5 and 6 classes-authentic science with data benefitting the
Lachlan Catchment authority and local landholders.

**Questacon:**

On Thursday, March 13, 2008 two people from Questacon Canberra traveled to THS to speak to the Year 10 students. They explained the importance of science and how we use it in everyday life.

**Student excursions**

- Yr 7 Warrumbungles in Term 1
- Gerroa in Term 2 – Year 11

**Support Unit**

A great deal happened in the Autism and Support Unit at Temora High School in 2008. The biggest achievements for the year include the establishment of the sensory room through generous funding from the school’s P and C.

The room, which includes a bubble column, infinity tunnel, vibrating mattress, switch toys and music wall, provides a stimulating and vibrant environment for the students. Throughout the year the students participated in a wide variety of cultural, sporting and academic events.

In the classroom the students engaged in ‘Coffee Shop’ where they were able to prepare and serve food, as well as interact socially with their peers from the wider school community. The students made good progress with their agricultural skills, producing vegetables to use in the unit and take home.

Many fantastic artworks and musical compositions were produced. The biggest achievements academically centred round the growing confidence of using the class calendar and telling the time.

During October the Variety Club held its annual bash and visited Temora. Whilst here, the school’s P and C provided breakfast for the six hundred or so participants. As a result the Variety Club generously donated two computers and five switch toys which are used in the classroom to promote student independence.

The unit also successfully applied for government funding. A new lifter was purchased for the school which enables the Student Learning Support Officers to better care for the students.

The most significant event for the students of the Autism and Support Unit in 2008 was their excursion to Sydney which took place in November. Students spent four days visiting the sights of the city and were both excited and enthralled by the size and activity of the streets.

Students were able to visit the Sydney Aquarium, Wild Life World and Imax. They walked over the Sydney Harbour Bridge and strolled around the Sydney Opera House. They also went on a ferry, visited the beach and went bowling. It was an exciting and stimulating experience which the students will remember always.

**HSIE REPORT**

**HSC RESULTS 2008**

The outstanding HSIE subject was Community and Family Studies which achieved 2 Band 6 results and was 8% above the state average.

Legal Studies was also impressive with 1 Band 6 result and the cohort was 4% above state average. Geography was also 4% above state average and achieved 4 Band 5 results.

Business Studies achieved 1 Band 6 result.

**SC RESULTS 2008**

In School Certificate Australian Geography 1 Band 6 result was achieved and 10 Band 5 results. The cohort improved against the state average.

**NATIONAL COMPETITION**

National Geography Competition 2008 (Year 10 students): High Distinctions were achieved by Amy Derrick and Ryan Heffer. Distinctions were achieved by: Claire Hurst; Jack Tagliahue and Anthony Peters.
**HSIE EVENTS AND EXCURSIONS**
- Year 9 Commerce ran a soft drink business and participated in the ASX game online.
- Year 10 Geography held a "Blue Day" challenge to highlight the need for water saving initiatives.
- Year 11 Geography visited the Ingala State Forest and Gerroa
- Year 10 Geography maintained the tree plantings in conjunction with the Temora Shire Council at the Salinity Site on the Wagga Rd.

**FINE YOUNG AUSSIES**
The fine young Aussies of our school, the over achievers in all aspects of our year have not failed to impress this year. These people have been picked for several reasons such as great academic achievements, excelling on the sporting field, good citizenship and for having a bright, friendly and cheeky personality.

The winners for this year were:
- **January:** Ryan Kennedy
- **February:** Jorden Irvine
- **March:** Luke Breust
- **April:** Ebony Manwaring
- **May:** Jasmine Kite; **June:** Hannah Alchin
- **July:** Renee Power; **August:** Jackelyn Hughes
- **October:** David White; **November:** Paige Frater

The year started at a frenetic pace, with knockout teams competing in Australian Football, Open and under 15 years basketball, cricket, hockey, netball, rugby league, open and under 15 football, tennis, lawn bowls and touch.

School teams also competed in Zone and Regional swimming, cross-country and athletics carnivals, with our elite individuals representing Riverina at the NSW CHS carnivals in each of these sports.

Our most successful team in 2008 was; **The under 15 girl’s basketball team.**
This team won through to the final 8 teams after easily qualifying through the Riverina section of the draw, then having an exciting win against Moruya High school. At the final eight carnival the girls won the first two of their pool matches and lost the three subsequent matches to place them in fourth position.

Many students have represented Riverina in state carnivals in 2008, in sports including: Australian football, boys and girl’s basketball, girl’s cricket, Open and under 15 rugby league, boy’s and girl’s football, boy’s and girl’s touch, boy’s and girl’s 16 years touch, girl’s tennis, boy’s and girl’s volleyball, and lawn bowls.

