

Bossley Park High School Annual Report



2018



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Introduction

The Annual Report for **2018** 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.

Vera Chevell

Principal

Message from the Principal

The students, staff and our community at Bossley Park High School work together to provide challenge and engagement in real world learning opportunities that focuses on success and excellence for all. In 2018 we celebrated the schools' 30th anniversary, including inviting the founding Principal, Mr Brian Jux to our special assembly with our current students and staff as well as to the dinner at Club Marconi with past and present staff and former students. It was heart warming to hear his speech about how proud he was of the school and that his initial vision for success and excellence had flourished throughout the decades. The school continues to succeed and grow because of the collective efficacy of students, staff and community and their dedication and commitment to continuous improvement and self-reflection.

In 2018 the school was selected for External Validation. Once during a five-year cycle, all NSW public schools undergo an external validation where they engage in discussions with an external panel and have their self-assessments validated using the School Excellence Framework (SEF) against the three domains of teaching, leading and learning. This was a successful process for whole school evaluation and will provide evidence for future directions for the school. Overall, we determined through consultation and collection of evidence sets that we were at the sustaining and growing level for most elements, except for the elements of learning culture and school resources where we are excelling. The external validation team suggested that our evidence sets for the element of wellbeing should also be at the excelling level.

A major achievement for the year was being awarded the VET (Vocational Education and Training) School of the Year for 2018 at the annual Regional VET awards evening. This was due to the outstanding achievement, teaching, and increase in VET courses offered at the school. We now offer a range of VET courses that students may study as part of their HSC, these include Hospitality, Construction, Entertainment Industry, Business Services and we also have teachers trained in Retail Services and Primary Industries. VET courses are strongly supported under the leadership of Ms Moiler, our VET coordinator who also ensured a successful VET audit was achieved for the school.

Our Higher School certificate results continue to improve with now 74% of all HSC courses achieving more Bands 4–6 (ie. HSC marks of between 70–100) than Bands 1–3. High performing HSC courses that achieved above the State mean included, English Extension 2, Industrial Technology, Visual Arts, Dance, Music, Drama and Mathematics. High performing students included 22 students who achieved an ATAR above 90, with the highest ATAR being awarded to Jovana Kolar at 99.85. Visual Arts also achieved seven nominations for ARTEXPRESS with two students being selected. These included Christine Halusek for her work titled, Home Invasion (displayed at the Bathurst Regional Art Gallery) Massimo Sipione for his work titled Megatropolis (displayed at The Armory, Sydney Olympic Park).

HSC Dance students Gabriella Casuscelli and Madison Maxwell were nominated for Call Back, which is a selection of outstanding performances and projects from Higher School Certificate dance students. Adam Bostock, was nominated for his IA project for InTech and the Shape exhibition, which is a selection of outstanding HSC works in Industrial Technology. Danillo Garovic was nominated for possible inclusion in ENCORE –a selection of performances and composition from HSC Music students. Congratulations to all HSC students and their teachers for their consistent effort and achievement throughout the year. Annually we can nominate up to two teachers for their outstanding teaching/leadership. In 2018 these teaching awards went to English teacher, Ms Simic for her work leading literacy improvement across the school and for achieving outstanding HSC results and Industrial Arts Head Teacher, Mr Agostino for his leadership as an executive member and for achieving outstanding HSC results for a wide range of students. Our Director of Schools, Marianne Siokos, presented these quality-teaching awards at school during Term 4.

The Gifted and talented programs in the school continue to produce outstanding opportunities and achievements. The Robotics team grows from strength to strength as more students from Years 7–12 join the afterschool workshops. One of the 2018 highlights was a new initiative to host the inaugural FIRST LEGO LEAGUE competition at BPHS. The event attracted over 170 students from all over NSW, aged from 7– 15 years comprising of 20 teams, 40 mentors and many family supporters and volunteers. Throughout the entire day, teams competed in the three core aspects of FIRST Lego League, the robot game, the project and the FIRST Core Values. Wonderful leadership from our Year 10 students and master of ceremonies, Hewitt Le and Holly Trikilis added to the success of the event. Overall teams demonstrated their

innovations in robot design and performance, graciousness in competition, and creativity and passion for their solutions to their chosen real world problems.

Increasing additional opportunities across the curriculum for learning in STEM education is a targeted area within our school plan as we aim for student success as future focused, curious and aspirational learners. Teachers from Mathematics, Science and Industrial Arts facilitated a students led Q & A presentation with Dr Karl via Skype for all Year 7 and Year 8. While all Year 9 students were treated to an exciting Science presentation filled with hands on experiments. Deputy Principal, Ms Ager successfully applied for a Smart Giving grant of \$23,000 provided by Salesforce, a global cloud computing, technology and CRM Company that donates to schools to support STEM education. These funds will go towards the development of a school innovation lab and professional learning to support teachers to implement STEM education within their curriculum.

Our Talented Football Program (TFP) has also had outstanding success in 2018, including the Bill Turner Cup team making the semi finals and Year 10 student Nikola Skataric being awarded Player of the Series. Ongoing support from Club Marconi has enabled the school to hire Robbie Speranza, physiotherapy student, who has developed individual injury reduction programs and works on strength and conditioning programs for our students. Overall, we always celebrate the achievements of individual students being selected in various representative teams, including opportunities for refereeing the program aims to develop the whole player from skill development, fitness and conditioning, self discipline, resilience, respect for others and leadership.

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 2018, the students represented the school across many disciplines, including at the 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. The Robotics team reached the playoffs in both Australian Regional FRC competitions and organised their first Lego League Regional competition. All achieved with the dedication of the staff and involvement of the wider community.

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.

Message from the student Representative Council (SRC)

2018 was another successful year of growth for BPHS' Student Representative Council, as we shifted our focus from causes and events we have tackled previously to new and improved initiatives. We started the year with our annual Valentine's Day fundraiser, spreading the love around the school and raising money for our school-based events and programs. Throughout Term One, many of our senior SRC members (as well as other aspiring leaders in our school) completed the Xventure Schools Program, learning about leadership, emotional intelligence and resilience, and making goals for their own leadership journeys.

In Term Two, we got baking and raised money for the Young Adult Disabled Association, a local organisation who provide social support for young people with disabilities in the Liverpool and Fairfield areas. We also held the successful Bossley Night Out, where students came to have fun and dance the night away with an ex-student returning to provide the tunes. Our Captains visited our nation's capital at the end of Term Two, where they rubbed shoulders with our local MP Chris Hayes at Australian Parliament House in Canberra and saw leadership at its highest level. Later in the year, some of our younger, up-and-coming SRC members represented the school at the Q&A Schools Special at the ABC Studios.

