



# BOSSLEY BIZ

## NEWSLETTER

MAY 2019



Bossley Park High School



Focussing on Excellence & Success

# Principal's Report



**Vera Chevell**  
Principal - Bossley Park HS

# Principal's Report

## School Reports will be issued online

This year student school reports will only be available online via the student and parent portal. Parents will be able to login to the portal – via the school website to access their child's report. Parents that are unable to login should contact the school on 98231033 and speak to our technical support officer or email Wayne.Bennett23@det.nsw.edu.au.

Our student and parent portal can be accessed via our website and once logged in, reports can be accessed under the heading **Reporting** on the dashboard – see dashboard details below. Year 11 and 12 students will be the first to receive their reports in Week 4 online before parent teacher evening on Wednesday 22nd May from 3.30-6.30pm. As usual bookings for Parent teacher night are made online via the student and parent portal. An information note will go home prior to the evening to explain the booking procedure. Parents can also ring or email the school to be given support to make a booking.

## Anzac Day Assembly

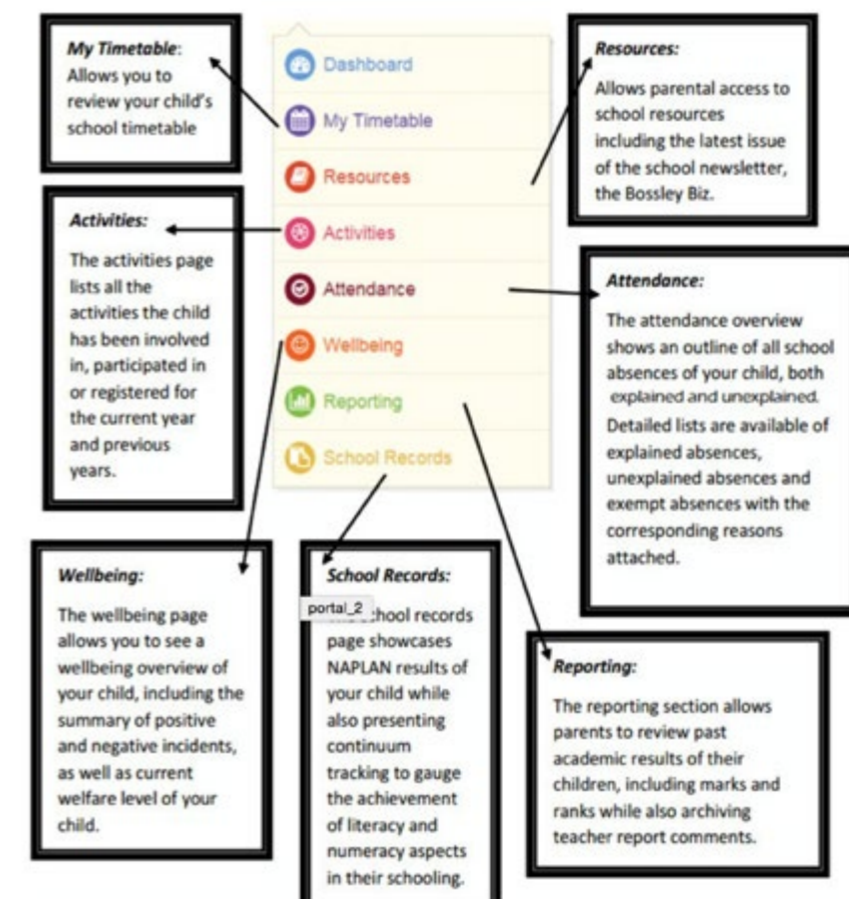
Congratulations to the Year 9 Elective History students who presented their knowledge and understanding of Anzac Day at our Anzac Day assembly in Week one. It was an informative and moving ceremony, attended by all students, staff and special guests including members of our CSG, President Mr Cavanaugh and Treasurer, Mrs Kokkinis; Vietnam Veteran Mr John Rogers; Mr Matt Ross, Parramatta RSL Pipe Band, Mr John Rowe Senior Vice President Smithfield and Mr Bill Cruwys President Smithfield RSL. Many thanks to the Year 8 Dance ensemble, the Yr 8 Vocal Group, Yr 10 Sophie Bown, and Year 12 students Amanda El-Dreih & Mahdi Abou Abdullah who were all a part of the performances throughout the ceremony. Many thanks too, to our School Captains Rane Moffat and Vice Captain Georgia Mace who attended the Dawn service on Anzac Day at Smithfield RSL and to Vice Captain Dat Do who attended with our HT History, Ms Curic at Cabravale Diggers, Dawn Service. Well done to our Year 12 Hospitality students with their teacher Ms Smith (below) who showcased their skills by catering a fabulous morning tea.



Year 9 student Fedel Shamon spoke about the importance of Anzac Day during the assembly



Georgia Mace (vice captain) and Rane Moffat (school captain) attended the Dawn service at Smithfield RSL



# Principal's Report

## The Skills and Thrills Showcase – For Year 10-12 students & parents

Helping parents to assist their children in making informed decisions surrounding post school pathways. The Skills and Thrills careers showcase is an engaging, informative and entertaining showcase, created to highlight vocational education and training (VET) and the success stories that emanate from VET pathways. The Careers Showcase will help parents better understand vocational pathways, including apprenticeships, traineeships and school-based apprenticeships and training and give parents the knowledge they need to help their children make informed career choices post high school.

