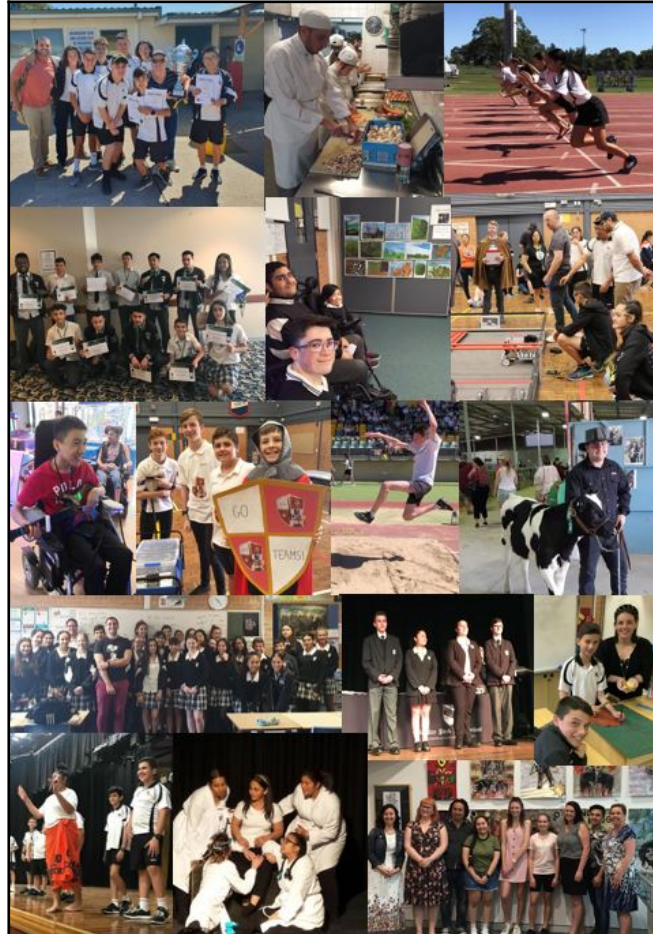


Bossley Park High School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Bossley Park High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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Message from the school community

Excellence and Success – these words from the school motto proudly define Bossley Park High School. The staff and students strive for success at a high level across all areas of influence and this has been shown through not only the academic successes but also successes in sport, performing arts, visual arts and industrial arts. During 2019, the students represented the school across many disciplines, including NSW School Spectacular, both performing and controlling the event. Students represented Bossley Park High School, South West Sydney, NSW and Australia in a variety of sports. The School's Agriculture group compete at several Agricultural shows including the Royal Easter show with great success. Once again the BPHS GAT programs are proving to produce quality students across many faculties with three TFP members signing contracts with A-League Football Clubs, continued success in visual Arts, Performing arts and Industrial Arts, plus of course several high achieving GAT students in HSC. The BPHS Robotics club, hosted the second largest regional "First Lego League" event in Australia, and it's first "First Tech Challenge" Regional as well as competing in each of these and "First Robot Competition" also.

Each year more families join the Bossley Park High School community and we welcome those families to our school and community. The Community actively works with the school to provide the best overall environment and outcomes for the students. The Community Support Group meets the third Tuesday of each month during the school term and provides an important information link between the parents the school and the education department. All parents are welcome and encouraged to attend and learn more about the daily lives of their children, upcoming events, the achievements and plans of the school and the opportunities available to their students at Bossley Park High School.

Bossley Park High School continues to provide Excellence in education for the students resulting in Success across all areas of their endeavours, a tribute to the Programs offered and the dedicated Teachers and Executive Staff of this outstanding School.