Our biggest event of the year, Relay for Life, saw us walking around the oval at Prairiewood High School into the wee hours of the night, where we raised lots of money and won competitions such as Miss Relay and the Talent Search. Just before Relay for Life, we held our annual Jersey Day, where we showed our support for our favourite teams as well as Cancer Council NSW. We also learned more about leadership and creating inspiring ideas along with hundreds of other school representatives at the Halogen Young Leaders Day conference at Darling Harbour.

To get into the Christmas spirit in Term Four, we facilitated a grocery collection to donate to the Fairfield Uniting Church's Trolley Drive, where we filled in excess of seventeen trollies with goodies for Christmas for those less fortunate. Our

SRC members were honoured to help with preparations for and celebrations of our school's 30th birthday, being involved in assemblies, promotions and events to mark the special occasion. Throughout the year, we were on hand to assist with school-based events such as assemblies, barbecues, information afternoons, sports events and inter-school programs. All in all, 2018 was a great year for the Student Representative Council, with bigger and better challenges planned for 2019.

School contact details

Bossley Park High School

Prairievale Rd

Bossley Park, 2176

www.bossleypk-h.schools.nsw.edu.au

bossleypk-h.school@det.nsw.edu.au

9823 1033

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

Self-assessment using the School Excellence Framework

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

In summary in the Learning domain our evidence sets demonstrate that the learning culture of the school is strongly focused on learning and building educational aspiration for all students as well as a strong focus of ongoing improvement throughout the school and its community. As a result we judged this element as excelling. However, assessment was judged at delivering, because while there are school–wide practices for summative assessment to plan, report and monitor student learning, more professional learning is required around formative assessment. The use of success criteria does support the use of formative assessment practices, however they are yet to be integrated into teaching practice in every classroom as a means of confirming that students have learnt what is taught. For all other elements, wellbeing, curriculum, reporting and student performance measures these were judged at sustaining and growing. Despite significant educational disadvantage the students excel in terms of Value Added from Years 9–12. Professional learning and the use of the school–developed HSC reflection guide using the tools in NESA Results Analysis Package has significantly supported teachers to reflect on their teaching practice, use data for effective analysis and make adjustments to teaching and learning programs for explicit teaching of areas of weakness. This has seen a reduction in equity gaps and increase in higher bands.

In summary in the Teaching domain all four elements; effective classroom practice, data skills and use, professional standards and learning and development were all judged at sustaining and growing. Effective classroom practice and consistent implementation of evidence–based teaching practices has been a focus of professional learning and a key process in our new school plan in Strategic Directions 1–2. However it is early in the implementation phase and further work is needed to ensure all teachers are committed to implementing the most effective teaching methods. Staff demonstrate personal responsibility for maintaining and developing their professional standards and professional Development Plans are supported by a co–ordinated whole school approach. Beginning teachers are strongly supported with expert staff including class observations to provide feedback on teaching and support in developing and strengthening classroom management skills. All beginning teacher participate in an induction program as well as ongoing meetings for discussion and collection of quality evidence linked to the teaching standards for their accreditation. Ongoing support is also provided for teachers maintaining accreditation to ensure quality evidence rather than compliance is achieved. Professional learning in the school is consistently linked to the School Plan including collegial learning and development of teaching programs and assessment for the new syllabuses. Further whole school analysis of teaching staff to identify strengths and gaps would further build teacher capabilities to improve students learning outcomes and align with Strategic direction 2 – Excellence in teaching, leading and learning.

In summary in the Leading domain the element of school resources was determined at excelling as resources are strategically used to achieve improved student outcomes and high quality service delivery. The school is well resourced and strongly supported by its community. Availability and use technology for all school staff and the sharing of expertise within the school is a priority to meet the needs of our students and to achieve organisational best practice. Educational leadership was determined to be sustaining and growing as the leadership team maintain a focus on high expectations and distributed instructional leadership to ensure a culture of ongoing improvement for whole school improvement. The remaining elements of school planning, implementation and reporting as well as management practices and processes was determined at delivering because even though the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities there is still more refinement in effectively determining and reporting on milestones throughout the year. Furthermore, more student and parent voice is needed to effectively engage with the school and its community to build authentic relationships, and continue to improve service delivery and parent and student experience.

Our self–assessment and the external validation 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/sef–evidence–guide>

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.

Overall summary of progress

Our first process focused on developing and implementing high quality whole school literacy and numeracy initiatives. To achieve this we established Literacy classes for years 7, 8 and 9, and two periods in year 8 with year 9 allocated one period. We developed a literacy team headed by Ms Simic who had twelve members all from different faculties to promote Literacy in all faculty areas. This team lead teaching staff by presenting at staff meetings and introducing the Literacy Toolkit which incorporated a variety of teaching ideas to enhance student understanding, curiosity and learning. Fortnightly extended response writing in key learning areas (KLAs) gave students many opportunities to practise their writing and improve their literacy skills. Faculties introduced exemplars and the annotation of these exemplars provided students with high quality scaffolds to assist students in producing writing that extended them through greater knowledge of the high expectations set. With all these support systems in place the impact of this new process reveal that targets have been met via our NAPLAN data.

A speech therapist was employed to assist with implementation of engaging activities that encouraged students to be involved in their lessons. Science classes were targeted and the therapist was able to work in small groups with the students.

We were involved in the EAL/D project with two faculties, Science and Social Science. They worked on improving the capacity of teachers to teach students from EAL/D backgrounds. Student responses saw improvement especially in extending students responses.

Twelve teachers were nominated to undertake thirty hours of professional learning to support the teaching of students from refugee backgrounds with a focus on literacy and wellbeing. The impact of this was seen that teachers had a greater understanding of making adjustments to their teaching to include all students in their teaching and learning.

Initial training and professional learning was completed by the Literacy and Numeracy Progressions Team. Regular attendance at Network meetings with local schools improved the teams understanding of how to implement the Literacy and Numeracy progressions at our school. The impact has been a collegial sharing of resources and ideas with local schools.

Our second process was implementing innovative teaching strategies and improve the consistency of teaching effective evidence based and future focused practices. All faculties implemented exemplars in extended response writing and taught explicitly using learning intentions and success criteria alongside the provision of exemplars for years 7–10 to model correct structure and set high expectations.