This range and large number of Regional

2008 stands out as being one of those years where excellence on the sporting field has been prominent both for individuals and teams.

Two hundred and ninety students played sport for the school during the year, representing over sixty percent of the school population.

2008 was a busy year in school sport for Temora High School, as teams and individuals participated in a wide range of Combined High Schools and interschool sporting competitions. Our school, fielded teams in twenty one CHS competitions.

One of the many outstanding features of Temora High School and its students is the reputation that the school has developed over many years for producing talented sports stars and sporting teams of a high calibre.
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. To them we say thank you.

Special mention should be made of John Siemsen’s efforts in gaining selection in the Riverina team for swimming in the “Athletes with a Disability” event.

Many thanks go to the teachers who coach and manage teams in their own time, the parents who tirelessly transport students to games, and to the students themselves who represent Temora High School with distinction. Mr Brabin who has been boy’s volleyball convenor for many years led the charge, followed by Mr Groth who had his second years as Lawn Bowls convenor, Mr Jory who coached the Primary 11 years Rugby League team, and Mr Stringer who was involved in Athletics and Swimming.

THS sport continues to thrive, with abseiling, taught by Mr Williams along with traditional sports and training sessions that are run on a Wednesday afternoons. Skateboarding has once again proved a popular option, as has Body Pump which is run at the FITA centre, and involves a group of highly motivated girls led by Ms Edwards.

- Riverina selections for this year include;
  - **Volleyball** – Liam Pattison, Jorden Irvine, Alyce Casey, Josh Harpley, Natalie Bischard, Zac Brabin, Alex Dahlenburg
  - **Girls Cricket** – Amy Wallace
  - **Swimming** – Tom, Kaitlin and Hayley Maguire, Sam Hartwig, Nicholas Brace, Ryan Kennedy, Taylor Krause, John Siemsen, Jacinta McLean.
  - **15 years touch** – Maddison Block, Mardi Hornby, Zac Brabin, Jacklyn Hughes, Margaret Johnson, Lachlan Jenkins, Todd Lynch.
  - **Basketball** – Andre Wilson, Jorden Barret, Mardi Hornby
  - **Cross-Country** – Sam Elwin
  - **Lawn Bowls** – Brad Foote
  - **Football** – Louwyn Lightfoot
  - **Rugby League** – Kris Rands, Brandon Kerry, Luke Reardon
  - **Greater Southern Rugby League** - Kris Rands, Brandon Kerry
  - **Touch** – Alex Brabin, Emma Krause, Chris Wallace
  - **Athletics** – Adam Reardon, Luke Reardon, Grace Nicholls
  - **Girls Tennis** – Jorden Irvine, Alyce Casey
  - **AFL** – Thomas Maguire

The Temora High under 14 Rugby League team had a very successful year in 2008. Temora was undefeated in the early rounds, winning the Riverina B group. They travelled to Dubbo to play Dubbo South College in a game that would see the winner play a Sydney team.

Temora was not successful but showed that they were very competitive in a close and hard fought match. The boys are entitled to feel proud of their achievements this year.

- The school swimming carnival was completed with about 30 students representing the school at the Zone Carnival in Tumut
- Sam Elwin represented Riverina at the State cross-country carnival
- Amy Derrick, Luke Reardon, Adam Reardon, Grace Nicholls, Maddison Block, Amy Lanyon, David Tassell and Josh Murphy were selected to represent Riverina in the State athletics carnival in September.
- All four of our Open girl's tennis team; Sara and Lisa Stacey, Jorden Irvine and Alyce Casey were selected in the Riverina tennis team to compete on the central coast.
- Brad Foote representing Riverina in lawn bowls

**Regional CHS Athletics Carnival**

Thirty talented Temora High School athletes attended the Riverina Combined High Schools Athletics Carnival in Albury recently. Temora had a successful day with seven individuals being placed first or second, earning them a place in the team to compete in Sydney.

**CHS Regional swimming carnival**

Fourteen keen Temora High School students
travelled to Albury on March the 7th for the 2008 CHS Riverina swimming carnival. Swimmers from throughout the region competed to gain selection in the Riverina team to compete at the NSW CHS carnival.

Six individuals and one relay team were placed in the first three positions in their events, entitling them to be selected in the Riverina team.

John Siemsen;
Mixed 12-19 50 Back  1:12.60 (1st)
Mixed 12-19 50 Free      52.75 (1st)

Boys 14 years relay, Ryan Kennedy, Taylor Krause, Sam Hartwig and Nicholas Brace 2:08.44 (1st)

John Siemsen was the first Temora High school student ever, to be selected in a multi-disability event to represent at the NSW CHS carnival.