Through the showcase, parents and students will learn about the following;

- Apprenticeships and Traineeships
- TAFE/ Private Training Providers
- Funding options available (Smart and Skilled)
- In school options (SBAT's)
- Where to find information
- Who can assist/ resources available
- Opportunity to speak with parents and students who have chosen/ who's child has chosen a VET pathway (Q&A)
- The Skills and Thrills showcase will be held on Thursday 27th June at 6pm-7.30 at Cecil Hills High School (This is the venue for students & their parents for Bossley Park HS, Bonnyrigg HS and Cecil Hills HS)

Attendees must register via the online registration link:  
<http://cecilhillshigh.eventbrite.com.au>

We encourage you to attend with your high school aged children.

## NAPLAN Online 2019 starts this Tuesday for Years 7 and 9

Test	Duration	Order	Details
Writing	Year 7: 40 minutes	To be completed in the first two days	
	Year 9: 40 minutes		
Reading	Year 7: 65 minutes	To be completed after the writing test	Students read a range of informative, imaginative and persuasive texts
	Year 9: 65 minutes		
Language conventions	Year 7: 45 minutes	To be completed after the reading test	This test includes spelling, grammar and punctuation
	Year 9: 45 minutes		
Numeracy	Year 7: 65 minutes	To be completed after the conventions of language test	This test includes number and algebra, measurement and geometry; and statistics and probability
	Year 9: 65 minutes		

### 2019 Higher School Certificate Examination timetable released

To view or download the pdf document for the HSC written examination timetable visit:  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/key-dates/hsc-key-dates/written-exam-timetable>

## School Excursions Subsidized

*This year the finance committee has approved for excursions to be partially subsidized through equity funding provided to the school. Generally, the school pays the cost of transport to the excursion; this significantly reduces the cost to families. The aim here is for all students to be able to attend the excursion to enhance their learning and enjoyment of school activities without cost being a barrier for participation and access.*

## Healthy Canteen

*It's official, Bossley Park HS Canteen meets the NSW Healthy School Canteen Strategy! This is due to the work of our Canteen Manager Renee Stierli and her team have done over the past 12 months to gradually transform the canteen menu, making most meals fresh onsite to meet the NSW Health Guidelines for the benefit of our students and staff. A fantastic achievement from a very hard working and dedicated team. Thank you!*



### Congratulations on your healthy school canteen

Dear Vera Chevell,

Well done on achieving a healthy school canteen. I would like to thank you for your very important contribution to supporting the health and wellbeing of your students.

The NSW Healthy School Canteen Strategy is a key initiative to support the Premier's Priority to tackle childhood obesity. Having a healthy canteen means that your students are more likely to develop healthy eating habits that will have a long-term impact on improving their lives.

To recognise your achievement, you have been awarded the Healthy School Canteen Badge and Certificate. These can be used to show your community that you have achieved a healthy school canteen by displaying them on your school newsletter, website or canteen.

We will also add your school's name to the Premier's Priorities website to celebrate your success. You will soon be able to see your school online at <https://www.nsw.gov.au/improving-nsw/premiers-priorities/>.

Congratulations, and thank you again for your great work to support your students.

Yours sincerely

**Glenn King**  
Deputy Secretary  
Department of Premier and Cabinet





Science 50:50 and UNSW Women in Engineering are collaborating for an exciting one-day holiday program exploring careers in STEM! The holiday program is designed for female Year 10 students who have an interest in STEM.

When students are filling in the application form, please encourage them to select which day/s they are available to attend. Successful applicants will be allocated a space on only one of the days that they nominated.

Applications close Friday, 7 June. Students will be notified of the outcome of their application by Friday, 21 June.

Spaces are limited and completing the application process does not guarantee entry. No more than five applications will be accepted from one school, unless spaces are not filled.

If you have any questions please email Alyce Taylor via email [a.taylor@unsw.edu.au](mailto:a.taylor@unsw.edu.au)

#### Exploring STEM Careers



Time: 9.00am - 5.00pm  
Location: UNSW Sydney,  
Kensington 2052

## BE AMBITIOUS

# BE EMPLOYED IN AUTOMOTIVE



## CERTIFICATE II in Automotive Servicing Technology

#### COURSE DESCRIPTION:

This qualification reflects the role of individuals who perform a broad range of tasks on light vehicles in the automotive retail, service and repair industry.

#### COURSE FEES:

When you enrol in a government subsidised TAFE NSW course you will be required to pay the Smart and Skilled Student Fee, unless you qualify for a fee exemption or fee concession.

Under Smart and Skilled you are charged one fee for the whole qualification, rather than an annual fee. This means you'll know the total cost of your course before you start.

The Smart and Skilled Student Fee you pay will depend on your eligibility and your past studies.

#### COURSE OUTCOMES INCLUDING:

- Automotive workplace safety
- Engine and vehicle service
- Brakes, steering and suspension
- Cooling system service
- Automotive troubleshooting
- Basic Automotive Electrical

#### STUDY MODE:

full time day  
21 hrs per week for 18 weeks

#### ADDITIONAL INFORMATION:

This qualification is available to people seeking entry into the automotive industry as an apprentice.