Professional development on future focused teaching to support design thinking involving STEM and Robotics was given priority. We have funding and coaching to develop our innovation lab.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students demonstrating expected growth or greater in literacy.		These programs have shown improvements in student achieving expected growth in Literacy and Numeracy as evidenced in our NAPLAN data for 2018. We also obtained positive feedback from Teachers who have collected work samples throughout the year to measure individual growth. There has been strong support for the continuation of the literacy strategies and professional development of staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students demonstrating expected growth or greater in literacy.		NAPLAN data indicated a positive trend with more students achieving expected growth in reading and writing.
Increase the percentage of students demonstrating expected growth or greater in numeracy.		Extra support classes in years 7–9 provide opportunities for an increase in students achieving expected growth in Numeracy.
Increase the percentage of students that consistently perform at high levels on external and internal school performance measures and reduce equity gaps.		<p>Most faculties have been successful in moving students from HSC bands 1–3 into the 4–6 bands.</p> <p>With 46 top achievers, 2 all rounders and a student coming 1st in the state for Khmer Continuers and another coming 9th in the state for Community and Family Studies.</p>

Next Steps

Support will continue in Literacy and Numeracy to increase percentages of students meeting the minimum standards. Review of internal and external data will be used to inform best practice and make learning adjustments.

STEM initiatives will continue across the school with a focus on cross curricular collaborative projects and design thinking. We will start construction of our Innovation lab in 2019 and continue staff professional development.



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.

Overall summary of progress

Our first process was to engage staff in professional learning to trial and implement innovative teaching and learning practices. All staff in term one, identified 3–5 professional goals which focused on, the school plan, a faculty objective as well as a personal goal. PDPs were all completed and professional development was allocated to teachers based on their passion and need. Staff are supported and encouraged by providing time, coaching and mentoring for teacher requiring assistance with accreditation. Our induction program proved useful as new and Early Career teachers were given the opportunity to familiarise themselves with the school and know what support networks are in place for them.

Staff development days and Twilight sessions are based on data to inform what is needed for the teaching staff to get the most of their learning. Professional development reflected the 'What Works Best' document (CESE), and innovative teaching including technology. All staff completed their PDPs and 100% completed their Twilight sessions.

The Accreditation team was led by Head Teacher Teaching and Learning, which met twice a term. Our experienced mentors and coaches supported teachers involved in achieving proficiency by writing quality reports which reflect the high expectations of our school. Opportunities were given to staff to expand their leadership capabilities by 12 staff completing the leadership colloquium with many teachers given the opportunity to relive at leadership level.

Staff chose teams to be involved in term 1 and linked their vision with the school plan. All teams presented at a staff meetings and many had success in making a difference to the school. Learning walks saw senior executive be invited into classrooms to see teachers use explicit teaching and learning intentions in every lesson.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff engaged in professional learning targeted to achieve the school's strategic directions and professional learning goals.	<ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$100000.00)• Coaches and mentors employed to assist teachers develop accreditation	All staff completed PDPs which indicated areas of professional development which aligned with the school plan and personal goals.
Increase in proportion of teachers consistently utilising evidence based teaching and learning practices to improve student performance.	\$108,902.00 Teacher Professional Learning Budget	Data collected from staff development days indicated that teaching staff were interested in professional development on future focused practices such as implementing Google Classroom and embedding this platform into everyday teaching practice. SDD surveys from teachers highlighted the need for quality faculty time to collaborate with faculty members on becoming familiar with what works best and utilising innovative teaching practices Heavy emphasis was placed on evidence based practices with explicit teaching and high expectations in the forefront in all we do.

Next Steps

In 2019 we have twelve staff signed up to complete the seven month professional development course Leadership Colloquium beginning in February. All staff will negotiate new PDP goals with their supervisors and the work of the Accreditation Team will continue throughout 2019. Commencing with the New Scheme Teachers induction and support for those seeking higher levels of accreditation. We will continue to employ coaches and mentors to support our staff and offer professional development opportunities to support the school plan and their personal goals.



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.

Overall summary of progress

Our process was to develop and strengthen current student engagement programs and opportunities for students to work and community partners. Junior engagement officer Ms laali and Senior transition officer Ms Taylor were able to facilitate strong programs which promoted student engagement. The impact of this coordinated and organised approach meant our programs were specifically targeted for the students who required extra support and have them engage in their learning when at school. Many activities included, Links to Learning, Brave Bold and Beautiful to empower leadership in girls and BESP which was hands on and gave students real life experiences.

Many teachers were involved in the training of Positive Behaviours for Learning (PBL) which is to be relaunched in 2019.

Our school is heavily involved in being active fundraisers for special causes. Our school representative council worked alongside the community to enhance and promote links with our school and community partners. Our staff and students were involved in Relay for life as well as R U OK day and Mission Australia. Our school became ambassadors for White Ribbon and the Wellbeing staff were trained and presented to the whole staff to promote that our school was now actively engaged in this cause. Further training and promotion of awareness will continue into 2019.

Our year 6 to 7 transition day run by our Head Teacher Learning Support Ms Roby, was very successful as all faculties presented lessons to provide students an accurate experience of High School. We received positive feedback from local schools and will continue to be delivered in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase of the proportion of students demonstrating active engagement and connectedness with the school and its community.		Our Junior engagement officer was able to facilitate strong programs which promoted student engagement. Student attendance was high during these programs as students found great value in these courses. Students felt connected and felt these programs supported their wellbeing.
Established a consistent school wide system to embed positive behaviours for learning.		<ul style="list-style-type: none">• The PBL Matrix was finalised after a coordinated approach with all teaching staff and senior executive. PBL will be launched early next year with behaviour management being a focus in both the classroom and the playground.• PBL training has been completed by PBL leaders which will provide them with the skills to teach the staff and be prepared for a relaunch in 2019.
Improve student and staff wellbeing results.		<p>We have a coordinated approach to wellbeing. Deputy principals work alongside year advisers and administration officers to combat students at risk and provide a holistic approach to student wellbeing.</p> <p>Students are supported to connect thrive and succeed through our many engagement programs offered by the school.</p> <p>Year six to seven transition day was very successful as seen by the positive feedback from</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improve student and staff wellbeing results.		feeder schools and the large number of students attending these 2 days. Our school has become a White Ribbon school and will continue further training and awareness next year.

Next Steps

The re-launch of the Positive Behaviours for Learning (PBL) program will take place from the start of 2019 with a focus on the explicit teaching of what it is to be a safe, respectful, learner. We will also train staff and students in mentoring for the Check in Program (CHIP) and continue Be You and White Ribbon initiatives.