Message from the students

Bossley is not like other schools, compared to other schools we are so lucky, we love the fact that our teachers are so caring and nurturing and look after not only our education but our well-being. We love the facilities and how lucky we are to have such amazing equipment supplied to us. The access to technology as well. The senior exec is seen as firm but fair and very helpful. The expectations of the school is a lot higher than other schools this encourages us to try harder to do better to get great results. The staff are always seen as being available and supportive even after you leave school. Students seem to be really accepting of one another and generally as a body are caring supportive and understanding of individual students needs. Students are not ostracized for their differences but celebrated. In yr 12 students are working with one another in supporting one another not against one another as we all have a collective goal Maddison porley

Cynthia Baba

Isabella Rawlinson

Jessica Mazzatelli

School background

School vision statement

Bossley Park High School's vision is to create a school that is well respected in the community for the provision of the best education for all students with a focus on excellence and success in all aspects of learning. Our core business is to develop students who can confidently meet the challenges of the future and take their place as responsible citizens. Our wellbeing programs will develop resilience and leadership in our students. All our students will be supported in navigating any challenges and meeting their aspirations.

School context

Bossley Park High School is a large coeducational comprehensive high school proudly serving the South Western Sydney community since 1988. There are 1440 students in the school with 82% of the population coming from a Non English Speaking Background. The major cultural groups are from an Arabic, Assyrian, Spanish, Italian, Eastern European and South East Asian backgrounds. There are 130 highly committed staff which includes an executive leadership team of a Principal, four Deputy Principals and 16 Head Teachers. There are approximately 23 non-teaching staff, comprising of administrative, student support and technology personnel. The school prides itself on outstanding academic success, high quality teaching and learning, including an emphasis on the use technology and 21st Century learning. Bossley Park High is a Positive Behaviours for Learning school and promotes the Safe, Respectful Learner code. It is well respected in the community for its strong student wellbeing and leadership initiatives that nurture student aspirations. The school is recognised for its broad curriculum including gifted and talented programs in academic, visual arts, technology, performing arts and a talented football program. A strong commitment to maintaining an attractive environment is evident and has strong community support with parents playing an active role. The school promotes alternate educational opportunities which are offered by TAFE, SBAT, TVET and community agencies in order to provide a variety of educational pathways which cater for individual needs.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Student success as future focused, curious and aspirational learners.

Purpose

Our students will be literate, numerate and curious. They will acquire foundational and technical skills and learn to use these in increasingly enterprising and creative ways to apply them in diverse environments. They will be challenged to acquire bodies of knowledge and skills to be powerful learners by expanding and making articulate their repertoire of learning strategies.

Improvement Measures

Increase the percentage of students demonstrating expected growth or greater in literacy.

Increase the percentage of students demonstrating expected growth or greater in numeracy.

Increase the percentage of students that consistently perform at high levels on external and internal school performance measures and reduce equity gaps.

Overall summary of progress

We had excellent growth in all aspects of our targets, a planned approach to supporting students to achieve the minimum standards was highly successful. In the HSC we had a strong shift in the percentage of students achieving in Bands 4,5 and 6 u from 1, 2, and 3 With a record number of students achieving Band 6's.

Progress towards achieving improvement measures

Process 1: Develop and implement a high quality whole school literacy and numeracy approach.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• The Literacy Team have presented at regular staff meetings the Literacy toolkit on formative assessment. The F.A.C.E.S poster was also shown to all staff. At present, some English classrooms have these posters but eventually, all classrooms will have these posters on display as a scaffold for students in all lessons for all courses.• Review of faculty annotations has now been completed.• NAPLAN results have been shown to all executive and how to find them on SCOUT and Sentral. Teachers need to use this data as a tool to know their students and how to place effective measures to ensure all students can improve on these results.• Speech therapist provides valuable literacy techniques for our students identified with needing assistance.• Innovation lab is in use predominately by Industrial Arts but also Home Ec, Special Ed and Science.• TLS was use to video conference with our partner school in South Korea on multiple occasions.• Bands 1–3 have been reduced in 2019 with a greater percentage of students in bands 4–6 . 2019 saw the highest number of Band 6 achievement in Bossley history.	<ul style="list-style-type: none">• Schools Plus Grant of \$22,000 was used to develop the Innovation Lab in the Industrial Arts Block• Socio-economic background funding of \$100,000 was expended to enable the remainder of this initiative <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$100000.00)

Process 2: Implement innovative teaching strategies and improve the consistency of teaching effective evidence based and future focused practices.