#### COURSE SNAPSHOT

**Location:** Block I, Granville TAFE 136 William St, Granville

**How to Enrol:** You will be required to attend an information session

Info Session: Tuesday 13 August 2019 at Granville TAFE, 10am Sharp. Block I, Level 2, Room I-210.

#### CONTACT US TODAY!

#### REGISTER YOUR INTEREST

Click here to [Apply Online](#)

Phone: 9609 9360

Email: [swsi.automotive@tafensw.edu.au](mailto:swsi.automotive@tafensw.edu.au)

**TAFE** NSW

RTO 90003 This document is correct at the time of printing: May 2019\*Terms and conditions may apply.



## Deputy's Desk

Mrs Ager

Deputy Principal - Years 7 & 10



I'd like to thank all the parents who took time to write comments on the recognition letters and sent them back into us. It is always nice to hear from you and to jointly celebrate your children's achievements.

Year 7 have settled into Term 2 well and there are lots of exciting learning opportunities coming up for them as well as assessment of learning so far. Staff will be using the results of exams to make adjustments and review learning programs. It's important for students to reflect on assessment feedback and listen to their teacher's recommendations for further improvement. Don't forget you can use the school diary to message staff or send them an email through the school's email address.

A reminder to year 7 parents to please write their name on all items of clothing and in particular their sports bag. If items are found with names on them we will call them up and return it.

Year 10 also have mid-course assessment coming up and need to make sure they are handing in assessment tasks on time. We have subsidised the Strength Finder program for all Year 10 as we think this is a very valuable program. Students will do an online survey and then chat with mentors in small groups about the positive qualities they have and which career paths would best be suited to their strengths. To complement this we are also taking them to a Careers Expo at Homebush where they will have the opportunity to attend workshops, seminars and visit booths from a wide range of further education providers, recruiters and private colleges.

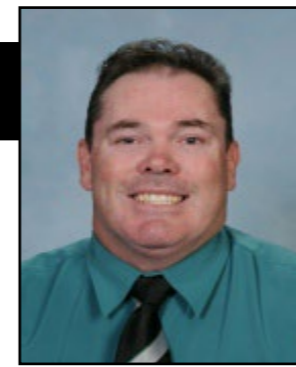
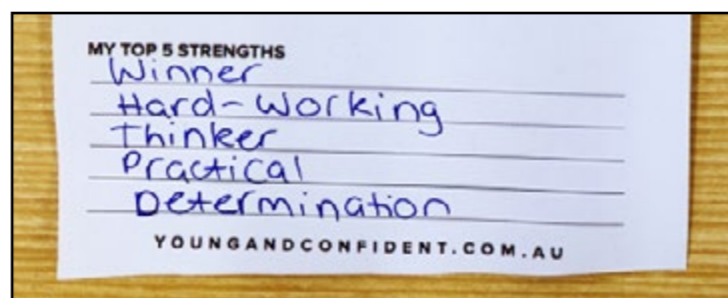
I would really like to see all of year 10 attend both these events as it will help them make informed decisions about subject selections which will take place early term 3.

If you are curious about what jobs will or will not exist in the future here is a link to an interesting article which lists which jobs are at risk of automation in the coming years: <http://bit.ly/jobsatrisk>

Please also take time to read the article in our Parent voice section this issue which is about helping your child through subject selections.



The aim of the Strength Finder program is to provide students with a positive way of identifying their strengths, and to show them how they can apply their strengths in a work environment. Below is an example of a student's top 5 identified strengths:



## Deputy's Desk

Mr Stanley

Deputy Principal - Years 8 & 11

As we head into the colder months can I take this opportunity to remind students and parents about some 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
- Senior boys must wear the school tie
- Make up to be minimal and natural including fingernails

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 issue 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. Alternatively, students are allowed to wear a plain black jumper (no hoodies and no logos) until the new jacket is available for purchase. 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. This term is also very busy with students representing the school in many areas including sport, leadership, academic and the arts. I wish all students well as I am confident you will maintain the wonderful standards that are expected of a student at Bossley Park HS.

### Year 8 and 11 Update

Term 1 recognition letters showcased the impressive commitment most Year 8 students are displaying towards being a safe respectful learner (SRL) in the classroom. The positive trend data was very pleasing with 60% of students achieving recognition in 11/10/9 courses, 30% achieving recognition in 8/7/6 courses and 10% achieving recognition in 1-5 courses. Term 2 is an important time

in the school year for Year 8 with a major focus on Semester 1 assessment and reporting. Throughout the term teachers will be finalising assessment results and completing student reports. Can I remind students to consistently work to achieve their personal best both in class and at home. This continued good work will then be reflected in a positive Semester 1 report.

I had great pleasure in reading Year 11 reports recently. Over 70 merit awards were issued for impressive report results. Mr Chow and Ms Chehade as Year Advisers also read reports and issued students with a letter of Congratulations, Satisfactory or Needs Improvement. With the Preliminary Course now half way over, students and parents are encouraged to reflect on their current progress and continue to work hard to achieve the best possible Preliminary results. Significant improvement can be made over Terms 2 and 3 provided students commit to a high work ethic including attendance, classwork, study and assessment tasks. Parent/Teacher evening for Year 11 and 12 students will be on Wednesday 22nd May. The school will provide communication regarding the online booking system shortly that will once again be in operation.