The position of Head Teacher Secondary Studies has been created for commencement in 2019 and will focus on senior study skills and transition to employment and further education. Junior engagement programs will be evaluated and continue to run in 2019.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$7,300	<ul style="list-style-type: none"> • Student assistance • Provision of tutoring • Provision of extra curricular events • Teacher relief for development of personalised learning pathways.
English language proficiency	\$29,300	<ul style="list-style-type: none"> • The Literacy team headed by Ms Simic has developed into a strong team which regularly professionally develops staff on new literacy developments and teaching strategies to improve extended response writing. The Literacy Toolkit was delivered to staff and further edition and variations to literacy techniques will continue to be delivered to staff to expand teaching repertoire and improve writing skills. Our NAPLAN data shows a positive trend in writing in 2018.
Low level adjustment for disability	\$152,00	<ul style="list-style-type: none"> • Our Learning Support Faculty consists of a specialist teachers whose main purpose to know our students and how they learn by providing learning adjustments to students who need extra support. Our EAL/D specialist teachers were involved in the EAL/D project to assist with extended response writing in Science and Social Science. This program was successful in engaging students by scaffolding and providing an opportunity for students to achieve outcomes to suit their learning needs. • The employment of a speech therapist was used to assist year 7 Science students engage in their learning. The various learning techniques implemented in these sessions was shown to staff at a Twilight session to enhance teacher instruction by modelling different ways to maintain attention in students who struggle to understand simple instructions.
Socio–economic background	\$822,000	<p>Student assistance Included:</p> <ul style="list-style-type: none"> • Provision of student diaries • Wellbeing initiatives for each year group • Positive behaviours for learning initiatives. • Educational resources including faculty resources • Provision of a computer coordinator • Provision of two technical support officers 3 days a week • Additional teacher to provide teacher relief for teachers to work collaboratively on programming and assessment. • Additional professional learning for all teachers. • Provision of 30 Chromebooks for each faculty.
Support for beginning teachers	\$84,000	<ul style="list-style-type: none"> • Provision of two coach/mentor teachers • Relief for time to receive feedback from teacher mentors. • Induction program • Attendance at Professional learning • Relief for programming and assessment.
Targeted student support for refugees and new arrivals	\$18,000	<ul style="list-style-type: none"> • The Learning Support faculty work in consultation with the careers, library and

Targeted student support for refugees and new arrivals

\$18,000

counsellors to offer assistance to students who have additional needs. This includes year 6 to 7 transition, cross school transition and school to work transition. Where needed students work alongside the career advisers in developing work knowledge and skills in order to successfully transition into post school work and/or education.

- The learning Support team caters to the needs of students at Bossley Park High School by:
 - Assisting in the identification and assessment of students with individual/special needs. (EAL/D integration)
 - Working with school executive and teachers and parents to plan and design appropriate programs for students with individual /special needs (EAL/D integration).
 - Working with teachers in team teaching mentoring, resource development and support within the classrooms to implement programs for students with individual/special needs.
 - Assist school executive and class teacher monitoring and evaluating programs for students with individual/special needs.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	731	734	727	727
Girls	748	717	702	718

Student attendance profile

School				
Year	2015	2016	2017	2018
7	94.1	95.1	95.1	94.3
8	93.6	93.8	93.2	92.5
9	92.3	93.6	91.6	91.2
10	90.8	92.2	91.3	89.3
11	92.1	91.4	91	90.9
12	91.5	92.1	92.4	93
All Years	92.4	93	92.4	91.9
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Bossley Park High School's priorities continue to be shaped around student engagement and attendance. The assessment and modification of our procedures in dealing with non-attending students occurs on a regular basis in our path of maintaining high student attendance and engagement. Parents and carers are notified in the morning when students are absent in order to maintain accurate rolls and identify wellbeing areas of concern, for both full school day absences and late arrivals. Our attendance rates continue to be well above the State average, partly as a result of our ongoing communication about the importance of regular attendance with our community and families. Our three core team of Head Teacher Administrators alongside the Senior Executive team continue to work closely with our Home School Liaison Officer (HSLO) to distinguish and improve patterns of absence, and on

work specifically to resolve serious cases of non-attendance in a preventative way with students in order to modify avoidance behaviours early. Our Year Advisers also work collaboratively with the Head Teacher Administration and the Deputy Principals to recognise, understand and get to know our students while working with families to minimise absenteeism. We have encouraged families to make specialist appointments outside of school hours and to modify their transport routines to make sure the students are in class on time, benefitting completely from their school days. Our community has responded positively to our emphasis on students being in class in order to maximise their achievement and progress. Our attendance team, being the Deputy Principal, Head Teacher Administrators, Year Advisers and the HSLO, interview students on a regular basis and correspond with parents via electronic media, letters and phone calls to maintain contact with absent students and work on any wellbeing issues which arise preventing school engagement. These methods and procedures have been a productive and effective method of minimising student attendance concerns while promoting school engagement.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	2	9
Employment	4	4	11
TAFE entry	1.3	1.5	4
University Entry	0	0	65
Other	3.1	2.7	9
Unknown	0	0	12

Year 12 students undertaking vocational or trade training

Bossley Park High School's commitment to delivering high quality, purposeful and future focused learning experiences for their students is clearly evidenced through the delivery of VET courses. Aligned to the school's Strategic Directions, the delivery of VET courses by the VET Management Team in 2018 and onwards, enhances students' skills to prepare them for successful transition to the workforce, as well as enrich their learning opportunities and experiences in school. Due to our committed teachers last year Mr Fitz was awarded VET Teacher of the Year (Finalist) for Entertainment. Our experienced VET staff encouraged our students to have high expectations which saw 2 students being our finalist in VET Student of the Year, Ashley L. –Entertainment and Daniel. S– Construction. Congratulations to Trinity. T who received the VET Student of the Year award (Construction) and Kaylin. H (Hospitality) and prizes from South West Connect and

the school.

As part of their professional learning All VET teachers had to upgrade their CERT IV TAE40116 qualification. Overall, 2018 was a successful year with all VET members participating in school meetings, professional development and upgrading resources and equipment to industry requirements.

CPC20211 Certificate II in Construction Pathways

This qualification provides a pathway to the primary trades in the construction industry. Trade outcomes are achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop-fitting as well as carpentry, bricklaying and other occupations in general construction.

Mr Agostino and his construction crew were involved in the refurbishment of the TLS to create a future focused environment used by all faculties as a lecture theatre. They retiled the Performing Arts Kitchen, and the crew used their concreting skills concrete near the basketball courts and built several picnic benches for all students to enjoy at recess and lunch.

All students have undertaken work placement during the construction course and this provided them with firsthand industry experience including bricklaying, joinery, maintenance work and kitchen manufacturing.