Including:

- High Expectations
- Explicit Teaching
- Effective Feedback
- Use of data to inform practice
- Classroom Management
- Wellbeing

Progress towards achieving improvement measures

Process 2: • Collaboration

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Some faculties have started using formative assessment in stage 4 of their course. Teachers have been obtaining work samples to justify their marking and grades given to students.• Most teachers are using learning intentions and success criteria• Week 10 internal Faculty monitoring with supervising Deputies with assistance of HT Teaching and Learning and HT Learning Support. Faculty T drive is populated with correct documentation which supports NESA requirements. More time needed in TPLs for programing new stage 6 courses.• Literacy toolkits focus on formative assessment which staff found useful and would like more PL on assessment.• Secured additional \$15000.00 from Schools Plus for Teacher professional development FFT.	<p>Chromebooks purchased for multiple faculties to enable students access to technology.</p> <p>Literacy toolkits professional development delivered to all staff.</p> <p>Professional learning for beginning teachers was extended and supported by additional staff.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$150000.00)• Support for beginning teachers (\$30000.00)

Next Steps

The focus for 2020 will be on the inclusion of more formative assessment and an overall review of assessment and reporting.

Strategic Direction 2

Excellence in teaching, leading and learning.

Purpose

Staff will engage in the accreditation process and seek professional development opportunities to remain aware of the changing conditions which support and uphold the importance of the future focused learner. The achievement and learning of students requires a focus on collaborative practices amongst teachers and strategies that are evidence based that have a track record in accelerating student success and lifelong learning.

Improvement Measures

All staff engaged in professional learning targeted to achieve the school's strategic directions and professional learning goals.

Increase in proportion of teachers consistently utilising evidence based teaching and learning practices to improve student performance.

Overall summary of progress

Induction program was repeated mid year to help support the newly arrived teachers including permanent appointments and temporary appointments.

Progress towards achieving improvement measures

Process 1: Engage staff in professional learning to trial and implement innovative teaching and learning practices.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Staff will require more professional learning on innovative teaching practices on how to incorporate STEM and other technology into their classroom and programs.• Executive staff engaged in a PL on 3D Tools for creating and presenting to assist teachers with innovative teaching practices.• The innovation lab was completed and is being utilised by multiple faculties. Some workshops have been run for staff on how to use the equipment with more to be completed in 2020. Special Education have been regular users of the lab with great educational impact for their students.• Adobe workshops were held in the TLS with students and staff from across NSW. The TLS was also utilised for the inaugural Latin film festival where neighboring schools attended.	<ul style="list-style-type: none">• Teacher professional development on Adobe Suite for all staff• 3D scanner to be purchased• Faculties to use assistive technology to assist with Teaching and Learning. Reading pens to be housed in Library for all faculties to use where needed.• STEM Professional learning opportunities for staff to engage with innovative teaching and learning strategies delivered to all staff.. <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$80000.00)

Process 2: Provide staff opportunities to achieve and maintain accreditation levels and become leaders through mentoring, coaching and structured programs.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• The leadership colloquium had all teachers successfully completed their online learning.• Accreditation team and mentor supporting Early Career teachers. TPL time is given for teachers to complete reports and have observations.• A successful induction program and mid year mini induction program for new staff was very successful. The evaluation and feedback from these two	<p>Beginner teacher funds used for professional development and time with mentor and coaches (Sean Bowen)</p> <p>Due to the interest in leadership</p>

Progress towards achieving improvement measures

programs resulted in a re-organised structure for the start of 2020 with Highly Accomplished Teacher Mr Vacccaro returning to implement this program and also work with staff seeking higher accreditation.

courses, 2 HTs have applied to complete the women in leadership colloquium and one HT has applied for the Deputy Colloquium successfully..

Funding Sources:

- Support for beginning teachers (\$30000.00)
- Socio-economic background (\$20000.00)

Process 3: Provide opportunities for collaboration to occur among colleagues via learning walks, team teaching and teams meetings.

Evaluation

- Staff meetings have seen many teams wanting to present at these meetings. The teams are actively involved in their project and most staff members are contributing to school projects which reflect on the school plan.
- All staff completed their PDP's on time and self reflections were done.
- Timetables were issued to staff before the last day of school . Students were notified during the summer break. Minor changes to take place at the start of 2020 if necessary.