High School Cross-Country
The 2008 cross-country season saw many runners excelling at school level, and representing at Zone and Regional carnivals.

The school carnival was run on a picturesque course around the lake and along the town to the Lake Bicycle track.

School Cross-country age champions were:
- 12 years; Jamie Brace, Kayla Coddington / Ebony Weekes
- 13 years; Amy Lanyon, Rory Block
- 14 years; Aaron Burnett, Bethany Taylor
- 15 years; Sam McAuley, Maddison Block
- 16 years; Todd Krause, Amy Durham
- 17 years; David White/Dylan Barrett, Kelsey Haddrill

Eighteen runners progressed to the Zone carnival which was held on the Tumbarumba golf course in beautiful conditions. Despite the unfamiliar hilly course, many of the Temora runners succeeded in progressing through to the Regional carnival in Albury.

Best results from the Zone carnival were:
- Aaron Burnett; 1st place 14 years boys
- Rory Block; 2nd place 13 years boys

The Regional carnival brings together the best runners from comprehensive High and Central schools from across the Region, in a hotly contested event, and was run at the Hume Weir on a hilly and sandy course.

Sam Elwin managed to improve on his performance at the Zone carnival, and was placed eighth in the 13 years boy’s event.

Careers 2008
Students in 2008 were able to access many sources for Careers advice. Year 10 students were involved in one formal lesson per fortnight. Year 11 and 12 students were involved in personal interviews with the Careers Adviser.

Excursions
Students participated in a number of excursions including Tertiary Awareness Day in Wagga, where they were able to obtain 1st hand information from groups such as CSU, Wagga TAFE, NSW Police, Rural Doctors Network, Greater Southern Health, a number of plumbers, builders and electricians etc.

“University of Wollongong Discovery Day”
Another excursion beneficial for students wanting to enter tertiary education was the “University of Wollongong Discovery Day” where students were able to sample 1st hand a day in the life of a student at the University of Wollongong.

Guest speakers
A number of speakers came to the school throughout the year including;
- Heather Sly from Riverina TAFE at Wagga
- Sandra Legg from CSU
- Wollongong University Ambassadors
- Rural Health students
- Howard Smith the Business Concierge
- Commonwealth Bank sponsored group speaking about bank accounts, mobile phone bills, budgeting, banking etc.

Work Experience
Many students in years 9, 10, 11 and 12 accessed Work Experience at a number of sites in Temora, Wagga and surrounding districts which is extremely beneficial for their planning for when they finish school.

Construction Induction Certificate
Students were able to again access the Construction Induction Certificate (Work cover White Card) for minimal cost. This is now mandatory for anyone entering a building site and useful in many other situations, helping students to obtain employment (full time, part time and casual).

Mock Interviews
The Temora Rotary Club again offered its’ services to organize the “Mock Interviews” for Year 10 students. Besides providing opportunities for students to access many different sites and people from varied careers we aim to have all students finish Year 10 being able to write a “Resume” and “Letter of Application

“Business Concierge” & Health Careers Expo
The school worked very closely with Compact to organize a number of events including the “Business Concierge” and the Health Careers Expo held at CSU.

Darwin Excursion 2008
34 students and staff made the biennial excursion to Darwin and Central Australia.
(We think this was the 26th time the trip has taken place).
This trip covered 10000kms beginning by travelling through northern NSW, western Queensland and entering the Northern Territory near Camooweal. The trip proceeded to Mataranka, Katherine Gorge, Litchfield National Park, Darwin, Kakadu National Park, Devils Marbles, Alice Springs, Kings Canyon, Uluru, Coober Pedy, Woomera, Pt Augusta, Burra, Renmark, Mildura, Balranald, Hay, Narrandera and home.

The students and staff were away for 17 days in the September / October holidays.

Students “camped out” and were involved in preparing all of their own meals. It was a very enlightening experience for all students to sleep under the Southern Cross every night, having wild dingos sniffing around your bed and roughing it. Students responded to the challenges well, some found it easy, others a bit tough to begin with but everyone would tell you it was a great experience and the only way to do it.

**Academic**

Many Year 12 students received early entry offers to Universities including Charles Sturt, Wollongong, CSU Bathurst & Albury and Sydney Universities in courses including pharmacy, nursing, teaching, drama, equine studies, engineering and business while many others were accepted in early entry schemes to the University of New England.

We have had many students over the last 12 months competing in Australia - wide competitions. Outstanding were our results in the History competition with students receiving distinctions and high distinctions.

