



BOSSLEY BIZ

NEWSLETTER

JUNE 2019

Sunday 16th to Saturday 22nd June

Refugee Week



Bossley Park is a culturally diverse school with **82%** of students belonging to a language background other than English

During **Refugee Week** we celebrate the contributions of refugees within our community.

There are **138** students at Bossley Park that come from a refugee background

This year's theme is 'Share a meal, Share a story' - So please take the opportunity to get to know our refugee students. You may even break bread together and learn about the food and the stories people bring with them when they flee their homes.

Bossley Park High School



Focussing on Excellence & Success



Vera Chevell
Principal - Bossley Park HS



The HSC Minimum Standard

The HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students. From 2020, students in NSW will need to demonstrate a minimum standard of literacy and numeracy to receive their HSC. The HSC minimum standard is a way of supporting and ensuring students have a functional level of literacy and numeracy. The HSC minimum standard is set at Level 3 of the Australian Core Skills Framework which outlines the functional skills used in everyday life, for work and further study. This framework provides detailed information on the three areas in which the students will be tested: **Reading, Writing and Numeracy**.

How does a student show that they have achieved the HSC minimum standard?

If a student sat the 2017 NAPLAN test and earned a band 8 in reading, writing and numeracy they will be deemed as meeting the HSC minimum standard in Reading, Writing and Numeracy and will not have to sit the HSC minimum standard tests. Any student, regardless of when they complete their HSC, who did not receive a band 8 in reading, writing or numeracy in 2017 NAPLAN will be required to sit the HSC minimum standard test in all areas in which they did not receive a band 8. The student must achieve a Level 3 in each test. This aligns with Level 3 of the Australian Core Skills Framework (ACSF) which is considered the level required to function in everyday life, for work and further study.

The current Year 10 and the online HSC minimum standard tests

To achieve an HSC in 2021 and beyond, all students must sit the HSC minimum standard online tests in reading, writing and numeracy. Each of the three tests are of 45 minutes duration. The writing test consists of a response of up to 500 words to one written or visual prompt, and the other two are 45 multiple choice questions. Schools will advise you when your child will sit the online tests. Before doing this, however, students can complete the online practice tests at school using their Schools Online account as many times as is practicable. Once the HSC minimum standard is achieved in all three areas, a student is eligible to receive the HSC. The administration of these tests is an important job in a school. Parent support of this administration is very important, especially in ensuring student attendance. A letter will be sent to parents/carers about the timing of the tests. Having students attend school punctually and ready to sit the test will be very much appreciated by the team of staff involved.

The current Year 11 and the HSC 2020

Students sitting the HSC in 2020 will be the first to have their HSC linked to a minimum standard. For these students now in Year 11, the minimum standard is linked to their 2017 Year 9 NAPLAN results. Many students have already met the standard through achieving a band 8 or higher in all three areas: reading, writing and numeracy. Those who are yet to achieve the standard will sit online tests in the area where they achieved below a band 8 in numeracy, reading or writing. Students can sit the online tests twice a year, in Year 11 and 12 and up to five years after they start the HSC.

What is a minimum standard report?

Students can access their minimum standard test results through their Schools Online account. They can also print a minimum standard report that clearly shows the level (1-4) that they achieved in the test. Level 3 is the minimum standard.

Support for students with additional needs

Some students with additional needs will be eligible for provisions for the minimum standard tests. These provisions can be approved by the principal. This means it is a good idea to make sure the learning support team at the school is fully aware of the needs that concern you and that you have acquired documentation that confirms your child's additional needs. The earlier that the school is aware of the needs, the better prepared the school will be to determine both the timing of the test and the extra provisions that will enable your child to have equitable access to the test. The learning support team will liaise with the principal about extra provisions for the HSC minimum standard tests.

Minimum standard pathways for students

Issue	Action	Credential awarded
Achieved band 8 in NAPLAN 2017 in Year 9 in Reading, Writing and Numeracy.	No minimum standard test required	HSC ROSA
Did not achieve band 8 in NAPLAN 2017 in 1, 2 or 3 of the following areas- Reading, Writing or Numeracy.	Students only have to sit the online HSC minimum standard test for the areas that they did not achieve band 8 in NAPLAN. Students can have up to 5 years from the start of the HSC to re-sit the minimum standard tests to achieve level 3 in Reading, Writing and Numeracy. Student then achieves level 3 in Reading, Writing and Numeracy.	HSC ROSA Minimum standard report
Did not achieve band 8 in NAPLAN 2017 in 1,2 or 3 of the following areas- Reading, Writing or Numeracy. Does not achieve level 3 in the HSC minimum standard online tests.	Students only have to sit the online HSC minimum standard tests for the areas that they did not achieve band 8 in NAPLAN. Students can have up to 5 years from the start of the HSC to re-sit the minimum standard tests to achieve level 3 in Reading, Writing and Numeracy.	ROSA Minimum standard report If studying an ATAR pattern of study students can still receive ATAR and offer to university.
Does not qualify for HSC due to 'N' determination or ineligible pattern of study	Sits the minimum standard tests to attain a minimum standard report.	ROSA Minimum standard report
Leaves school when 17, before the end of Year 12	Sits the 3 minimum standard tests to attain a minimum standard report.	ROSA Minimum standard report
Leaves school when 17	Does not sit any of minimum standard tests	ROSA

Strategies implemented at school to support literacy and numeracy learning.