Term 1 recognition letters for Year 11 emphasised the committed approach the majority of students are taking towards being a successful senior student. Just over 100 students achieved recognition in every course. 85% of students achieved recognition in 5 or more courses. 15% of students achieved recognition in 4 or less courses. Year 8 and 11 parents and caregivers who took the time to complete the feedback slip is always most appreciated.

*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



## Parent Teacher Interviews

Years 11 and 12 Parent/Teacher Interviews will be held on **Wednesday 22nd May** from 3:30pm to 6:30pm. Bookings can be made online and letters containing instructions will be issued to students and emailed out to parents with the information required to access this via the Parent Portal. Parents may call the office for assistance in making the bookings. I encourage parents to make a booking to discuss their child's progress in these final stages of school life.

## Fast Forward

Recently 22 Yr9 students attended Western Sydney University where they were accepted into the Fast Forward program (above). This is the school's fourth year in this program which is designed to motivate and foster aspiration in our youth to strive to be the best they can be. It will offer these students an opportunity to experience the University setting and give them access to free online tutoring to aid them in reaching beyond their potential.

## Traffic Safety

Our Executive whom are rostered on duty on Prairievale and Belfield roads often witness dangerous driving and parking practices. ie. U turns, Picking up students in No Stopping, etc. Please be aware that police do patrol school zones in marked and unmarked cars acting on traffic infringements around schools.

the Bus zones. The Set-down/Pick-up area provides parents and carers with a safe environment to drop off and collect their children from school by car. However there are rules of the correct and legal use of this area:

- Cars are legally permitted to drop off or pick up their children within a two-minute timeframe.
- Drivers should remain in their vehicles at all times in the Set-down and Pick-up area.
- Make sure children use the Safety Door (the rear footpath side door) to get in and out of the car.
- Make sure the handbrake is applied when the vehicle is stationary.
- Always park legally.

Council have assessed the traffic around the school, particularly on Belfield Rd and have informed us that we do not qualify for a crossing as per current state roads and traffic requirements. We will continue to challenge this ruling.

To combat the traffic congestion of an afternoon some families have adopted the following strategies:

- Pickup students after 3:15pm when the majority of traffic has cleared. Executive are supervising until approx 3:20pm and during inclement weather students have waited inside the school foyer.
- Arrange to meet students at a pre-arranged distance from the school where parents can park.



At Bossley we have a signposted No Parking, passenger Set-down or passenger Pick-up area between 8am – 9:30am and 2:30pm – 4pm on school days. This area is approximately 60m long and extends west along the school side of Prairievale Rd from the "No Stopping" next to the crossing. On Belfield Rd there is designated parking zones surrounding



**ICAS is an independent, skills-based assessment program which recognises and rewards student achievement. ICAS is unique, being the most comprehensive generally available suite of academic assessments for primary and secondary school students.**

**ICAS Mathematics assesses students' skills and knowledge across five strands: Algebra and Patterns – Involves patterns of numbers, relationships between numbers and the use of symbols to stand for unknown or variable numbers.**

**This year the ICAS Mathematics Competition have changed from paper exam to online exam. The date and cost for the exam is listed below.**

## **ICAS MATHEMATICS COMPETITION 2019**

**Date: Term 3 Week 9**

**Thursday 19<sup>th</sup> September 2019**

**Duration: 60 minutes**

**Cost: \$14.50**

**Location: In school and to be done online in room TC1 and TC2**

**Year Group: 7 to 12**

**Coordinator: Mr Huynh**

# Parent Voice

by Mrs H Cavanaugh & Mrs H Kokkinis (parents)

**Deputy Principal Mrs Ager had asked some of our parents to contribute to the newsletter and share their tips:**

## Helping your kids with Subject Selection Speaking from Experience

Subject selection is an exciting yet stressful time for all students. To many it feels like it is the make or break of their future. They begin to feel anxious, nervous and confused about making the correct choices. After all Year 11 and 12 is a scary time. As a parent of two children who have been through the process, I can say that the most important thing is to be understanding and encouraging. Try not to put demands or pressure on your children to choose subjects that you want them to do. Be open and talk to your child about what subjects they wish to study.

From the moment the subject selection handbook was brought home, my husband and I sat down with our children and spoke about what subjects they were interested in and advised them to choose subjects that played to their strengths. It is important that they do not choose subjects based on their friends' selections, or because of certain teachers.

My daughter, Angelique, graduated from Bossley in 2017. She really enjoyed art and when she was selecting her subjects, we encouraged her to pursue art as a subject in Year 11 and 12. This led her to achieve a band 6 in the HSC which resulted in a higher ATAR allowing her to get into the University course that she wanted.

Our son, Nicholas is currently in Year 11 and involved in the Robotics club. When it came time for him to select his subjects, he had an idea of where his

passion lay, in Industrial Arts. He needed to pick one last subject to complete his timetable and as he is interested in engineering we advised him to select physics - a related subject which we knew he would enjoy. Now he is excelling in these subjects.



I want to emphasise to parents that it is important for your child to select subjects that they enjoy and will do well in, rather than subjects that you think may be appealing to a prestigious university. Acceptance to University is based on the ATAR number and not on the specific subjects.