**National Geographic Channel Competition Yr 10 2008 Results**

*High Distinctions:* Amy Derrick; Ryan Heffer

*Distinctions:* Claire Hurst; Jack Tagliabue; Anthony Peters

*Credits:* Todd Krause; Aiden Parr; Liam Pattison

**Korean**
The Korean Language program in 2008 involved many aspects for the students such as the

**Senior students in FAILSAFE**

**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.

**Yr 11 Debating Team**

Unfortunately, they were unable to progress any further. We all look forward to next year, with this year’s experience and knowledge to enhance the performance.

**History Competition**

Temora High was again very successful in the History Teacher’s History Competition for Year ten with one High Distinction (top 4%), nine distinctions (top 15%) and nine credits (33%) with nearly twelve thousand students competing state-wide. This competition is mandatory for Year 10 and is of great benefit as a review of their material for their School Certificate.
The students also had the chance to be involved with various activities using the interactive whiteboards which have allowed us to bring the world, in particular, Korea into the classroom and make it more accessible.

Results from University Of NSW
International Maths Competition 2008.
Over 1.7 million participants from 10 different countries took part.
Credit certificates for Ruby Kite (top 36% of her age group in NSW and ACT), Zac Brabin (top 32%), Johnny Fang (17%), James Firman (13%). Erin Reardon received a Distinction Certificate with a top 7% result.

HSC
Two band 6’s in Mathematics (2 unit) in the HSC to Elise Firman and Sam Tagliabue.

Library Technology
Technology in the Temora High School Library has taken another leap forward with the installation of a connected classroom video conference centre. As part of this new equipment there is an upgraded interactive whiteboard and fixed data projector for classroom use and meetings. This allows for meetings, curriculum seminars and hopefully in the future, virtual excursions. This facility save enormous time and petrol costs for students and teachers and allow for participation in many educational activities.

T.H.S. now subscribes to Clickview and the fileserver is located in the Library. The Library staff has undertaken the management of the Clickview updates and additions.

Literacy throughout the school
The library collection has been upgraded over the last few years with the purchase of a large number of modern and diverse books to appeal to all tastes and ages. The implementation of a new DEAR program that demands students read a novel has also contributed to increased levels of borrowing. The Library is the venue for the Peer Tutoring Program which operates during DEAR time. There are 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. In addition, a range of other related texts have been purchased for the new English HSC area of Study, “Belonging”, for 2009. The Library has experienced a high level of borrowing, reading for enjoyment as well as extensive use of resources and computers for research.

Year 7 Library Class

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, student year assemblies and the Plan It Youth Program. It is open for all students before school, recess and lunchtimes for study and research needs, borrowing and reading, and 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 and supports the “green” approach of the HSIE department and in particular our Geographers and the school in general.

D.E.A.R. - DROP EVERYTHING AND READ
Students in Years 7 - 10 have quiet reading for one hour per week. This occurs in three 20 minutes 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. The aims of the program at Temora High School are -

- To encourage students to read actively and improve literacy
- To encourage self-discipline
- To model reading to students
- To provide a settling productive time immediately after lunch
- To allow for intensive assistance to targeted students through our Peer Tutor Reading and DEAR Reading Parents programs

Writing or talking is not permitted during DEAR.

Literacy – NAPLAN Year 7
In Year 7 NAPLAN Reading the THS average mark was 534.9 which was above LSG of 520.5 and below the state average of 543.2.

In Band 9 THS achieved 8.8%, above the 7.7% average for THS 2005-2007 and well above the LSG average of 5.4%.

THS students were above the Like School Groups (LSG) average mark in Year 7 Reading, Writing and Grammar & Punctuation but below in Spelling.

Our students were below the State average mark in Year 7 Reading, Writing, Grammar & Punctuation as well as Spelling.

In Year 7 NAPLAN Writing the THS average mark was 521.9 which was well above LSG of 503.9 and below the state average of 535.5.

In Band 9 THS achieved 8.8% in 2008, which was above the 6.8% average for THS in 2005-2007 and well above the LSG average of 3.6%. However THS was below the state average of 9.7% for 2008.

7 NAPLAN Spelling the THS average mark in Year was 515.8 which was below LSG of 520.3 and below the state average of 549.5.

In Band 9 THS achieved 3.5% in 2008, which was below the 4.7% 2008 average for LSG and below the state average of 10.6% for 2008.
In Year 7 NAPLAN Grammar & Punctuation the THS average mark in 2008 was 520.6 above the LSG of 510.5 and below the state average of 537.3.

In Band 9 THS achieved 5.3% in 2008, which was above the 5.2% 2008 average for LSG and below the state average of 9.9% for 2008.