We have:

1. Explicit literacy lessons taught once per week for Years 7-8. Once a fortnight for Year 9
2. Additional Mathematics and English classes in Years 7-8 to provide targeted support for students who are below minimum standards in numeracy and literacy and/or refugee students
3. School Literacy team producing and delivering professional learning for the whole school to support writing, reading and comprehension.
4. Whole school focus on writing – faculties asked to increase opportunities in class for students to practise extended response writing
5. Students provided with exemplars for extended responses/essays – annotated to explicitly show what is expected for high quality response
6. Employment of a Speech Therapist working with Year 7 science classes 2018-2019; working on improving comprehension.
7. Teachers in Social Science and Science faculties worked on a project to improve writing with a focus on understanding the literacy needs for refugee students
8. Small teaching team working on implementing Literacy & Numeracy Learning Progressions with selected classes
9. External professional learning opportunities for teachers improve student learning/literacy/numeracy
10. Expert teachers working with Year 10-11 students to achieve HSC minimum standards in Reading, Writing and Numeracy

Congratulations to the Zone Cross Country team



Finishing third overall in the zone competition with many individual outstanding results. Well done to all participants!

New School Jacket coming soon!

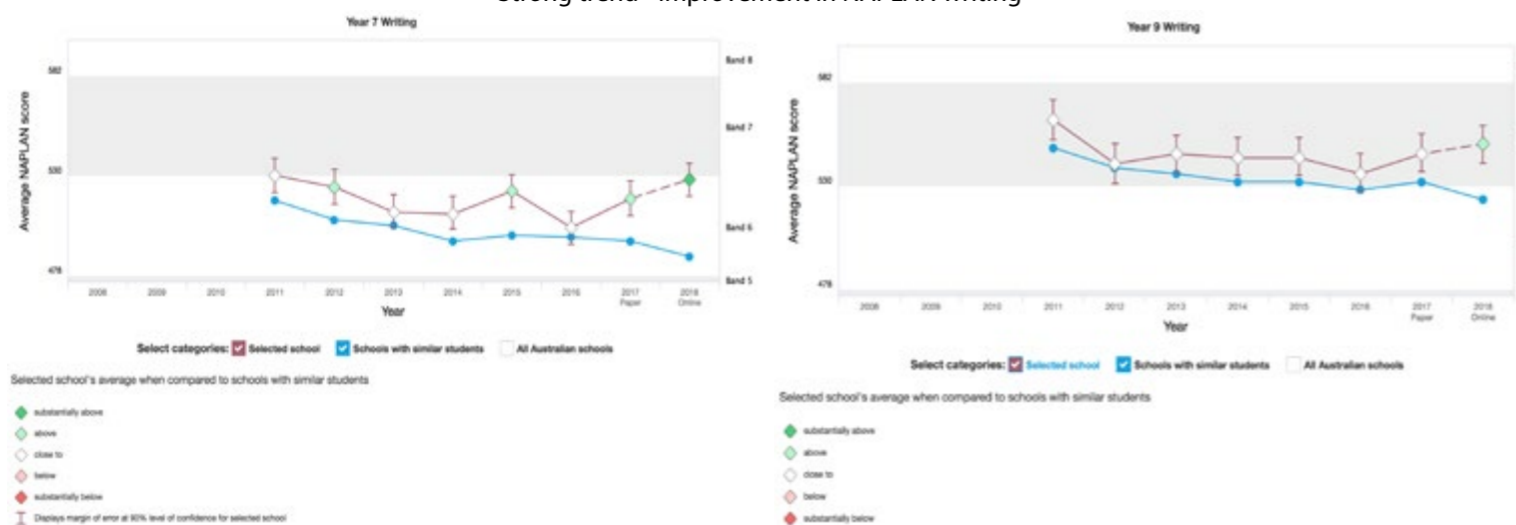
After a number of unforeseen delays our new school jacket for all students should be in Lowes and The School Locker by the end of this month. The jacket is suitable to be worn with both the school uniform and the sports uniform. Parents are reminded that hoodies are not part of the school uniform and should not be worn to school. School jumpers are available at school for purchase for \$30, though only medium to larger sizes are left. All other sizes should be available in store at Lowes or at The School Locker.



Full sports uniform to be worn when representing the school at sport

Students who are representing the school at sport are required to wear the school sports uniform. Tracksuit pants are part of the sports uniform and can be purchased from our uniform stores or shorts can be worn; tights are not part of the sports uniform. Seniors are expected wear the sports uniform when representing the school. Students will only be permitted to represent the school when they are in full sports uniform. It is a privilege for students to represent the school at any external competition and the expectation is that they wear their uniform with pride.

Strong trend - improvement in NAPLAN writing



Screen time for your child – 7 tips

There is a lot of conflicting advice and emerging research around screen time. But, the right amount of screen time can depend on a range of factors like your child's age and maturity, the kind of content they are consuming, their learning needs and your family routine. It can be easy to focus only on the clock and how long your child is spending in front of the screen, but the quality and nature of what they are doing online, and your involvement are just as important.

Consider your child's screen use in the context of their overall health and wellbeing – for example, is online time getting in the way of their sleep and exercise? Is it impacting on their face-to-face connections with family and friends? The answers to these questions will guide you and help strike the right balance of online and offline activities for your child.



1. Be involved

Sharing screen time and online activities like gaming with your child helps you gauge the appropriateness of what they are doing and manage potential risks. It's also a great way to start conversations with your child about their online experiences.