ENTERTAINMENT INDUSTRY

CUA30415 Certificate III in Live Production and Services

This qualification is designed to reflect the role of individuals who work in technical production areas, who perform a range of skilled tasks using discretion and judgement, and who have the ability to select, adapt and transfer skills to different situations.

Students throughout the 2018 school experienced working on live productions both inside and outside of the School where they focused on Live Audio, Lighting and WHS. Students attended work placement at industry leading venues and at community locations. During these placements, students were able to gain a first-hand experience of working in the Entertainment Industry. 2018 also saw excellent achievements being reached by students and staff. More than 50% students sitting the 2018 HSC Exam achieved a result of Band Four and above. Ashley. L (Year 12 2018) achieving 91/100 for the HSC Entertainment Industry Examination, Ashley was also a finalist for VET Student of the Year. Holly. M (Year 12 2018) accepted a placement at the Victorian College of Arts to study a Bachelor of Technical Theatre Management. Mr Fitz was selected to work on the 2018 Schools Spectacular at Qudos Bank Arena as part of the Production Team, he was also a Finalist for VET Teacher of the Year. New Audio and Lighting equipment was purchased this year to ensure all students had the ability to work with industry standard equipment.

HOSPITALITY – Kitchen Operations: SIT20416

Certificate II in Kitchen Operations

This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias, coffee shops and institutions such as aged care facilities, hospitals, prisons and schools.

All hospitality students were enrolled with the Didasko Online eLearning system. This technology facilitated and encouraged students to develop 21st century learning skills which will equip them for the workforce. These include: Critical Thinking and Problem Solving, Collaboration, Communication, Creativity and Global Citizenship, as well as competency in using a wide range of technologies. These students were involved in many school catering functions so students planned menus, preparation, presentation and serving of culinary dishes. This took place in the schools fully equipped commercial kitchen.

Hospitality teachers attended a 2 day Hospitality conference at Darling Harbour Dockside. They were able to improve their professional learning from a range of highly experienced chefs and food companies and able to partake in a lot of taste testing of high quality foods and dishes!!

Yr 12 HSC results were encouraging with most students Band 4 to Band 6.

Year 12 students attaining HSC or equivalent vocational education qualification

We had 215 students attaining the Higher School Certificate in 2018.

55 students undertook **Kitchen Operations: SIT20416 Certificate II in Kitchen Operations** and successfully completed the Workready Program. Many successfully completed their mandated 70 hours work placement with positive reports from employers and some also got part time work.

20 students undertook **Construction– CPC20211 Certificate II in Construction Pathways** with 14 completing the course as some transitioned to apprenticeships or full time TAFE. All but one student sat the HSC Construction examination.

24 students undertook **ENTERTAINMENT INDUSTRY–CUA30415 Certificate III in Live Production and Services**.

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	16
Classroom Teacher(s)	74.7
Learning and Support Teacher(s)	2.3
Teacher Librarian	1.4
Teacher ESL	2.6
School Counsellor	1
School Administration and Support Staff	21.25
Other Positions	1.2

*Full Time Equivalent

We have two staff members who identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

With the implementation of our new School Plan 2018–2020, we have prioritised teacher professional learning and accreditation as paramount to successful teaching and learning practices which then transpire into our classrooms. Our structured system of having an accreditation team allows staff to complete their accreditation with support with the guidance of our mentors and coaches who encourage and foster positive teaching strategies for Early Career Teachers.

In 2018 we held meetings for staff who were interested in gaining highly accomplished accreditation and LEAD positions. This will continue into 2019.

All staff are supported and given opportunities to experience professional development which reflects their personal development plans(PDP) and links to our School Plan. Our major focus of last year was Explicit Teaching and Innovative Teaching and Learning

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	3,437,865
Revenue	17,065,366
Appropriation	15,784,098
Sale of Goods and Services	479,126
Grants and Contributions	741,175
Gain and Loss	0
Other Revenue	21,613
Investment Income	39,355
Expenses	-16,017,650
Recurrent Expenses	-16,017,650
Employee Related	-14,197,550
Operating Expenses	-1,820,100
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,047,715
Balance Carried Forward	4,485,580

The school has employed a business manager and continues to have school a finance committee to support the management processes and governance structures to meet financial policy requirements.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	12,411,028
Base Per Capita	280,188
Base Location	0
Other Base	12,130,840
Equity Total	1,522,805
Equity Aboriginal	7,304
Equity Socio economic	822,639
Equity Language	300,424
Equity Disability	392,438
Targeted Total	1,103,010
Other Total	242,782
Grand Total	15,279,624

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.

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

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 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting 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 take into consideration the different test formats and are discouraged during these transition years.

A whole school approach to improve literacy and numeracy outcomes for students is a target area for improvement in the 2018–2020 School Plan – with a particular focus on improving student writing. Strategies such as explicit teaching of student writing; increasing opportunities for students to practise extended response writing as well as providing students with annotated exemplars of quality responses has seen strong increases in the percentage of students that have achieved at or above expected growth in writing. This was particularly evident in Year 9 with a 41.9% increase since Year 7. Writing will continue to be a focus across the whole school. In 2019, explicit teaching of strategies to improve student reading and comprehension is an area to be added to a whole school approach for literacy improvement.

Year 7

The percentage of students that achieved at or above expected growth in **writing = 79.5% this is an increase of 18.4% from 2017**

The percentage of students achieved at or above expected growth in **reading = 53%** a decrease of 7% from 2017

Year 9

The percentage of students that achieved at or above expected growth in **writing = 69.3%** this is an **increase of 41.9% since Year 7**

The percentage of students that achieved at or above expected growth in **reading = 72.2%** this is an **increase of 11.9% since Year 7**

Strong growth in students achieving at or above expected growth in numeracy was evident in Year 7 and in Year 9. Additionally, valued added data, which shows information about learning growth of students

after adjustment for the demographic characteristics, demonstrates that the school is excelling in both groups from Years 7 to 9 and from Year 9 to the HSC.

Year 7

The percentage of students that achieved at or above expected growth in numeracy = **80.7% this is an increase of 3.4% from 2017**

Year 9

The percentage of students that achieved at or above expected growth in **numeracy = 68.3% which an increase of 14.3% since Year 7**

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.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.

Premier's Priorities: Improving education results

and State Priorities: This refers to state priority to increase the proportion of NSW students in the top two NAPLAN Bands by 8% by 2019. A focus on the top two bands in reading and numeracy is an indicator that schools are successfully helping more students to reach their potential. Since 2016 at BPHS, there has been a continued increase in the top two bands and we are on track to achieve an 8% increase by 2019. Currently the percentage increase in the top two NAPLAN bands stands at 7%.