Temora High School must focus in future years on developing strategies to push Year 7 students who are presently scoring in bands 5 to 8 into the next higher bands. This is why teacher focus on the Quality Teaching & Learning Framework has become the main focus in the 2009-2011 Temora High School Strategic Plan.

Numeracy – NAPLAN Year 7

In the 2008 Year 7 NAPLAN Numeracy Exam results Temora High students performed above the Like School Groups (LSG) average mark but below the state average.

Literacy – NAPLAN Year 9

In the 2008 Year 9 NAPLAN Literacy Exam results Temora High students performed above the Like School Groups (LSG) average mark in Reading, Writing, and Grammar & Punctuation as well as in Spelling. We were just below the state average mark in Year 9 Reading, Grammar & Punctuation and Spelling but were above the state in Writing.
Numeracy – NAPLAN Year 9

17.6% of THS students scored in Band 9 and 13.2% scored in the top band 10 comparing very favourably with 10.6% in Band 9 and 4.1% in Band 10 for LSG.

School Certificate relative performance comparison to Year 5 (value-adding)

Temora High School continually “value adds” to its students from Year 5 to Year 10 as the graph below illustrates. It has done so consistently over the last six years.

Higher School Certificate

Temora High School performed strongly in the 2008 HSC with two students achieving University Admissions Index (UAI) above 99. Most students and teachers were very pleased with their results.

The school performed particularly well in relation to its LSG and state in subjects where it had 10 candidates or more as the graphs below indicate. What is pleasing to note is that students have performed consistently above their LSG and the state in nearly all these courses over the last six years. Areas of weakness will be addressed in 2009.

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

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.

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<tr>
<th>Percentage of Year 7 students achieving at and above minimum standard in 2008</th>
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<th>Reading</th>
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<th>Punctuation and grammar</th>
<th>Numeracy</th>
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<td>93.3</td>
<td>85.0</td>
<td>81.7</td>
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<th>Percentage of Year 9 students achieving at and above minimum standard in 2008</th>
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<tr>
<td>96.7</td>
<td>93.3</td>
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Significant programs and initiatives

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.
Multicultural education

In 2008, the school focused its efforts on ensuring all students and staff was able to learn and work in an environment free from discrimination, racism and harassment.

An Anti-Racism Contact Officer (ARCO) was appointed to assist in this area.

Links were developed between our school and the Noor Al Huda Islamic College in Sydney and Fairfield High School. This culminated in a two day “intercultural dialogue” with Fairfield visiting us. As well, Temora High was part of the “Goodness and Kindness” program with a visit from representatives of the three major religions who spoke to all our students in terms of tolerance of and harmony towards others.

Multicultural excursion:

Eighteen Year 11 girls ventured to Sydney to take part in a cultural experience this year. The girls, accompanied by Mrs Bushell and Mrs Willoughby interacted with Muslim students from the Australian International Academy, (AIA). The students arrived on the Monday night and were given fifteen minutes to change for dinner. They had a wonderful meal. The next morning the girls arrived at the school and were given a friendly welcome in the hall. They were divided into groups for the remainder of the stay. The students established common ground and learned about the Islamic faith. They talked about the difficulties people have in accepting other religions.

The group visited the Auburn Gallipoli Mosque and witnessed a prayer session. The final day they were given a talk from members of the Islamic faith and watched some insightful films. After they exchanged numbers with their hosts and a delicious lunch, the girls said their goodbyes to their new friends and headed home. This trip was thoroughly enjoyed by everyone and was a fantastic experience.

Pink Day:

On the 2nd of April this year Temora High held its first Pink Day. The Pink Day was held to help raise money to research and awareness of breast cancer. Some of the money raised also went to Can-Assist which is a local charity to help families affected by cancer.

The day was a great success with many students participating in the dress up day either in pink shirts, skirts or shorts. The teachers also joined in the fun to raise over $450.

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 2008 and was posted into all classrooms.

TAS:

For the Industrial Arts staff, this year began very differently to the previous 40 years at Temora High School. There was no Mr Sandgren to greet us on the first day, for he had retired. The Technological and Applied Studies teachers, Mr Forster, Mr Gaynor, Mr Hackett, Ms Moses, Ms Sheils and Mr Liston have completed another year that has been full of new experiences. During the year we received a new light commercial kitchen and it was marvellous. This delivered some new experiences for the Food Tech and Hospitality teachers and students.
The Industrial Arts staff was also pleasantly surprised when they were promised that the benches in their practical rooms would be reconditioned after 12 years. We continued to offer courses to meet needs of students. In Year 7 to 10, the Farm Maintenance and Automotive courses have become popular over the last few years while students are still keen to choose practical courses in Years 11 and 12. Students in Design and Technology and Industrial Technology classes again produced some amazing work for their HSC assessments. Year 12 students in construction again completed their year by constructing a cubby house that the P&C will raffle prior to Christmas. Because we started a Hospitality course for year 10 last year, some students will complete their HSC course and will sit for their HSC exams at the end of Year 11 this year. This will take some pressure off them in Year 12 because they will have already completed one HSC subject.