2. Work with your child to set boundaries for screen use

If you decide that setting screen time limits is right for you and your child, discuss these new rules with your child. Older children are more likely to cooperate if they have been part of the decision-making process. Colourful pictures or charts of daily limits and other important activities is a fun way to get younger children on board.

3. Be clear about the consequences of not switching off

Part of our role as parents is to set clear limitations and boundaries. The same applies to technology limitations so, being clear and consistent about the consequences for your child if they do not stick to these rules is paramount. The [Raising Children Network](#) provides some useful tools and advice.

4. Set device-free zones and times at home

Device-free zones can help you manage your family's digital use. Here are some ideas for setting digital boundaries within your home:

- no devices in the bedroom for younger children
- all screens off in bedrooms after a certain time for older children
- all screens off at least one hour before planned bedtime
- all family members switch off at dinner time
- charge devices overnight in a place your child cannot access

5. Ask your child to explain their screen use

Get your child in the habit of explaining why they want to be in front of a screen or online. It's a great way to get them thinking about their own digital habits and balancing screen time with other activities.

6. Use tech tools to help manage access

There are robust products and device functions which allow you to see which apps are being used in your home and for how long. But try not to use these tools to secretly monitor your child. Instead, be open about the process and check the whole family's usage, including your own. Start with [Google Family Link](#) for Android devices or [parental controls](#) and [Screen Time](#) for iPhone/iPad.

7. Lead by example

Your behaviour is one of the most effective ways to help your child develop a positive digital mindset. Show your child you can put down your device too.



Deputy's Desk

Mrs Ager
Deputy Principal - Years 7 & 10



Year 7 update

The planned Year 7 excursion to Taronga Zoo with the Science faculty was postponed due to extremely cold weather, rain and winds. We have rescheduled for Monday of Week 10 this term the 1st of July which should be a nice way to end the term. Notices have already been sent home, this time it will go ahead, rain, hail or shine.

Friday the 21st June all of Year 7 will participate in a Cyberbullying presentation organised by their year advisers, it is vital that parents are monitoring their children's phone usage and in particular social media accounts.

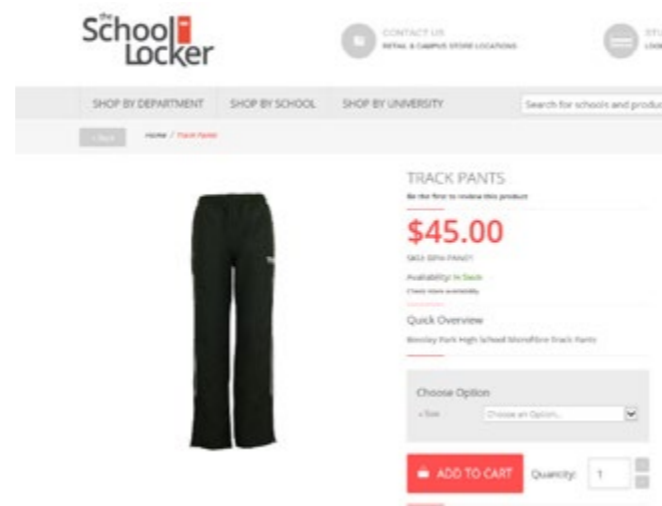
Year 10 update

Year 10 are still undergoing mid-year assessment and their reports are being compiled. We would like to see all parents come in to discuss their child's progress at the upcoming Parent Teacher Night which will be Wednesday July 3rd for Year 8 and 10 students. Please note that reports will be posted on the portal and letters emailed, so if you have not logged in for a while or need help gaining access please call the front office.

Year 10 will also be undertaking Subject Selections for the senior years. They will be provided a booklet with the courses on offer and have talks by the Head Teachers. A parent information evening will also be held early next term where parents will have the opportunity to ask questions and source more information about the different courses and pathways available.



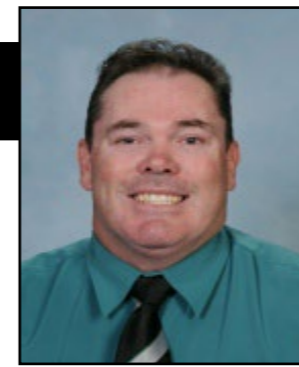
A group of Year 10 students recently attended the Fast Forward program at UWS, designed to support students in planning their pathways in the senior years of schooling and post-school study.



Uniform Reminders – Hoodies and leggings are not permitted at Bossley Park. Students should purchase the Bossley Track pants from Lowes or The School Locker if they don't wish to wear the shorts in winter.

Deputy's Desk

Mr Stanley
Deputy Principal - Years 8 & 11



Winter has now arrived so I take this opportunity to remind students and parents of the following uniform requirements:

- If students wear a scarf it must be black and/or white.
- Beanies are not to be worn at school.
- Hooded jumpers/jackets are not to be worn at school.
- Shirts worn underneath shirts or blouses must be plain white
- Make up to be minimal and natural including fingernails
- Ties to be worn by senior boys
- PE/Sport jacket can be worn with school uniform
- Year 12 students should be wearing their jackets

Unfortunately, we have had a delay in the availability of the new school jacket. Both School Locker and Lowes are expected to have the jacket in stock towards the end of the Term/early Term 3. This may cause an issued for some families who have been waiting to purchase the new jacket. In the interim, the school is selling limited larger sizes of the school jumper for \$30. Alternative, students are allowed to wear a plain black jumper/jacket until the new jacket is available for purchase.