Funds Expended (Resources)

- Internal Monitoring meetings took place in week 4. Stage 6 courses in all faculty areas have shown progress and many faculties nearly up to date with all their documentation.
- Stage 4 and 5 should follow as this process is working well.
- New timetabling team has been Justin and Sue in charge of Timetabling for term 4 and beyond.
- Staff have been involved in the collaboration of schools in staff development day.
- Staff have completed the TTFM survey.

Funding Sources:

- Socio-economic background (\$20000.00)

Next Steps

STEM (Science, Technology, Engineering and Mathematics) will continue int 2020 with additional grants fund secured for Teacher Professional Development.

Strategic Direction 3

Engaged school community to support a positive learning culture and resilient citizens.

Purpose

To increase real world experiences and opportunities between students, teachers and the wider community, contributing to a culture which promotes a positive learning environment. Through our wellbeing programs and teaching practices we will know our students as learners and as people so they will be caring, resilient and principled citizens.

Improvement Measures

Increase of the proportion of students demonstrating active engagement and connectedness with the school and its community.

Established a consistent school wide system to embed positive behaviours for learning.

Improve student and staff wellbeing results.

Overall summary of progress

Teachers and students continued to engage highly in PBL and new lessons are planned for next year. The staff Well-being team initiated many new events to maintain staff well-being.

Progress towards achieving improvement measures

Process 1: Develop and strengthen current student engagement programs and opportunities for students to work with community partners.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• MTC now meeting with students weekly instead of fortnightly for transition which has been very successful.• We continue to regularly work with our community partners for student well-being.• Reports were issued via Sentral and this was successful with no issues and a paper copy available on request.	<ul style="list-style-type: none">• Senior transition officer to become HT Secondary Studies. (Erica Taylor). Working with year 10 to clear N warnings and successful transition to work.• Jay Reddy (Social Worker), employed one day per week to assist with students needing support, guidance, and engagement. This supplements and assist the work of the School Counsellors and Year Advisers.• Students at risk identified and allocated a position on the BESP program.• Fortnightly students sessions with employment staff MTC work solutions working with year 10/11 students on transition to work plans. <p>Funding Sources:</p> <ul style="list-style-type: none">• Targeted student support for refugees and new arrivals (\$15000.00)• Socio-economic background (\$100000.00)

Process 2: Revise and relaunch student and staff wellbeing programs that support a caring, positive, learning culture and increases student engagement.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• The impact of vaccinating staff against the flu is hard to determine. For convenience and ease of access we will offer it to staff again in 2020.• Video production was commenced in late 2019 and will be implemented through a series of lessons in 2020 teaching the explicit behaviours	Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$20000.00)• Aboriginal background loading (\$4000.00)• Socio-economic background (\$10000.00)

Next Steps

Student engagement programs were very successful and will continue into next year. Headspace has been engaged to work onsite one day per week to support student and family well-being. Student support officer will also continue to work with students in 2020.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$8 900.00)	All students had individual learning plans and goals set. Funding was used to pay for extra curricular activities and engagement programs. Two students graduated Year 12 and all students maintained above average attendance.
English language proficiency	Funding Sources: • English language proficiency (\$45 700.00)	Literacy Toolkits were developed and shared with all staff during multiple Professional Development meetings and workshops. This resulted in an increase in students exceeding the HSC minimum standards testing in Year 10,11 and 12.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$152 978.00)	A number of SLSO's were employed to support students in the classroom. Professional Development for teachers in providing for differentiation in the classroom was also delivered.
Socio-economic background	Funding Sources: • Socio-economic background (\$886 112.00)	Chromebooks were purchased to enable use of technology in all classrooms, the TLS was also refurbished so that students had access to current technologies and experiences like video conferencing with students in other countries.
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$60 000.00)	All teachers achieved proficient accreditation. New staff completed an induction program and ongoing support was provided for classroom management.
Targeted student support for refugees and new arrivals	Funding Sources: • Targeted student support for refugees and new arrivals (\$28 817.00)	Successful HSC results for our refugee students with one gaining a Scholarship from University of Western Sydney. Refugee student leadership program was introduced where students undertook training to support new arrivals to the school.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	734	727	727	715
Girls	717	702	718	691