Better services – Improving Aboriginal education outcomes for students.

This refers to increasing the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30%. The percentage of Aboriginal students in the top two NAPLAN bands for reading is 33% however this has not been achieved in numeracy. Therefore overall our current percentage of Aboriginal students in the top two NAPLAN bands for Reading and Numeracy is 16.67%.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Our Higher School certificate results continue to improve with 74% of all Higher School Certificate courses achieving more Bands 4–6 (ie. HSC marks of between 70–100) than Bands 1–3. High performing HSC courses that achieved above the State mean included, English Extension 2, Industrial Technology, Visual Arts, Dance, Music, Drama and Mathematics. In 2018 we also increased the number of VET courses offered to students including Hospitality, Construction, Entertainment Industry and Business Services taught at school.

Subject	School 2018	SSSG	State	School Average 2014-2018
Agriculture	61.3	68.0	67.1	62.3
Ancient History	72.3	67.8	69.5	68.3
Biology	65.7	69.4	70.7	64.0
Business Studies	69.0	67.4	69.3	65.4
Chemistry	65.9	69.3	71.8	69.6
Community and Family Studies	64.9	69.1	69.9	69.1
Construction Examination	72.9	70.5	67.8	67.0
Drama	77.8	72.6	74.8	79.5
Economics	72.8	68.0	74.7	66.4
Engineering Studies	73.6	72.1	75.3	72.5
English (Advanced)	80.4	76.6	77.5	81.0
English (Standard)	65.8	65.9	65.0	65.4
Entertainment Industry Examination	70.0	0.0	72.5	71.8
Hospitality Examination (Kitchen Operations and Cookery)	70.0	68.8	70.3	67.4
Industrial Technology	71.9	64.0	66.2	65.1
Information Processes and Technology	63.3	67.9	72.0	62.8
Italian Beginners	57.2	0.0	73.2	60.1

Legal Studies	75.6	67.7	71.2	71.9
Mathematics	78.8	70.1	74.8	75.1
Mathematics Extension 1	74.4	73.9	78.7	72.3
Mathematics General 2	67.5	65.2	65.1	63.2
Modern History	71.0	66.2	69.5	74.4
Music 1	82.2	78.0	79.5	77.9
Personal Development, Health and Physical Education	71.3	67.7	69.5	71.3
Physics	67.0	68.5	70.6	65.8
Society and Culture	72.9	74.9	76.1	72.9
Studies of Religion II	70.6	62.5	68.5	65.2
Visual Arts	82.3	77.0	78.0	83.7

Parent/caregiver, student, teacher satisfaction

Literacy

The Literacy Team has worked collaboratively to address and improve the literacy skills of students across multiple KLAs within the school. As noted in the School Plan, each KLA provides students with the opportunity for extended writing once a fortnight to develop and enhance students' writing skills. With an increased opportunity for students to engage in extended writing, students have been able to further improve on their written structure, use of language and understanding of audience, purpose and form.

2018 also saw the second year of the LitUp Literacy Program being implemented across Years 7–9. Developed with the philosophy of creating and maintaining a learning community that is built on high expectations, high engagement, collaboration and effective teaching and learning between students and teachers, the program focuses on meaningful feedback, explicit teaching and being data driven to target teaching.

The Literacy Team has also developed 'Literacy Toolkits' for the staff to use to create and maintain collective and consistent strategies to target writing and reading comprehension across different subjects. By developing and sharing these strategies, teachers are able to use common language to improve students' literacy abilities and reinforce these life-long skills across all subjects.

The Literacy Team aims to continue to develop strategies that will assist staff in addressing the literacy

needs of our students. BPHS has also been selected as one of the first schools in the state to participate in the Learning Progressions Pilot Project which we believe will further support our vision to continue to develop literacy across the school in 2019.

Numeracy

At Bossley Park High School the Numeracy Team is committed to:

Encouraging the appreciation and understanding of the role of Mathematics in general society within all students; supporting all students in seeking to achieve their maximum potential in Mathematics; leading students to a greater involvement in their own learning of Mathematics through a positive outlook to the subject; Helping to provide the Numeracy skills needed in other subjects. Year 11 Accelerated students achieved HSC results of 5 Band 6's in Mathematics Course and 4 E4(Band6) in Mathematics Extension 1, our best result thus far from the Accelerated class. In the Australian Mathematics Competition, we had 78 participants achieving: 1 High Distinction, 1 Distinction, 21 Credit and 46 Proficiency awards.

Our students also competed in the University of NSW International Mathematics Competition. In total 57 students participated with: Jovana. K achieved the highest score in ICAS Mathematics Competition in NSW for her year group. She is the only year 12 student in NSW to receive the UNSW Medal. By receiving this medal, UNSW rewards Jovana 1 Bonus ATAR point if she decides to apply for any undergraduate degree programs at UNSW. This is only presented to top performing student and they must also be in the top percentile Band in the achievement level. For the remaining BPHS students received 1 High Distinction, 7 Distinction and 20 Credit awards. Our school average score for years 7, 8, 9 and 10 were all above the average score for Australia.

In Years 7 we continue to provide structures for students needing additional numeracy support by having an additional class structure placement in the timetable in Mathematics to allow students to make improvements so that they can be integrated back into a mixed ability class. This numeracy supported class structure is in place in year 8 and as a result all mixed ability classes have reduced number of students. Now the year 9 Mathematics classes also now have this structure in place. Having the additional numeracy supported classes in Mathematics in years 7, 8 and 9 are resulting in improvements in overall positive trends in NAPLAN and in the HSC.

Wellbeing

The Wellbeing team includes: the Head Teacher Wellbeing who oversees the two Year Advisers for each cohort, the Interact Club coordinator, SRC Coordinators, PBL Coordinator, Careers Adviser and the Junior Engagement Adviser and Senior Transition Adviser. New addition to the Wellbeing team is the Mental Health Coordinator who oversees the student Mental Health ambassadors and implements the MindMatters framework.

The school is in its fourth year of the implementation of the MindMatters Framework and has had a focused approach on improving staff and student wellbeing to improve their understanding of mental health. The MindMatters team runs various activities, which culminate around RUOK? Day and Week Gr8 at the school. Our Student Mental Health Ambassadors took part in the Youth Mental Health Summit at Casula Powerhouse and also a half day workshop called safeTALK to provide support and training to become a suicide-alert helper.