NO HOODIES JUMPER/JACKETS AND NO LOGOS AS STUDENTS WILL BE ASKED TO REMOVE THEM AND/OR THEY WILL BE GIVEN TO A DEPUTY PRINCIPAL FOR COLLECTION AT THE END OF THE DAY.



The school will communicate to families when the new jacket is in stock at both School Locker and Lowes. BPHS has a long tradition of high uniform standards and we ask that parents/caregivers continue to support staff to ensure these high uniform standards are maintained.

Shortly, Semester 1 reports will be distributed for Year 7-10 ONLINE VIA THE PARENT PORTAL. This is a new initiative the school is introducing this year and was communicated to all parents earlier this term. Please contact the school if you have any issues with accessing the parent portal. Students and parents are encouraged to reflect on their reports. This reflection is an important strategy so that students can continue to make progress in all aspects of their learning in the school. The expectation is that students must continue to work to ensure the cycle of learning progress continues for Semester 2.

Thank you to the many parents who attended the Year 11/12 Parent/ Teacher Evening recently. Can I encourage parents to also attend the Junior School Parent/Teacher Evenings. These are important events which provide the opportunity for parents to discuss their child's progress with teachers. Junior Parent/Teacher nights this year will be as follows from 3.30 to 6.30pm:

Years 8/10 **3rd July, Term 2 Week 10**
Years 7/9 **31st July, Term 3 Week 2**

Year 8 and 11 Update

As we near the end of Semester 1 can I encourage all Year 8 and 11 students to continue to develop and display a strong work ethic and positive attitude towards their learning. This includes positive attendance patterns. It is important that students display these qualities now so that they can continue to meet the demands of Stage 4 and 6 curriculum. The results students receive in their ROSA, preliminary and HSC certificates will be enhanced greatly by the learning habits and attitude they have now. KEEP FOCUSING ON EXCELLENCE AND SUCCESS.

In closing, what makes Bossley Park a great school?

Wonderful staff, fantastic students,
supportive parents and community.

Deputy's Desk

Mr Hollis

Deputy Principal - Years 9 & 12



Year 7-2020 TFP trials

Our Talented Football trials were very successful with over 90 students applying and trialling over the first two weeks. Credit to the TFP staff who prepared the oval into 9 mini fields and coordinated other coaches in our largest trials yet. Such is the popularity of the program we have increased our intake size to 40 for 2020 including 15 girls and 25 boys.

Year 12 Trial Examinations

This year you may have noticed that there were no Year 12 Half Yearly examinations. This is a change for all HSC courses in that there are now only four assessment tasks permitted with one formal examination included. Hence the need to remove the previous Half Yearly Examination two week period which was conducted in Term One. The Trial Examinations are still required and these exams are held under formal examination conditions and will reflect the external HSC examination for each course. ie. The style, number, marks and duration will follow the standard set by NESA.

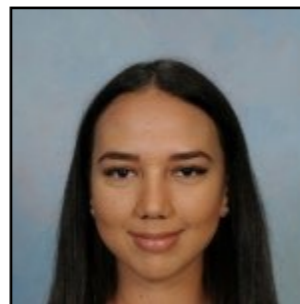
These examinations will be held during Weeks 3 & 4 of Term 3, 5th August to the 16th August.

Public Education Foundation Scholarships

Earlier this term two of our Year 12 students were awarded Public Education Foundation Scholarships. These two girls along with hundreds of NSW students receive part of the \$3 million in scholarship funding to meet their educational needs. The Secretary of the Department of Education, Mark Scott said. "These scholarships are about recognising and rewarding student excellence to encourage high-achieving students to continue to maximise their potential," Congratulations to Emily and Sandra.



Emily Kamanjasevic is awarded a Public Education Foundation scholarship



Emily Kamanjasevic
The Western Sydney Leadership Dialogue Scholarship



Sandra Abdal
The Friends Of Zainab Senior Secondary Scholarship

Capture Fairfield - Visual Arts and Photography Competition

Capture Fairfield



IT'S ON AGAIN

Show us how you 'Capture Fairfield' and win!

Capture Fairfield Visual Arts & Photography Competition is back! Council is calling on creatives to showcase their artistic flair and secure a slice of more than \$9000 in prize money.

The 2019 Local Government Week theme is 'Your Council'. Interpret the theme however you like – show us your artistic skills in capturing the character of Fairfield City.

From beginners with a unique concept, to artists, students, photographers and graphic design gurus, the competition is open to everyone.

The competition closes on Sunday 23 June 2019. Entry is free.



Get your entries in by
Sunday 23rd June!

by Ms Sari-Daher
HT Student Wellbeing

Term 2 is almost coming to an end. It has been a busy term with the Half Yearly assessments and report period now over. Reports can mean anxious times for students. Will my parents be disappointed or proud? Will they over-react or will they be level-headed? Will they look at the negatives or will they focus on the positives first? Children and teenagers take their cues from the adults in their lives, so how parents see their children's reports affects how they see themselves as learners.

Years 11 and 12 have also taken part in Study Skills sessions this term. Students took part in sessions on how to manage time efficiently. Students were taught how to develop routines to balance study and lifestyle, working smart by completing high value work, utilising study groups to leverage time and techniques for overcoming procrastination. The strategies they have learnt during the sessions are highly beneficial, especially with upcoming assessments – particularly the Trial HSC in Term 3. The Tell Them From Me survey from last term also came back with student feedback on what they

think about school life, how engaged they are with school and the different ways that teachers interact with them. The survey measures factors such as social emotional outcomes, academic outcomes and drivers for academic outcomes. The survey is a great opportunity for our students to provide us with valuable and quick feedback on what they think about school life, how engaged they are with school and the different ways that teachers interact with them. More than 6,300 schools in Australia and around the world have used Tell Them From Me to survey 5.4 million students. In Term 3, Bossley Park High School will take part in the second snapshot of the Tell Them From Me survey. This snapshot will also provide us with the opportunity to survey parents and the teachers to gain further insight and voice to help improve how we do things at our school. More information will be sent out closer to the date.