Vocational Education and Training (VET)

Temora High School is acutely aware of the lack of employment opportunities for school leavers. Accordingly, the senior curriculum includes a major focus on VET courses which prepare students for the workforce with industry recognised competencies and structured work placement.

Temora High School offers seven curriculum framework courses in VET. Some of these courses rely on a partnership with Temora TAFE. The framework courses offered in 2008 were business services, construction, hospitality, information technology, metals and engineering, primary industries and retail. Some of these courses were taught in a block of time but our flexible timetable enables students to enrol in up to three VET courses.

Year 10 students studying VET courses.

Students at Temora High School in Year 10 students are given the opportunity to study VET courses. Students can undertake such courses as business services administration, hairdressing, automotive and children’s services through Temora TAFE and hospitality at school.

Year 6 to 7 Transition

Temora High School is very proud of its connections with its feeder schools. In 2008 THS continued with the secondary sampling program where our future Year 7 students visit our school on Wednesday afternoons for six weeks in term 4 to sample life at Temora High School.

This followed visits to their schools by the Year 7 Adviser for 2009, Mrs Debbie Evans. While at the high school, the students experienced science, metalwork, woodwork, art, computing studies and food technology lessons.

This experience culminated in the Year 6 to 7 Orientation Day where parents and students were given essential information to assist in the smooth transition from primary to high school.

PLAN-IT YOUTH:

Plan It Youth is a mentoring program where community members talk to students about careers, jobs and also life in general. There were four mentors and five students doing this program every Thursday afternoon. All four of the students said that they enjoyed doing the program and is going to help them in the future.

YOUTH PATHWAYS:

Youth Pathways is also another program with 15 students who work with a group from Wagga to help develop life skills. The program also helped with careers, building confidence, teamwork, interview techniques etc. The students who participated enjoyed the program very much.

“Lads and Ladies Eleven”

The rationale behind this program is to offer opportunities to students who may not shine in a larger classroom setting.

The program was coordinated by Ms Kate Townsend and involved a further 10 staff who assisted students in developing their home skills, teamwork, mapping and orienteering, communication skills, market gardening, healthy meal preparation, budgeting and shopping, tractor driving and safety, fitness and juggling skills.
The program culminated in an excursion to Canberra for those students who graduated. The boys and girls benefited greatly from this program. They certainly enjoyed their activities and the program did result in the students developing greater respect for each other; improved social skills; an ability to step outside their comfort zone; an increased sense of responsibility and a greater all round enthusiasm for school life.

**Progress on 2008 targets**

**Target 1**

**School Development 2008**

The 2008 school plan was developed with the following targets established for implementation in 2008.

**Target 1.** To implement a planned program of succession. (ASR Management Practice Evaluation for 2008)

Strategies to achieve this target include:
- Executive taking responsibility for specific areas in the school plan.
- Shadowing in areas of responsibility
- Preparation of staff for promotion

**Our achievements include:**
A smooth transition in leadership and direction in 2009 and beyond.

**Target 2.** To improve senior results by 5%. (ASR curriculum evaluation for 2008)

Strategies to achieve this target include:
- Evaluation surveys of staff, parents and students on Failsafe, Private study and other areas of senior support.
- Establishment of a whole school approach to homework and study.
- More effective use of year assembly times for study skills sessions.
- Investigating a further program of student support such as the “10% on top” program.

**Our achievements include:**
- Improved HSC and SC results.
- Improved retention rates; especially from Year 11 to 12.

**Target 3.** To improve the achievement of boys by 10%.

Strategies to achieve this target include:
- Purchase of suitable reading material for the library; in particular “graphic” texts.
- More explicit teaching in the light of recent research.
- Greater opportunities for recognition of boys’ achievement.

**Our success will be measured by:**
- A 10% increase of boys in positions of leadership.
- A 10% increase of boys on the school’s academic achievement lists.

**Target 4.** To develop consistency of application across a range of policies and practices.

Strategies to achieve this target include:
- Lengthy discussion and reviews of uniform policy, footwear policy, toilet access and general expectations through staff meetings
- Input from SRC and the student body.
- Regular reminders to students at assemblies and through student notices of school policies and procedures.
- A more informed student body in terms of school expectations.
- A more settled school with less incident and action slips.