Year Advisers devised cohort wellbeing plans that are flexible and meet the needs of the particular development and learning needs of specific cohorts, which includes each year group participating in regular year meetings which take place twice a term with a key focus for each meeting. The cohorts engaged with many community presenters, including Rocky Biasi, Nicole Fitzsimon Foundation, Brainstorm Productions, Galmatic and Jonny Shannon who delivered various presentations focusing on resilience, cybersafety, safe travels, and anti-bullying.

Students also had the opportunity to participate in Links to Learning, leadership programs such as the Halogen Young Leaders Day and the Prevention of Alcohol Related Risk Taking in Youth (P.A.R.T.Y) Program. The Wellbeing Team is continuing to engage in professional learning to enhance their skills, with more Year Advisers trained as Accidental Counsellors to support students to resolve conflict and increase resilience.

Our school continued its links within the community through the Fairfield Youth Workers Network. A rotating roster comprising of different members of the Wellbeing team, regularly attended meetings held by the FYWN within the community. This allowed Bossley Park High School to stay connected with the wider community and engage with resources from within the area.

The Check-in mentoring Program was revised and finalised for implementation in 2019. The program is based on the previous mentoring program implemented at Bossley Park High School, however, it now incorporates Student Mentors as well as Teacher Mentors into the mentoring system. It is a peer-led approach to enhance the mental, social and emotional wellbeing of young people. The program involves senior students (Years 10 – 11 – 12) as active participants in the mentoring process, and through practical experience, they develop communication and leadership skills, as well as a greater awareness of their own abilities. We were successful in gaining a \$5000 grant which is to be used to provide students and staff with mentoring training to be delivered through TAFE NSW.

The PBL 'Tier 1 Universal Preventions' training was completed in 2018. This consisted of a three day workshop to allow BPHS to implement PBL aligned with the Seven Essential Features framework. Following training, staff viewed a presentation and data was extracted from cross faculty groups to establish the school matrix. The matrix was introduced into the student diary for 2019 and will be officially launched via

signage in 2019. Staff and students were more engaged with the PBL reward system as we saw an increase in the numbers of students receiving the PBL award.

HT Wellbeing and Deputy attended a professional development session in Term 4 launching the "Breaking the Silence" initiative in line with White Ribbon Australia. This allowed BPHS to engage with local schools from the Fairfield area. This program provided us with the foundational knowledge, tools and strategies to implement respectful relationships and domestic violence education in schools. Following this, a committee consisting of senior male students was formed to bring about a commitment to raise awareness for violence against women. The male student ambassadors initiated a soccer tournament to fundraise money which was donated to a local women's refuge. Furthermore, the students also delivered a presentation to students in Years 7–10 during the allocated Year Meetings. BPHS is now a recognised White Ribbon school.

The annual Plus 2 and Plus 3 reward days were held to celebrate student success at BPHS. Students in Years 7–11 attended Jamberoo Action Park and Year 12 attended Luna Park. The Plus 3 excursion saw students treated to a special lunch at Rashay's in Wetherill Park followed by a film screening at Hoyts cinema.

Visual Arts

In 2018 Gifted and Talented Visual Arts students were given the challenge to design and create a garden sculpture to commemorate the schools 30th anniversary. Students in yr7 –10 were involved in the design process through to the construction of the sculpture. Students initially were involved in discussions on what the design of the sculpture should include. It was decided, that.

The importance of quality education as the foundation for which students grow and learn— symbolised in the tree stump at the base.

—The wide and varied learning opportunities that are provided to the students here at Bossley— symbolised through the open book

—The importance of resilience and maintaining strength, courage and commitment—symbolised in the so ever tough native flower the waratah.

—To the endless possibilities life will bring you once you leave school— symbolised in the eternal gold flame at the top of the sculpture

The sculpture, located in the admin court yard, was officially unveiled by Ms Chevell and past Principal Mr Jux at the commemorative assembly held on 30 November.

Yr 11 Gat VA student Tayla. W attended the Dobell drawing course at National Art School in April. Yr 10 GAT VA students Holly. T, Eisis. S, Cynthia. B and Deon. D attended the 4 day ART Smart program at

Campbelltown Art centre in September.

Under the leadership of Mr Mai, a group of VA GAT students participated in MCA Zine Fair, in collaboration with Bradfield Senior College, and the other World Zine Fair at Marrickville.

Gifted and Talented students were part of a documentary film by Korean TV which highlighted the importance of how young people connect with their culture through the Arts.

The success of the Gifted and Talented Visual Arts program was demonstrated through outstanding HSC results in 2018. Students received 9 band 6 results and a record 7 nominations for Art—express. Massimo. S, Christine. H, Lynnie. I, Jessica. F, Renee. M, Elizabeth. C and Lina. A all received nominations, with Massimo and Christine having their works selected for display. "All things Considered" an exhibition of HSC artworks and "Natural Selection" and exhibition of Photomedia works from Yr 12 Photography classes held in August were attended in record numbers.

Other exhibitions held in Gallery B in 2018 included, The Retrospective HSC artworks display, showcasing works from 2013–2017 and The Art, Life and Learning whole staff exhibition.

The Visual Arts faculty participated in cross curricular activities with the History faculty during Harmony Day and Anzac Day celebrations.

Visuals Arts staff participated in numerous professional learning opportunities in 2018 which included private tour and dinner of 2018 Archibald prize. Ms laali attended HSC development days talks, Mr Mai attended Photo—Ex Digital media conference, Ms Duff and Ms Coleman participated in professional development tour of New York City for Art and Design teachers and Mr Tan participated in various practicing artist workshops in Asia.

The Talented Football Program

2018 has proven to be a successful year for the Talented Football Program (TFP). In competitions the U15 Bill Turner Cup Boys team finished third in this national competition.

The U15 Bill Turner Trophy Girls team finished in the top 32 of the nationwide knockout competition. They were defeated in the Regional Semi—Final 2–0 by eventual winners, Westfields Sports HS. After going into halftime at 0–0 and dominating play, the girls lost their way a little and conceded two goals against the run of play.

The Senior Boys Sports High School Challenge squad finished third after a tough final round 0–0 draw against arch rivals Westfields SHS. A win was required for BPHS to move into the Final Series with WSHS only requiring a draw.

The Senior Girls Sports High School Challenge Squad finished 4th; their highest ever finish. They experienced their first ever win in this competition by defeating

Endeavour Sports HS 2–0 However, the girls were predominantly U15. So the future is hopefully looking brighter.