Refer to the table on the following page for the positives to take away and the areas for improvement from the Tell Them From Me survey results for our school.

Upcoming Events

- Wednesday 19th June - SRC Bake Sale in the quad
- Thursday 20th June - Refugee Day
- Monday 1st July - Taronga Zoo excursion & Year 10 Subject Selection Talks (Day 1)
- Tuesday 2nd July - PBL Rewards Day & Year 10 Subject Selection Talks (Day 2)
- Wednesday 3rd July - Years 8 & 10 Parent Teacher Interviews
- Friday 5th July - Last day of term



	Positives We Can Take Away	Areas for Improvement/ Further Investigation
SOCIAL EMOTIONAL OUTCOMES	Students know the expectations and teachers set clear goals to improve learning → Learning Intentions and Success Criteria are being used.	58% of students able to overcome setbacks and challenges. How do we support the other 42%?
	82% of students have indicated that they have positive relationships with peers. Increase by 4% since 2013.	What further strategies can the school provide to support Year 12 students?
	Fewer students have outlined they are victims of bullying. This has decreased since 2013.	How do we provide further support for the Year 9 cohort in terms of bullying?
ACADEMIC OUTCOMES	67% of students agree that English, Math and Science are valuable for everyday life and for when they leave school.	46% of students were not confident of their skills and found English, Math and Science challenging. What about Elective courses?
	29% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge.	This will be interesting to see what the percentage will be by the end of the year.
	14% of students were confident of their skills but did not find classes challenging.	How do we challenge the 14% to reach the desirable quadrant? i.e. High challenge and high skill.
DRIVERS FOR ACADEMIC OUTCOMES	Communicating with others, working as part of a team and thinking critically were perceived by students to be the most important.	Science was perceived as not as important. Why not?
	Students clearly see the value and the high expectations expected in their schooling. Overall, above national average (74%).	How do we increase Year 10 engagement to see the value in schooling?
	57% of students have indicated they enjoy doing homework and it helps them	What types of homework do students enjoy completing? How do we make it meaningful?



Surviving year 12

Fact sheet for parents

Supporting your Year 12 student

Year 12 is considered by some to be the most important year of schooling. There is an enormous amount of pressure on Year 12 students and it comes from parents, teachers, schools and the students themselves. There are a number of ways parents can support their children as they work through their final year of schooling.

Balance

It's important that you make sure your teenager has lots of opportunities to play sport or pursue an artistic activity like drama or music. Also, try to make sure that they spend time with their family, and friends.

Routine

Parents can do lots of things to help teenagers develop smart study habits. These skills do not develop automatically and parents will need to be patient while these new habits develop and the old, unhelpful ones are discarded.

A study-friendly home

Environment

It is important to make your home a place where it is easy for your teenager to think.

Help eliminate distractions such as television, radio, MP3 player, talking, noisy younger children, or cluttered work areas. It is impossible to watch TV and study. Show how important schoolwork is by keeping the TV off during study time.

- Keep your conversation to a minimum and encourage younger children to use this time as their study time or quiet time, too.
- Provide physical conditions that help concentration, such as good lighting, cool temperatures and a table or desk with a supportive chair.
- The work area should be neat, have enough space for writing and reading, and should be kept clear of any clutter.
- Remind them to sit with good posture in a comfortable chair. Lying down may be so relaxing that it interferes with concentration.

Making time to study

You can support your teenager by helping him or her focus on their study.

- **Schedule study time.** Study times should be scheduled for whenever there are the fewest distractions or interruptions. If your teenager needs help to establish a routine, have a chat about which times could be best used for studying. Set that time aside on at least five days a week. Use the afternoon or early evening as study time, as this leaves time later in the evening for relaxing activities.

- **Plan study in two 50 minute blocks with a 15 minute break.** One 50 minute slab of study is better than several hours full of distractions and interruptions. Use a kitchen timer or an alarm clock to signal breaks and to indicate the end of study time.

At exam time

The exam results do not represent your teenager's future. The end of secondary school is the start of the next and usually more exciting time in your teenager's life. The moment the exams are over, celebrate. Such a celebration is crucial, as the message you will be reinforcing is that the final score is incidental. Getting through high school is a wonderful achievement in itself.

When the exam results arrive

This period can be even more uncomfortable than the exams because everyone feels so helpless. There is always the potential that your teenager might fall short of his or her predicted scores, and the goal of achieving a place at his or her chosen university, TAFE or apprenticeship might seem unreachable. This can result in weeks of anxious waiting. Everyone in the family is treading on eggshells, and when the results do finally arrive, quite often the family can be too emotionally drained to celebrate or regroup.

You need to recognise that feeling on-edge or uneasy is a natural response. Talk to your teenager about the way he or she is feeling and the choices and options available. Let him or her know that both you and their school are supportive.

www.beyondblue.org.au 1300 22 4636



When the results are not what your teenager hoped

Don't be fooled if your teenager appears to be indifferent to his or her results. Almost all students care deeply about their results and about the attitudes of their friends and relatives.