**Our achievements include:**
Our success will be measured by:
- Improved uniform with support from all staff.
- More consistent policies across a wide range of areas

**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 2008 our school carried out evaluations of

**Educational and management practice**

**Welfare and Discipline Policy**

Following discussion among staff, students and parents, it was felt that the school needed to continue its approach to welfare and discipline matters.

Staff, students and parents were surveyed on a wide range of inter related matters to obtain raw material for discussion. A Welfare Review Committee was set up to examine these and to develop proposals to present.

**Findings and conclusions**

A continued revamp of some of the elements of the school’s welfare and discipline policy was presented to stakeholders and accepted by them with a few modifications.
An anti–bullying policy was adopted. The new recording system (RISC) was continued as were the Record and Action slips which had replaced the old incident and VATS slips.

The increased role of the year advisers was ratified in playing a larger role in assisting wayward students in a welfare role.

The school’s “Rights and Responsibilities” document was enforced. It was considered that the positive awards system was functioning very well.

**Curriculum**

**To improve senior results by 5%. (ASR curriculum evaluation for 2008)**

Strategies to achieve this target include:
- Evaluation surveys of staff, parents and students on Failsafe, Private study and other areas of senior support.
- Establishment of a whole school approach to homework and study.
- More effective use of year assembly times for study skills sessions.
- Investigating a further program of student support such as the “10% on top” program.

Our success will be measured by:
- Improved HSC and SC results.
- Improved retention rates; especially from Year 11 to 12.

**Stage 5 & 6 curriculum review**

**Background**

Following support from the Regional Director in 2007, Temora High School continued it’s trial of Stage 5 VET courses.

Suitable students in Year 10 were allowed to choose VET courses within the elective framework and on Wednesday afternoons.

There was also a need to further improve Year 11 and 12 study skills. Having FAILSAFE for senior students was seen as an important aspect of individual study skills but it was considered that the school could go further in support of its senior students.

**Findings and Conclusions**

An external review which was conducted at the end of 2007.

It was found that the Year 10 VET courses had a great deal of value for the students in retention, providing pathways and generally increasing satisfaction with the school. It was decided to continue this model in 2008.

The progression of a number of courses for Year 10 was seen as desirable

Students enrolled in courses in business services administration, hairdressing, automotive and children’s services through Temora TAFE and in hospitality at school.

With the senior school, it was decided to continue the “All My Own Work” module during the year 11 assembly in 2008 but to try to increase opportunities for senior students in terms of motivation and study skills. This will be the school’s curriculum evaluation for 2008.

A formal program of study and related skills was undertaken for both Year 11 and Year 12 during the year assembly each fortnight.

This was run by members of the executive. Year 11 concentrated on the completion of the “All My Own Work” modules developed by the Board of Studies.

**Parent, student, and teacher satisfaction**

In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

**Student, teacher and parent satisfaction**

A number of surveys were conducted in 2008 to gauge parent, teacher and student satisfaction. Students and parents expressed a high degree of satisfaction with many aspects of the school.

Open lines of communication, Year 6 to 7 secondary sampling programs, the school grounds and facilities, HSC results, dedication and commitment of staff, sporting and cultural opportunities for students, the support programs for senior students including FAILSAFE, and the advances in technology for learning were all seen as outstanding programs.

Staff expressed a high degree of satisfaction with the advances in technology through the laptop, data projector and whiteboard program; the more practical emphasis with staff meetings and the outstanding efforts of the P&C.

**Professional Learning**

Temora High School’s Professional Learning Team processed almost 46 events during 2008 with the main areas of emphasis and expenditure being -

- Quality Teaching – 25%
- Leadership & Career Development – 13.7%
- ICT Implementation – 11.3%
- Beginning Teachers – 5.1%
- Welfare & Equity – 16%
- Literacy & Numeracy – 10%
- Syllabus implementation – 18.5%

- 40 staff participated in professional learning programs throughout 2008. This is 80% of the total staff, including full time teachers, part-time teachers,
administration staff and Teacher-aides.
• 25 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 four separate occasions by staff.
• Teaching and Learning Forums involved 16 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 2008 was 1.2 per staff member.

The average expenditure per teacher on professional learning in 2007 $320.40

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
Temora High School (THS) provides a comprehensive education to students from Year 7 to Year 12 in a rural environment of 400 plus students in the northern Riverina. The school caters for all abilities; and consistently achieves highly in academic, sporting and cultural areas. The school prides itself on its strong welfare, family focus and it is well respected in the local community.