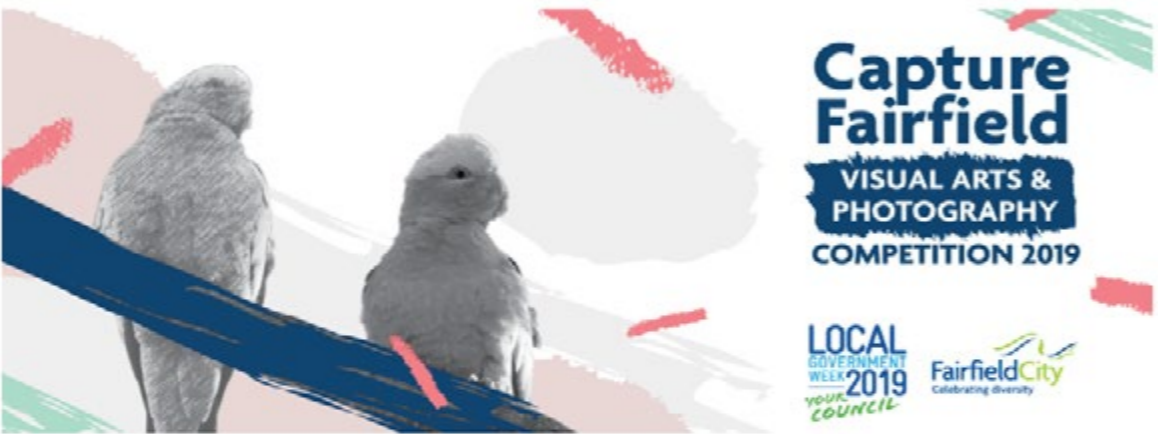
Attending the 'Subject Selection Information Evening' held by the school is a great opportunity to ask lots of questions and gain a better understanding of the subjects offered in the HSC.

If you have any questions or queries, your child's teachers and year advisors are a great help, providing guidance on subject selection based on your child's capabilities.

- Mrs H Cavanaugh

## 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.



by Ms Sari-Daher & Ms O'Connor  
HTs Wellbeing

### Subject Selection: Choose Wisely

My experience with Year 10 Subject Selection has been through my son Dimitrios, who completed the HSC in 2018, and my daughter Christina, who is currently in Year 11.

The school provides all Year 10 students with a Course Information Booklet, as well as having a student/parent information night. In the booklet, all subjects are described and have details of the fees that the subjects incur. Each student chooses six subjects, English being the only compulsory subject, and two reserve subjects.

The next step as a parent, is the difficult part – you have to listen to your child. As much as my husband and I had advice and experience to pass on, we both had to listen to them and support the subjects they chose.

The HSC is something that the whole family goes through and basically, you need your child to choose subjects that they genuinely want to do, enjoy, and are passionate about for the next two years.

I can honestly say that I didn't agree with some of their choices and both of them actually changed some of their subjects at the beginning of Year 11 because they realised they had chosen wrongly, but I will always be able to say that it was better for them to choose for themselves, than for me to have dictated what their choice should be.

I hope that this allowed them to realise that as parents we trusted their choices, listened and allowed them to take the first steps into the adult world of decision-making.

- Mrs H Kokkinis



Welcome back to another busy term at Bossley. Year 10 will be receiving the single vaccination for the meningococcal disease later this term on Friday the 31st of May. The vaccination forms have been distributed to Year 10 students and they are to be returned to the Head Teacher Wellbeing office. If you do not wish to have your child vaccinated at school they can receive this vaccination through their GP. If you have any concerns please contact the school to discuss with Ms Sari or Ms O'Connor.

This term we are launching a new and improved Study Skills program for senior students. Study skills are the skills you need to enable you to study and learn efficiently – they are an important set of transferable life skills. This term Year 11 and Year 12 will take part in lessons focusing on time management skills. Students will learn how to develop routines to balance study and personal time, strategies to overcome procrastination, the importance of a positive learning space and study environment and setting achievable milestones. A very big thank you to Ms Taylor for developing the lessons and activities to help our students achieve their potential.

Years 7 and 9 had Brainstorm productions come out in Week 1 and they delivered the performances on "The Hurting Game" and "Verbal Combat" where students were presented with a cyber-bullying program on safe internet and social media behaviour. Year 8 will take part in a Brainstorm performance later in the term focusing on the different forms of bullying that can occur. Remember the messages and lessons you were given. Bullying (in any form) is not okay.

Early this term, two of our Year 12 student leaders (Luke Halls and Emily Kerbage) attended a leadership day at the Parliament of NSW. The aim of the program is to give the student leaders the opportunity

to develop their knowledge of our system of government and parliamentary proceedings, and the opportunity to meet the governor, Justice Margaret Beazley and gain a better understanding of her role. This is a great opportunity for our students to demonstrate their leadership skills and learn new ideas they can take away into leadership roles beyond high school.

Does your child want to be a part of leadership opportunities that provide positive changes to our community? The Youth Advisory Committee (YAC) is currently looking for young people to present the views of Fairfield City's Youth to Fairfield City Council and the wider community. To apply to become a member of the Fairfield Youth Advisory Committee, students must be aged between 14 and 24 years and live within the Fairfield Local Government Area. For more information or to apply, please visit <https://www.fairfieldcity.nsw.gov.au/yacapplication>. Finally, with the Semester 1 reports and parent teacher evenings coming up this term, if you have concerns or queries please contact your child's year advisers.