- Encourage your teenager to talk and reassure him or her. Reassure your teenager that failing an exam doesn't mean he or she is a failure, and that while you may all be disappointed in the results, you are not disappointed in him or her.
- If your teenager was after a score that would allow him or her into a particular university course, reassure him or her that all is not lost, with thousands of university places being offered through the preference process.
- Put things into perspective. Reassure your teenager that everyone loses out at some time or other, and failing an exam isn't the end of the world. He or she could re-sit and do better; or decide to go a different route next time.
- Encourage your teenager to look for positive ways forward, to consider all the options available. Your teenager may want to consider completing Year 13, working or travelling for a year, or doing an internship. A career counsellor or university advisor may be able to help.
- Tell your teenager that whatever happens, you will be behind him or her 100 per cent.

Do's and don'ts

Do

- guide, support and encourage your teenager
- encourage healthy eating, regular exercise and plenty of sleep
- take your teenager's efforts seriously
- create an effective work space in the house if your teenager can't study in their room
- take a whole family approach to supporting your teenager
- remind your teenager of his or her goals

- give your teenager positive feedback whenever possible
- encourage your teenager to take study breaks when necessary
- remember, the final year is about your teenager, not you
- help your teenager put, and keep, the year in perspective
- keep an eye on his or her emotional health – look for changes in sleeping or eating habits, and see your GP if you are worried
- let your teenager know that you're there when he or she needs you
- encourage your teenager to believe in themselves.

Don't

- nag
- overload your teenager with domestic chores
- tell your teenager to work harder or he or she will fail.

References

- ¹ Mission Australia (2012) Youth Survey 2012; page 5
- ² Gough D, Edwards H (2006) Pressure takes big toll on students. The Age Newspaper, April 16 2006
- ³ McGraw, K., Moore, S., Fuller, A. and Bates, G. (2008), Family, peer and school connectedness in final year secondary school students. Australian Psychologist, 43: 27-37
- ⁴ Robotham, J. (2003), Suicide linked to pressure of HSC. Sydney Morning Herald Newspaper, January 23, 2003

The research

According to the Mission Australia Youth Survey in 2012, coping with stress and school or study problems remain major concerns for respondents.¹ Research has shown that Year 12 can increase rates of depression, anxiety², suicidal thoughts³ and even suicide.⁴ In particular, the fear of failure and the apparent lack of prospects as a result of poor results in Year 12 were identified as major stressors for many young people. As well as managing school, many young people were also trying to cope with work, family and social commitments. The cumulative effect of these demands appears to be leaving many young people feeling besieged and struggling to cope.

Where to find more information

beyondblue

www.beyondblue.org.au

Learn more about anxiety and depression, or talk it through with our Support Service.

☎ 1300 22 4636

✉ Email or 💬 chat to us online at www.beyondblue.org.au/getsupport

mindhealthconnect

www.mindhealthconnect.org.au

Access to trusted, relevant mental health care services, online programs and resources.



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Reconciliation Week Activities

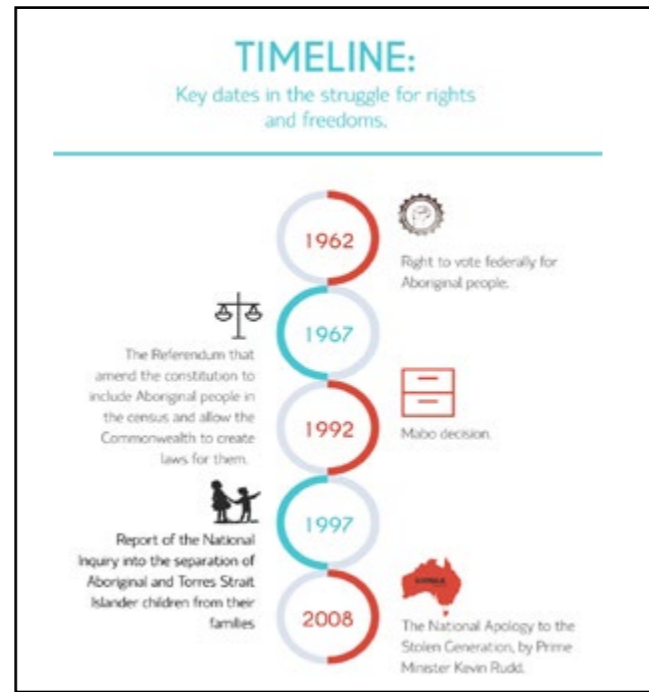
By Ms Curic (HT History)

This term, Year 10 History students have been studying the changing rights and freedoms of Indigenous Australians in the 20th Century. National Reconciliation Week (27 May-3 June) is a time for all Australians to learn about our shared histories, cultures, and achievements; it commemorates two significant milestones in the reconciliation journey - the successful 1967 Referendum and the High Court Mabo decision respectively.