Student attendance profile

School				
Year	2016	2017	2018	2019
7	95.1	95.1	94.3	93.2
8	93.8	93.2	92.5	91.7
9	93.6	91.6	91.2	90.1
10	92.2	91.3	89.3	89.3
11	91.4	91	90.9	90.2
12	92.1	92.4	93	92.1
All Years	93	92.4	91.9	91.1
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	2.1	2
Employment	3	3.8	16
TAFE entry	1	3.5	11
University Entry	0	0	66
Other	5.8	4.2	2
Unknown	0	0.3	3

Year 12 students undertaking vocational or trade training

26.34% of Year 12 students at Bossley Park High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

97.2% of all Year 12 students at Bossley Park High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	16
Classroom Teacher(s)	73.4
Learning and Support Teacher(s)	2.3
Teacher Librarian	1.4
Teacher ESL	3
School Counsellor	1
School Administration and Support Staff	20.85
Other Positions	1.2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	4,485,580
Revenue	17,301,312
Appropriation	16,188,629
Sale of Goods and Services	358,591
Grants and contributions	668,037
Investment income	35,222
Other revenue	50,833
Expenses	-16,307,637
Employee related	-14,350,063
Operating expenses	-1,957,575
Surplus / deficit for the year	993,675

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	1,124,279
Equity Total	1,668,922
Equity - Aboriginal	8,903
Equity - Socio-economic	886,112
Equity - Language	365,938
Equity - Disability	407,969
Base Total	12,424,040
Base - Per Capita	342,698
Base - Location	0
Base - Other	12,081,342
Other Total	683,133
Grand Total	15,900,375

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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 these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Literacy

The support of staff, executive and senior executive is crucial to the success of organising and administering the HSC minimum standards in Literacy and Numeracy.

HOW DO WE ORGANISE THE ONLINE TESTS?

Students are enrolled into each test separately (practice and real).

If students require provisions, that also needs to be applied for through Schools Online.

A student list is provided to our administration staff to ensure other staff know when students are sitting the online test.

Rooms and devices are booked prior to the online tests.

All student pins are printed prior to the online test

HOW TO COMMUNICATE WITH STUDENTS?

A parent letter is sent out to Year 10 students and the Deputy and Year Advisors speak to students about the HSC minimum standard.

Students are given information about the date, time and location of the test that they will be sitting.

The majority of students respond well to the online test, knowing that employers are now seeking this qualification.

A Google Classroom is set up at the start of the year with relevant notes and information for students.

Our Process.

All Year 10 sit the HSC minimum standard online test for reading, writing and numeracy by the end of Term 2.

Throughout Term 1, English and Maths teachers work with students in their class to develop literacy and numeracy skills.

Students that did not achieve the standard in the first attempt, will require additional support.

Teachers work with small student groups to target specific literacy and numeracy skills. Students will also complete the practice test before attempting the online test/s again.