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 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

Target 1
Quality teaching & learning

At the end of 2009 all staff to demonstrate an increased understanding of the Quality Teaching Framework and staff integrates elements of the QT framework into teaching and learning programs

Strategies to achieve this target include:
• All teachers undergo TPL activities in understanding the elements of the QT framework and be able to demonstrate a variety of teaching tools and approaches particularly in relation to Literacy & Numeracy.
• Teachers critique one another’s lessons and work collaboratively on one another’s improvement whilst there is a greater use of visual literacy to engage and stimulate student learning.
• STL teachers and learning support staff to work in collaboration with class teachers to develop and implement strategies to target identified literacy and numeracy needs in all students.
• Training in the collaborative analysis of SMART data for NAPLAN exams by all teachers to identify areas of strength and weakness in all aspects of Literacy & Numeracy.
• Consistent assessment practices developed.
• An increased number of staff using a variety of learning models & the implementation of the visual learning tools and differing numeric approaches.

Our success will be measured by:
• Teacher’s ability to demonstrate QT elements in their teaching and learning programs & in teaching practice.
• Changed student behaviour as well as ongoing improvement in student achievement in school based assessment tasks
• All teachers developing strategies suitable for all students with learning difficulties
• NAPLAN & school based student outcomes analysis identify areas of improvement in Literacy and Numeracy.
• 75% of students will show & be able to demonstrate a deeper level of understanding in all areas of Literacy and Numeracy.
• Students can identify cause & effect of issues & give specific examples of deep understanding.

Target 2
Strong Educational Leadership
Greater understanding by staff of their roles and responsibilities in line with the Leading & Managing the schools document whilst Executive members positively promote Leadership Development in staff

Strategies to achieve this target include:
• Proforma validated by school executive & protocols followed for all meetings
• Shared understanding of schools future directions as well as ongoing professional dialogue on philosophy of teaching and learning
• Teacher talk focused on student outcomes, curriculum structure, teaching practice and quality teaching with individual professional learning plans and professional article folio for all staff
• Staff and school community knowledge, ownership and discussion of school policy and processes
• Provision of leadership training for all staff guided by Institute of Teachers Professional Leadership aspects and elements
• Teachers prepared to take on higher duties and/or leadership roles within school

Our success will be measured by:
• Leadership succession strategy in place & working effectively within THS
• Staff understands philosophy and future directions for school.
• Professional learning segments in most staff meetings
• Staff actively participating in Leadership training
• Evidence of enhanced Student Leadership
• Teams to make some decisions affecting whole school practice and policy.

Target 3
Partnerships – home/school/community
We are looking at increasing staff involvement in programs & initiatives between THS and it’s stakeholders including broad based parent & community involvement in programs & celebrations. This involves all staff being 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
• The 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 raised
• High percentage of resolution of staff conflicts

Target 4
Connected Learning & Technology
At THS we aim to have all students work & communicate regularly in a variety of ICT modems where student work sample show evidence that there is a high level of engagement in work through the use of ICT means. This includes a sophisticated use across the school of engaging technologies by all staff & students
Strategies to achieve this target include:
- Astute technology budgeting policy
- Purchase of further ICT resources.
- Integration of ICT across all teaching and learning programs and through all KLA’s
- Ongoing Professional Learning Programs for staff
- Staff attendance at Technology Forums
- Continuing upgrade of THS computer system
- Use of training days for Computer Coordinator & Individual Teachers

Our success will be measured by:
- Evidence at THS of broad base of ICT resources
- Teaching and learning Programs will reflect ICT content and activities
- Students display proficiency in all ICT use
- Head Teachers and Deputy Principal show evidence of progress in QT practices through the TARS process.
- Staff run TPL courses in their roles as mentors

Target 5
Retention / Destination of students
Our aim is to have Stage 6 students undertaking a VET course appropriate to their skills and post school destination. We will also strive to increase student involvement in Stage 5 VET and TVET courses

Strategies to achieve this target include:
- Promotion & support of student involvement Stage 5 VET & TVET courses
- Work based competencies and knowledge included in learning programs
- Continued implementation of the “School To Work Program”
- Purchase and use of more ICT resources.

Our success will be measured by:
- Greater student awareness of career paths
- Broader student career access for Work Experience
- Improved success of students securing desired career paths
- 100% retention rate between Stage 4 and Stage 5 and an increase by 20% of retention between stage 5 & 6.
- Stage 6 undertake VET subjects to best support their interests and post-school destination

About this report
In preparing this report, the self-evaluation committee and school planning committee have determined targets for the school’s future development.

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