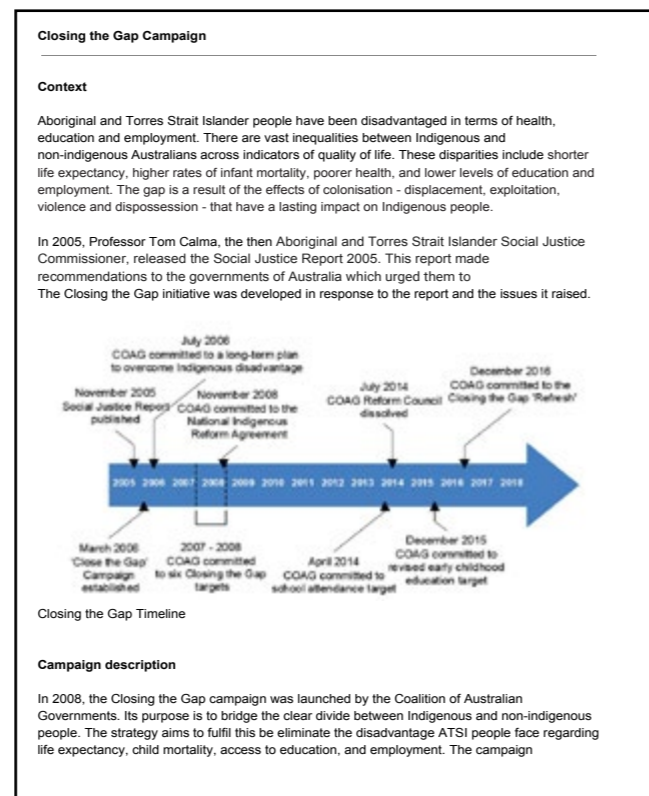
This year, the theme for National Reconciliation Week is "Grounded in truth, Walk together with courage." In keeping with this theme and the requirements of the Stage 5 History curriculum, Year 10 students have investigated and acknowledged the historical and cultural perspectives of the Indigenous Australian experience in the 20th Century. They have further explored how as individuals, each of us can contribute to achieving reconciliation in Australia.

Students in Ms Curic's class used ICT tools and technologies to create innovative and engaging infographic timelines; these timelines provide a visual synthesis and record of students' knowledge and understanding of 20th century government policies and their impact on Indigenous Australian communities. Ms Dundovic's class undertook an in-depth analysis of the 'Closing the gap' campaign to evaluate and report on contemporary issues impacting Indigenous Australian communities today.

As a Faculty, we celebrate National Reconciliation Week as a significant event through which we facilitate our commitment to an inclusive curriculum and authentic learning experience for all students; promoting intercultural awareness and understanding, and teaching our students significant core values, attitudes and skills such as historical perspective and empathy.



Timeline of the history of Aboriginal people's rights in Australia by Ludovica Pacini (Yr 10)



A report on the Closing the Gap campaign by Gabrielle Chea (Yr 10)

Student Reflection – Year 11 Modern History

By Monica CHeath

"History shapes our future through events from the past. It reminds us that history always repeats itself and rewrites itself;"

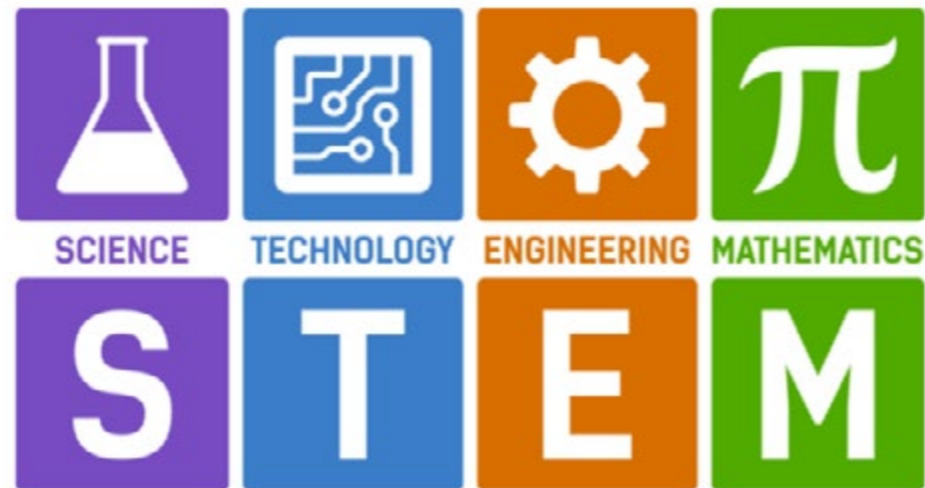
This semester in Modern History, we have acquired the paramount skills that are imperative not only to this course, but future aspirations through skills that could be applied to investigate the complexity of the real world. We have learnt to place significant analytical importance upon the context of certain events, sources and historians. The critical magnitude of the skill of context is pivotal in investigating a certain issue because it provides a rationale behind the perspective. Perspectives are reflective of the opinion, bias and thought of different sources within history. Context sustains the intent of the perspective, uncovers an extensive view of the anthropological state of the time period and allows the formulation of judgement on a certain event. It is crucial to take every perspective into consideration because individual accounts are indicative of the time period and could be extremely effective in a historical investigation. Analytical and investigative skills are exceedingly significant when integrated with solving real world issues. These skills uncover bias, perspective, intent and generally end with a judgement; skills that are used frequently yet unknowingly in the real world.