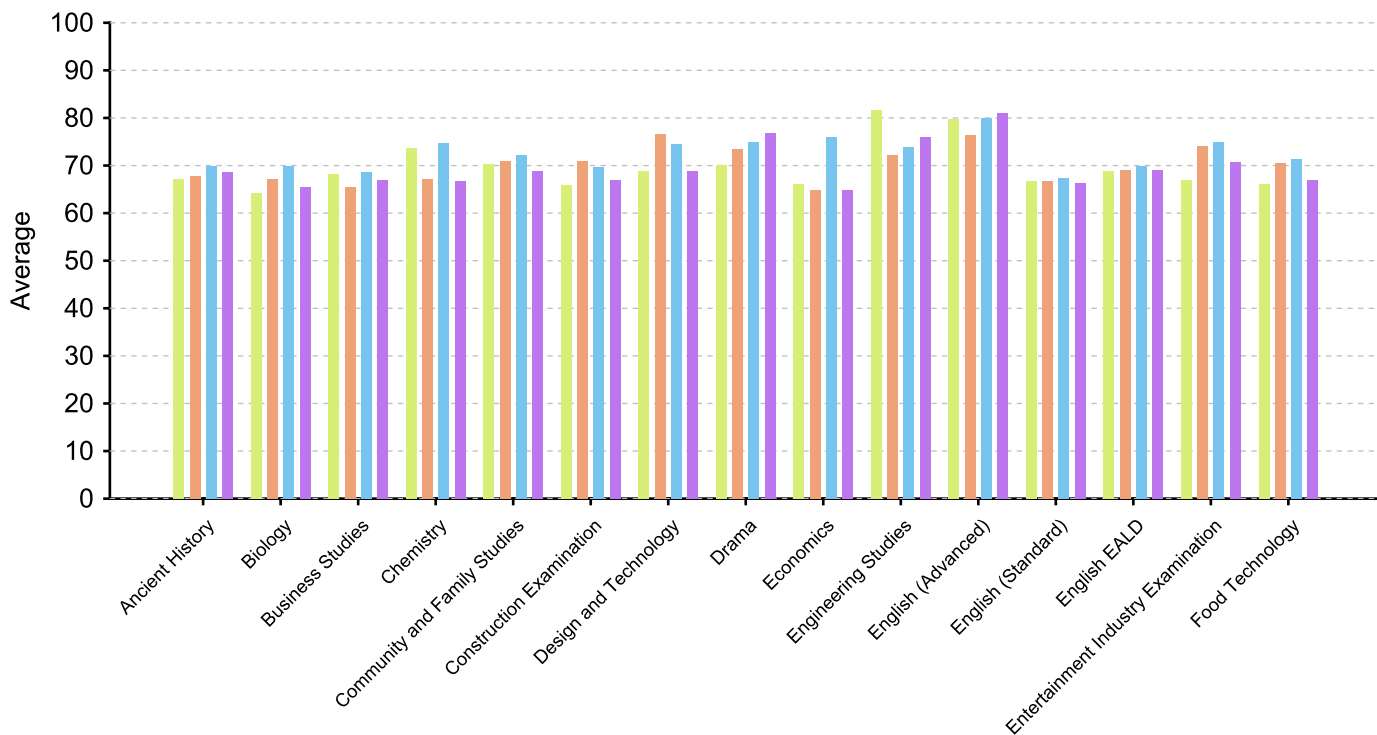
Students that did not achieve the standard after the second attempt, will receive one on one support.

Teachers work with students one on one in an allocated period and students will complete the online test the following period.