The TFP have been successful out of competitions with individual student athletes achieving personal goals as integral member of Sydney South West, NSW CHS, Australian Schools and Australian (FFA) Representatives. In addition to students achieving as players they have managed great success as referees throughout 2018; the fifth year of the referee's course being mentored by Kris Griffith–Jones (FNSW & A League referee) and Rob Nieuwenhuis (FNSW). One of the highlights of 2018 is Year 12 students Mohammed. A, Thomas. A, Blake. R and Year 11 student Fabian. M, all representing Australia at some level.

Academically, with two TFP students receiving ATAR's above 91 (Petar. O and Jared. D.

SPORT

Bossley Park High School have had a number of great achievements through 2018.

We had student's progress to Lansdowne, Sydney South West and NSWCHS in all Swimming, Athletics and Cross Country throughout the year. We are proud to inform the community we had students make Australian Squads in the chosen sports, such as Football.

We not only encourage athletes to excel in their chosen sport or event but the staff at Bossley also promote and provide opportunities for our students to referee, assist and take on leadership roles at events such as Zone Gala days, Swim School and Carnivals. At these events students are able to learn management roles in sport and develop skills and qualities of coaching. Students who have taken on these leadership roles represented Bossley to the upmost standard.

We had 15 teams enter in Knock Out competitions in a variety of sports, these teams are coached by teachers across the whole school and often take part in weekly training. The gifted and talented Netball team trained each week and the opens team reached the second phase of Sydney South West knock out and the Girls knock out Tennis team reached the quarterfinals.

Bossley had 17 students to receive a zone blue award, which recognises their achievements at a Zone level and one student received a SSW blue. To conclude the year we celebrated the success of our students at the annual sports assembly where we had over 150 students recognised for their achievements throughout 2018.

Celebrating 30 years of Bossley Park High School 1988–2018 Team

The 30th Anniversary team oversaw the delivery of a series of wonderful events to celebrate the schools 30th year. A formal whole school assembly was conducted on 30th November, in which the first Principal Mr Brian Jux was a one of a few special guests along with members of CSG and other community

representatives. Mr Jux addressed the school sharing some of his Bossley stories from his time as principal from 1988–2000. Ex– students who have now become staff members– Ms Dundovic and Renee. S – Canteen Manager, shared their personal experiences as ex–students of the school, highlighting its changes throughout the years. Gifted and Talented Visual Arts students were presented with awards congratulating them on their hard work and dedication to the completion of the garden sculpture. At the conclusion of the assembly the commemorative sculpture was unveiled by Mrs Chevell and Mr Jux. Special guests were then treated to a tour of the school to view our wonderful facilities and meet staff and students, followed by morning tea.

On Saturday 1st December a celebratory dinner was held at Club Marconi. Over 200 guests, consisting of both past and present staff and ex–students attended. Guests were treated to a night of celebrations including, vocal and dance performances by both past and present students, speeches from Mr Jux and former student, now HT learning Support, Mrs Roby and a commemorative video created by Photo–media teacher Mr Mai .The nights MC was former History teacher Mr. Duncan whom kept the audience constantly entertained. A fantastic night of celebrations was had by all, with staff students, parents and members of the community all coming together to celebrate 30 years of excellence and success.

Innovation Team

The Teaching Innovation team was created from the implementation of our school plan which reflected the growing need for professional development on innovative teaching practices. This year we identified, planned and delivered professional learning to support staff in using online learning platforms within their classrooms (google Classroom). The team was successful in gaining a grant to assist teachers in the initial stages of creating an innovation lab which is to be used across all teaching areas. Members of the team were also involved in professional training to reflect the changes that will be made to our learning space in the library and create more future focused learning environments.

PBL Team

At the start of 2018 we established the PBL matrix through consultation with staff, SRC and the CSG. The PBL Matrix has been implemented into the school diary for 2019. We are looking into implementing the PBL language into lessons for our PBL launch day due to take place in Term 1 2019. We established a student committee who are creating the videos to be used for the lessons.

The student reward days have had a significant increase in the number of students who are being rewarded as more teachers are consistently giving out PBL points.

Quotes and designs for signage have been explored. We will be incorporating the Bossley logo, Mind Matters, White Ribbon Day and the PBL Mascot onto the signs.

International Team

This year has been a successful year in fulfilling all audit requirements which represented all the hard work that goes into making sure our students are supported and cared for. Our new international students have settled well into the Bossley family and we will continue to monitor their wellbeing by maintaining strong connections with their families overseas via video conferencing to inform them of their child progress and attendance. Regular meetings with these students provide them with the necessary support to make sure they are happy with their homestay and are coping well at our school.

Refugee Action Support Program (RAS)

The Refugee Action Support Program provides students from a refugee background with the opportunity to work with Western Sydney University pre-service teaching students in small tutoring groups. Tutors work in small groups with a maximum of 3 students per group and students are encouraged to bring classwork, homework or assessment tasks from any subject. Not only does this help develop students' literacy and numeracy skills, it also increases their confidence in speaking and collaborating with others. The program runs every Thursday afternoon for 10 weeks per semester. A total of 18 refugee background students were selected to participate in the program with 9 students rotating each week.



Policy requirements

Aboriginal education

The Aboriginal and Torres Strait Islander Team consisted of 8 staff working with our identified students and their families to set goals and update their individual learning plans at the start of the year.

Students were invited to participate in various first nations people events throughout the year. They then worked towards whole school learning opportunities so that students gained an authentic understanding of the Aboriginal culture. We held two reconciliation assemblies with historical talks by Aboriginal staff and guests plus music performances and a cleansing smoking ceremony which was very informative and enjoyed by staff and students.

Students and staff worked with Aboriginal Educational Consultant Aunty Carol Brown through out the year to gain a deeper understanding and to write our own personalised Bossley Park Acknowledgement of country. Students from our Student representative council along with our identifies Aboriginal students and Senior Executive worked collaboratively with Aunty Carol to Write the following:

We the Bossley Park community would like to acknowledge the traditional custodians of the land on which we stand, the Dharug Nation. We also pay our respect to the elders both past, present and future. As a school full of many nations, united as one we focus on excellence and success while caring for the land on which we live and learn.



Multicultural and anti-racism education

Promotion and understanding of the many different cultures and backgrounds are celebrated at our school. Knowing our students by valuing their cultural background and bringing that into the school can be seen via the many celebrations such as Harmony day and our Refugee Expo which encourages a greater understanding of the diversity that exists at Bossley Park High School. We have a trained ARCO and have brought awareness of their role in promoting anti racism and harnessing tolerance across all races and backgrounds at our school. We continue to hold the ethos of acceptance and understanding at our school via peer support mentors which lead the younger members of our school and maintain positive relationships with teachers and students.