As we continue to develop our investigative skills in Modern History, we have enriched our knowledge through the dissection and exploration into varying topics. Throughout this course, we have focused on European modern history and have absorbed complex personalities of the 19th to 20th century extensively. We have studied the German emperor, Kaiser Wilhelm II as he navigates a newly unified Germany against the ruthless European superpowers, whilst dealing with his physical disability in a militaristic landscape. We also learned about the Romanov Dynasty, more specifically, Tsar Nicholas II of the Russian Empire within his context of an autocratic government and the demise and overthrow of the monarchy. This term, we have dissected the causes, nature and impacts of European Imperialism at the peak of the Industrial Revolution. Our knowledge was further enriched through our case study on King Leopold II of Belgium with his colonisation of the Congo. This case study in particular displayed the confronting actions King Leopold committed to sustain wealth in Belgium and enforce absolute control over the Congo. We are currently beginning to learn the causes of World War I (WWI); this topic is imperative for our knowledge as it is a major world and historical event that still continues to maintain its impacts upon people and nations today. The causes of World War I include relevant issues that are still current to many forms of government and world politics today. This is why this topic is so significant in the development of our judgement as emerging modern historians

Essentially, (modern or ancient), history shapes our future through events from the past. It reminds us that history always repeats itself and rewrites itself; our job as prodigious modern historians is to make sure every perspective is heard.

Preparing Our Students For the Future

By Ms Curic & Ms Ishak



In the Stage 5 History curriculum, students have continually engaged in STEM-based learning opportunities which support their development of skills and best prepare them for the future. STEM is a curriculum-based idea of educating students in four specific disciplines — science, technology, engineering and mathematics — in an interdisciplinary and applied approach. Miss Ishak's Year 9 class have undertaken a practical approach to studying the Industrial Revolution; inspired by their study of inventors, technological developments and innovation, students were assigned the task of being an inventor, working in pairs to create a 'machine' using materials such as a cup and ping-pong ball. The challenge was to use only these materials and to create a working device in no more than five steps.

This activity developed students' skills in problem-solving and collaboration. Students learned that inventions took time to develop and refine; they understood that testing their devices multiple times was necessary to improve their inventions. Taking ideas from other groups helped them to innovate and think creatively to improve theirs, similarly to the inventions of the Industrial Revolution. Overall, this task enabled students to engage meaningfully with problem-solving tasks and better understand the impact of inventions from the Industrial Revolution.

STEM use in the Stage 6 Curriculum

Below Year 11 student Jessica Proia has created a 'Facebook page' of historical figures to highlight the historical concepts of empathy and perspective.



By Ms Perez



What have Year 8 Spanish Elective students been learning about this term?

In the lead up to the much-anticipated Copa America, Year 8 Spanish Elective students have been studying a Unit on Fútbol, Fans and Fanatics. This has involved looking at aspects of Latino football culture, such as unique goal celebrations, the enthusiastic Spanish commentators and intense 'hinchadas' (fans) that follow the sport almost religiously! A focus of this unit is to establish links between Spanish-speaking culture with student interests, as many of our students participate in the Talented Football Program. This has allowed students to master use of the 'gustar' verb form to discuss their likes and dislikes, and to talk about their preferences. To demonstrate their learning, students have prepared role plays of a sports interview with their favourite sports stars, giving them the chance to discuss "all things sport" with the likes of Messi, Suarez – and even some of our local netball heroes!

Let the games begin!

National Reconciliation Week in Languages

In keeping with the core themes of National Reconciliation Week, the LOTE Faculty (in collaboration with other staff and students) have delivered workshops on the Ancient Maya. These combined a study of Indigenous culture, history and numeracy, where students examined the significant achievements and rich history of Indigenous culture through a study of the Mayan number system. This formed the basis for reflecting on the shared experiences of the Mayan and Aboriginal and Torres Strait Islander peoples post-European colonisation, and is part of our broader effort to work towards Reconciliation.



Creative Writing Workshop with Year 9 GAT and T English Class

by Jessica McLean & Arav Samujh (Yr 9)

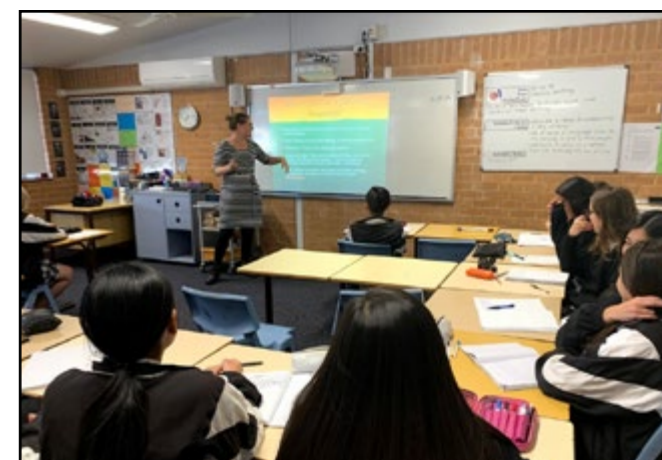
The Australian writer Caitlin Maling visited the school and gave our Year 9 students a workshop on creative writing.

Caitlin Maling visited our school and taught us a variety of skills and techniques to do with creative writing; generally surrounding poetry. We learnt about speed writing and using our senses to be more detailed and descriptive in our writing. We also did an activity that required us to think about a significant place and draw upon the emotions associated to that place. By doing this, we were able to write descriptive and evocative poetry.

Caitlin Maling also got us to complete the ends of six different poems using a variety of language techniques. This pushed us out of our comfort zone. It was nice to share our poems and listen to others.

Caitlin Maling spoke to us about what inspired her to write her novels, *The Conversation I Never Had*, *Border Crossing* and *Big Fish*, and what kept her motivated through challenging times. One of the most important things she mentioned was to "follow our dreams" and to never give up on what we love.

Everything we learnt from this creative writing workshop with Caitlin will help us in English from Year 9 to Year 12. It inspired us to make mistakes and learn from them and opened our eyes to different forms of poetry and how to write creatively.





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