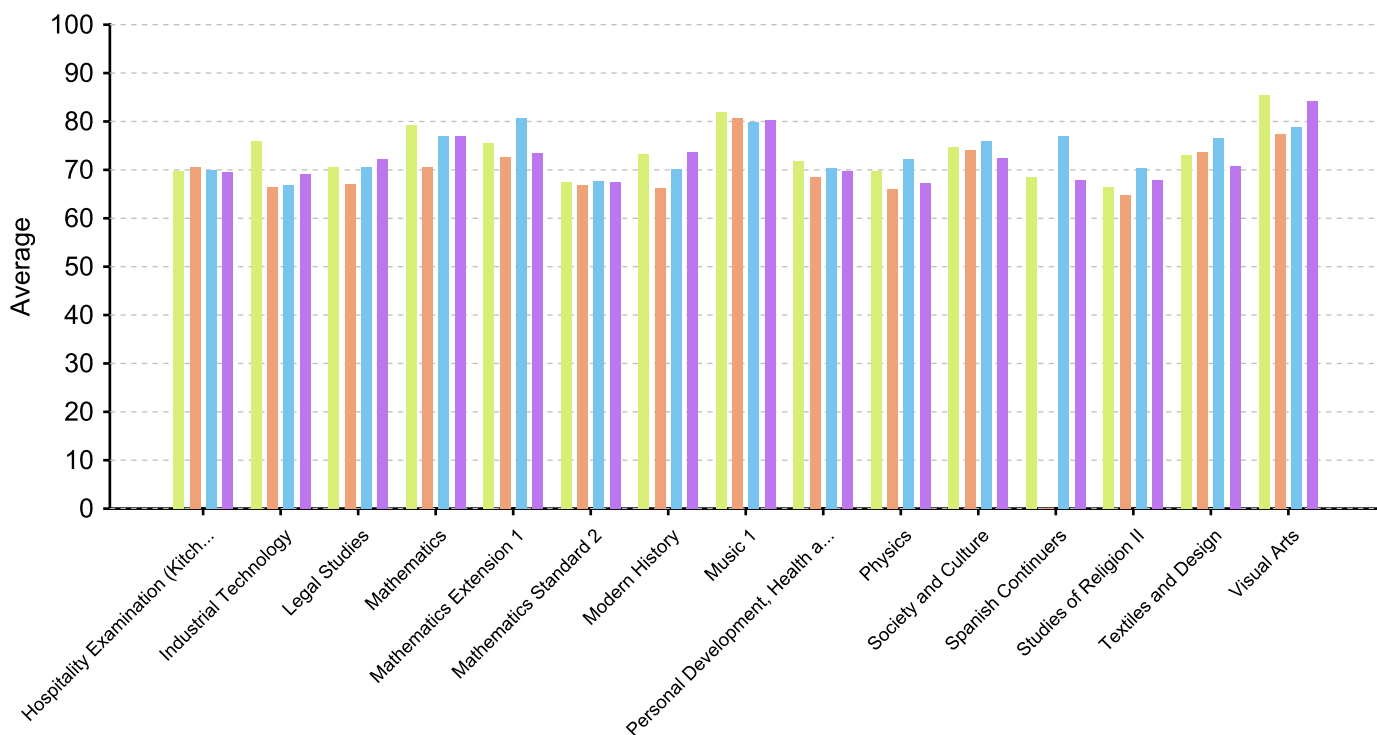
School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Legend: School 2019 (light green), SSSG Average 2019 (orange), State Average 2019 (blue), School Average 2015-2019 (purple)



Legend: School 2019 (light green), SSSG Average 2019 (orange), State Average 2019 (blue), School Average 2015-2019 (purple)

Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	67.2	67.7	69.9	68.7
Biology	64.3	67.1	69.9	65.4
Business Studies	68.2	65.5	68.6	67.0
Chemistry	73.6	67.2	74.7	66.7
Community and Family Studies	70.3	71.0	72.2	68.9
Construction Examination	65.9	71.0	69.6	67.0
Design and Technology	68.9	76.7	74.5	68.9
Drama	70.0	73.4	75.0	76.7
Economics	66.1	64.9	75.9	64.8
Engineering Studies	81.7	72.1	73.9	75.9
English (Advanced)	79.8	76.3	80.0	81.1
English (Standard)	66.8	66.7	67.3	66.3
English EALD	68.9	69.0	70.0	68.9
Entertainment Industry Examination	67.0	74.1	74.9	70.6
Food Technology	66.1	70.5	71.4	66.8
Hospitality Examination (Kitchen Operations and Cookery)	69.8	70.6	70.0	69.6
Industrial Technology	75.9	66.5	66.8	69.1
Legal Studies	70.6	67.0	70.6	72.3
Mathematics	79.2	70.6	76.9	77.0
Mathematics Extension 1	75.5	72.7	80.6	73.5
Mathematics Standard 2	67.4	66.8	67.7	67.4
Modern History	73.2	66.3	70.2	73.8
Music 1	82.0	80.6	79.9	80.2
Personal Development, Health and Physical Education	71.8	68.5	70.5	69.7
Physics	69.7	65.9	72.1	67.3
Society and Culture	74.6	74.0	75.9	72.5
Spanish Continuers	68.4	0.0	76.9	67.9
Studies of Religion II	66.5	64.8	70.4	67.8
Textiles and Design	73.0	73.8	76.6	70.8
Visual Arts	85.5	77.5	78.8	84.3