Hugh McDermott, the Member for Prospect, pictured with the Prairewood HS leaders (left) and Emily Kerbage and Luke Halls (right).

parenting\*ideas

# insights

## Helping children who struggle with learning

by Michael Grose



EDUCATION/LEARNING

*Parenting is easy when you have a child who is talented and finds learning relatively easy. You can marvel at their performance and feel some measure of parental pride.*

On the other hand it's frustrating and, at times, heartbreaking to watch your child struggle to attain even mediocre levels of success at school, in sport or in leisure activities. It's even more difficult if your child repeats a year of learning.

When your child has difficulty at school, your approach as a parent makes huge difference to their self-esteem, the relationship with their teachers and their attitude to learning.

Here are some ideas to keep in mind if you are parenting a child for whom success at school, or in other high-status areas such as sport, just doesn't come naturally.

### 1. Avoid using other children as benchmarks

Benchmarking your child's progress against that of other children is not a wise parenting strategy. Inevitably it will lead to frustration as there will always be a child who performs better than your own on any scale you use.

Each child has his or her own developmental clock which is nearly impossible to alter. There are slow bloomers, early developers, bright sparks and steady-as-you-go kids in every classroom. It's the first group that can cause the most concern for parents who habitually compare the slow bloomer to siblings, friends' kids and even themselves when they were in school.

The trick is to focus on your child's improvement and effort and use their results as a benchmark of progress and development. "Your spelling is better today than it was a little while ago" is a better measure of progress than "Your spelling is the best in the class!"

### 2. Focus on your child's talents

Be mindful that many successful people including Bill Gates, Richard Branson and Facebook founder Mark Zuckerberg struggled at school. Traditional learning wasn't for them. However they each had supportive adults in their lives who helped them find their interests and fostered their talents. Help your child see beyond any limits they put on themselves ("I'm hopeless at school") to see the many other talents and strengths they have.

parenting\*ideas

### 3. Develop a growth mindset

Recent research shows that people who believe they can increase their intelligence through effort and challenge actually do get smarter and do better in school, work and life over time. It's exciting to know that your child's talent and smarts aren't fixed. Their brain can always learn more, continue to grow and be stretched. Communicate a growth mindset to your kids by focusing your praise more on their level of effort rather than on their natural abilities or talents. Praise the strategies they use and look for opportunities to stretch their capabilities.



### 4. Be your child's cheerleader

Kids who have to work really hard to achieve need someone in their lives who is able to boost their self-confidence, particularly when they are struggling. Make a fuss over small successes so your child can puff up their chest every now and then. Many adults find it easy to encourage the kids who do well but balk at encouraging kids who struggle or find learning difficult. But it's these children who really need encouragement. As much as humanly possible, comment favourably about your child's effort, contribution and improvement in all areas of life. You can do it!

### 5. Increase their time in activities where they experience success

As a young teacher I remember when a father banned his son from playing football as his school results were poor. I was incensed. This boy found school learning very difficult and football was one area where he was able to shine. I suggested to the father that his son should spend more time, not less, playing football, as this was the activity where he experienced the most success. Children who struggle at school benefit from spending more time in environments where they feel confident and capable, as those feelings can eventually transfer over to other areas – including the classroom.

### 6. Be mindful that persistence pays off

Children who have to work hard and persist learn an important life lesson: that success in most endeavours takes effort. Those kids who sail through their childhoods without raising a sweat can struggle when eventually they do have to work long and hard to succeed.

Raising kids who find life a breeze is easy. However, parenting kids who take longer to mature, or kids that must put in a 110% effort to achieve, is challenging for any parent. Parenting a child who struggles, or has to repeat a year level, requires you to develop a growth mindset, focus on kids' strengths, be liberal with encouragement and have realistic but positive expectations for success.



Michael Grose

Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's the author of 10 books for parents including *Thriving!* and the best-selling *Why First Borns Rule the World* and *Last Borns Want to Change It*, and his latest release *Spooned Generation: How to raise independent children*.

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[parentingideas.com.au/schools](http://parentingideas.com.au/schools)

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[parentingideas.com.au/schools](http://parentingideas.com.au/schools)

by Mr Vekic (Sport Organiser)

### Athletics Carnival

On the 26th of March we celebrated the success of another great Carnival. Our Athletics Carnival received great feedback from participants, staff and parents. Spectators were blown away by a phenomenal effort in the category of 'Yr 12 Dress up'. A posse of Ian Daleys turned heads with a great mid carnival show. When interviewed and asked about how they came up with the idea to imitate an iconic and much liked staff member of Bossley Park High School, the unnamed students were quoted saying "My knee, My knee".

Our school's athletes put on an exciting show. Some very close track races were witnessed by an electric crowd in the stands. Bossley Park High School can proudly anticipate a strong athletics team moving into the zone competition. Students have been eagerly anticipating the final results of Age Champions. Due to technical difficulties, the final results for Age Champions will be up by week 5. Tarburton has taken out the carnival with Sartor a close second and Gandagara and Edina finishing third and fourth.



### Cross Country

The Cross Country carnival was the last of three school-based carnivals for the year. On the 8th of May we were able to put together a very good BPHS team of long distance runners. Once again we are anticipating big things with this cohort of athletes as we look to take out the Zone carnival for the first time in many years. We move to a new venue in Western Sydney Parklands, which will be held on the 31st of June.

In a superb show of sportsmanship, two students showed what Bossley Park students are really made of. As Milos Jankovic and James Kasovski approached the finish line, they decided that they both deserved 1st prize as they battled a gutsy run and scored a great time of 10 minutes and 3 seconds.

Both students embraced and crossed the finish line together. Jasper Scicluna also dominated by smashing the course in an impressive 9 minutes and 41 seconds.

The age champions for our school carnival are as follows: 12 girls - Sophia Hakkaoui, 13 girls - Nikky Osten, 14 girls - Tayla Agostino, 15 girls - Isabella Baba, 16 girls - Cristina Irving, 17 girls - Nahla Quadan, 12 boys - Valande Klidas, 13 boys - James Kasovski & Milos Jankovic, 14 boys - Jasper Scicluna, 15 boys - Maddox Barthov, 16 boys - Tomislav Dujo, 17 boys - Elemani Shabani.



### Sydney FC CUP

Our Year 8 cohort (right) represented Bossley Park High School in true Bossley spirit. They not only took out the competition but were praised on their ability, sportsmanship and the way they conducted themselves. Our Talented Football Program athletes rarely go unnoticed when representing the school. During this competition it was not different, reassuring their coaches that a strong crop of athletes will be sticking around to be nurtured and moulded into respectful adults and successful athletes.

Their coaches Mr Huseyin and Mr Belgre were full of praise as the students dominated a strong opposition in Endeavour Sports High School to finish top of the table in the round robin competition. They said that the students exhibited some great team work with lots of great link up play and individual brilliance from numerous players throughout.

### Open Boys Football

The Bossley Park High School open boys Football side has come away with a disappointing loss to John Edmondson on the 7th of May. The boys side had overcome some tough games against local opposition in Fairfield High School and Elderslie. The game was deadlocked until the 85th minute and destined to go straight to penalties. With numerous missed chances whilst dominating possession, Bossley was unable to capitalise on opposition errors and overcome a deflated John Edmondson side. A defensive error lead to an opposition goal in the last 5 minutes of the game. With their sleeves rolled up, Bossley Park committed numbers in the offensive third but with no result.

Mr Vekic was very impressed by his side's dominant display but very disappointed with the team's failure to capitalise and progress. He was quoted saying, "the team deserved something out of the game, considering they had the better of the possession and attack, but unfortunately fell short in the final stanza". He had a lot of praise for the team's efforts and sportsmanship which was exhibited on the day.



### Boys Tennis Result

Our school played Mt Annan and were defeated 5 sets to 3. The boys represented the school proudly in a competitive environment and will only get better with a years coaching, playing experience and competition. It is a young team with plenty of potential and I look forward to being the coach next year.

- Mr Daley

## Staff & Students Commemorate Anzac Day 2019

By Ms Curic (HT History)

**Anzac Day is an annual commemoration of the efforts of the Anzac Corps, marked by the landing of Gallipoli in 1915.**



Bossley Park students and Senior Exec photographed with special representatives from Smithfield and Parramatta RSL



**Left:** School captains Ivana and Rane holding the Anzac reef  
**Right:** Joshua Talevski (Yr 9) speaking about the significance of Anzac Day



Anzac Day goes beyond the anniversary of the landing on Gallipoli in 1915. It is a day on which we remember all Australians who served and died in war and on operational service past and present. This year, Bossley Park High School students continued our tradition of commemorating this important day in our nation's history.

On Thursday 25th April, commencing at 5:30 am, student representatives commemorated Anzac Day by gathering in conjunction with Veterans and their families to participate in an Anzac Day march and Dawn Service in honour of our Anzacs past and present. Our School Captains, Rane Moffat and Ivana Brkic, attended Smithfield RSL along with our school Principal Ms Chevell. Student Vice Captain Dat Do attended Cabra-Vale Diggers RSL. All students involved participated in a wreath laying ceremony on behalf of our school.

A huge thank you to our special guests who attended our annual school Anzac Day Assembly on Wednesday the 1st of May. It was lovely to see our CSG parents and

representatives from Smithfield and Parramatta RSL Clubs in attendance, along with Vietnam Veteran John Rogers. The assembly featured a moving performance of 'Heroes' by Year 8 Elective Dance students and a presentation from Year 9 Elective History students who shared their historical inquiry project about the significance and meaning of Anzac Day. A special mention goes to Year 9 student Tyreece Vanegas, who composed and recited a captivating poem appropriately entitled, the Legend Lives On.

Following each assembly, a wreath laying and poppy planting ceremony took place involving our Senior Executive staff, students (including School Captains and Vice-Captains) and distinguished guests within our school community. The involvement of Bossley Park High School staff and students leading up to and beyond Anzac Day, stands as a powerful example of the authentic learning of the Australian History Curriculum. The continued effort of our students to respectfully commemorate Anzac Day, is also a strong testament to the school-wide acknowledgement and appreciation of this significant day in our nation's history.