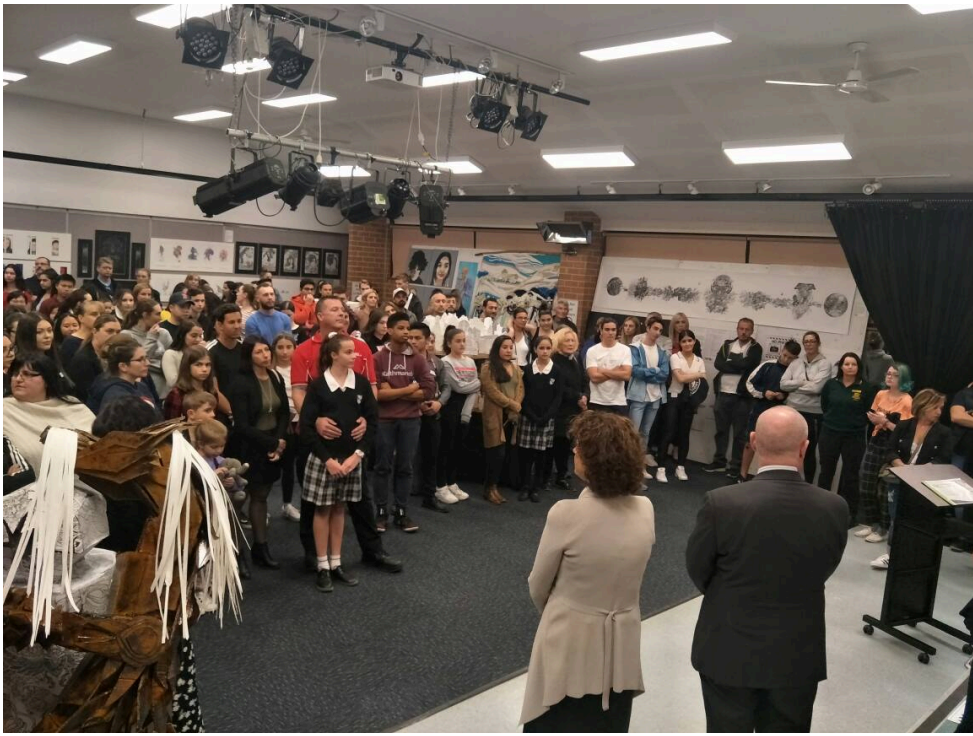
Parent/caregiver, student, teacher satisfaction

In 2019 we conducted the Tell them from Me Survey. Students, parents and staff were asked to undertake the survey and provide feedback. Below are a sample of responses to the question Tell us something you like about the school. Do you have a suggestions for what can make it better?

- The facilities are great. We are always equipped with funds to purchase resources or subsidize programs for our students.
- The school has an excellent reputation in the community and has continued to grow in a diverse range of disciplines. Well resourced school, staff are generally cooperative and willingness to help each other.
- The senior executive are very approachable. The togetherness of the staff and the clear behavioural consequences in place. This makes creating a positive learning environment much easier.
- The school has a good reputation for above average academic results.
- The teachers work extra hard to help students achieve above their expectations. Breadth of curriculum. Vast opportunities for all students. Range of GAT opportunities. Great staff.
- The leaders of the school value professional development and give many opportunities for staff to have leadership positions and complete PDP goals. More flexible furniture that is future focused to cater to the changing learning environments. I love most things about this school.
- The staff are friendly and hospitable for the most part. They were and are welcoming to new people and help them out where required. Additionally, another thing I like about the school is the main focus is on the students. Most people and staff members are willing to do things above and beyond for students.
- BPHS is and always has been a school with a point of difference. Its GAT program is the best thing we can offer our community. If it goes so will the quality. I love the resources and the well looked after gardens. Commitment and energy of most teachers. Professional Learning for digital tools that can be integrated into classroom teaching.







Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

At Bossley Park High we have a team of dedicated teachers working closely with our Aboriginal students and their families to set goals, monitor achievement, provide support when necessary. While offering them extra opportunities to learn about their culture and meet and participate in activities with other Aboriginal students across the state. The First Nations team also oversee the whole school initiatives for all students so they can learn in an authentic and meaningful way. We have hosted smoking ceremonies, reconciliation day assemblies and other learning opportunities for the whole student body.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

At Bossley Park High our anti racism officer is Mr Chow from PDHPE. Who investigates and support students when any report is made.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.