## An Anzac Tale

Congratulations to Tyreece Vanegas (Year 9), who was successful in achieving first place in Mounties Anzac Day Creative Writing Competition for School Students, for his poem An Anzac Tale. As winner for the Secondary Schools Division, Tyreece (pictured in the middle) will be invited to participate in a field trip to the Australian War Memorial and Parliament House in Canberra.



### AN ANZAC TALE – Tyreece Vanegas

*Behold Australia present day  
A free and gifted land  
Although once upon a time  
The allies informed us, war was at hand*

*To serve our beloved country  
One faithful day we were called out  
So, we partnered with our NZ neighbours  
For Gallipoli we rolled out*

*The clock of the world was pointing to wartime  
To be exact World War One  
But our proud and brave troops refused to surrender  
They charged on until they won*

*To the battlefields of the Gallipoli Peninsula  
"We take out the Ottoman empire!"  
For the power of the German's was spreading  
With the force of a massive wildfire*

*But with enough determination and perseverance  
Victory's light will shine in the distance,  
Successfully captured the cursed land  
The destruction of Germany, close at hand*

*Present day in Flanders field the poppies grow  
To honour and remember those who fought  
To those selfless ones we owe  
The lifelong promise of "Lest we forget."*



## Year 7G History Update

### What has 7G been learning about in History?

This semester, 7G have been developing their understanding and application of core skills in History including key features of heritage and archaeology. Since late Term 1, students have been undertaking an in-depth study of Ancient Egyptian civilisation. 7G are proving themselves highly capable and talented historians as they have intelligently deciphered a range of challenging primary source material from Tutankhamun's tomb to draw conclusions about the role and importance of the pharaoh in Ancient Egypt. A commitment to the School Plan has been maintained in each learning sequence along with a literacy focus aimed at the development of extended writing.

### How have STEM technologies been embedded into learning?

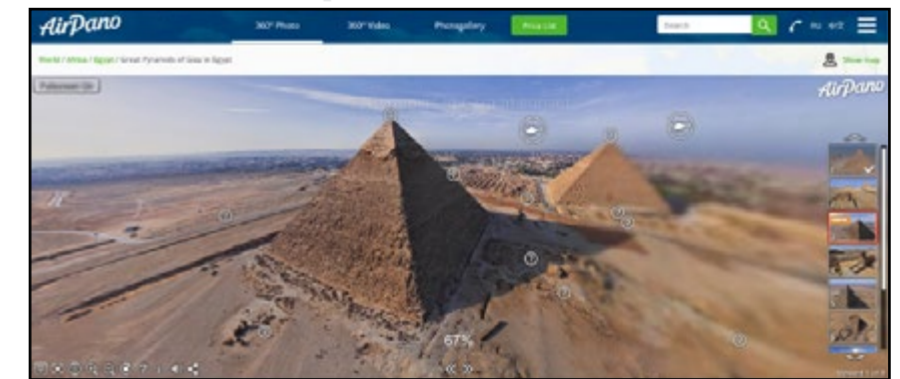
STEM is a curriculum based idea of educating students in four specific disciplines — science, technology, engineering and mathematics — in an interdisciplinary and applied approach. STEM and ICT technologies are consistently implemented across all learning sequences in History. Students used ICT-based programs to develop some fantastic and engaging brochures on heritage sites of their choice. Some 7G students voluntarily created virtual websites on selected or additional heritage sites, presenting their work to their peers. It was a fantastic and thoroughly rewarding experience to observe

students willingly undertaking extra-curricular projects, learning from one other and sharing project-based learning resources.

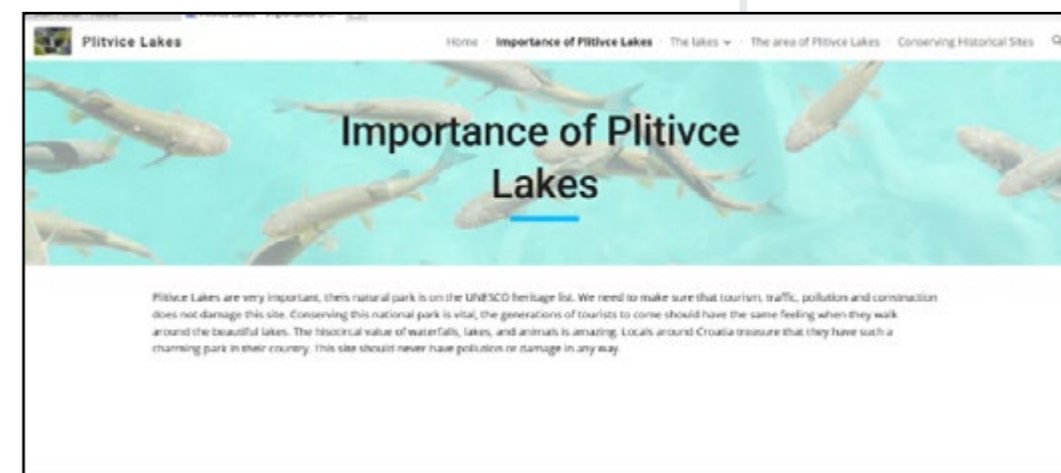
### What will 7G be working on next?

As part of our ongoing objective to embed STEM technologies into teaching and learning across both History and Languages, 7G will be participating in the Asia ConneXions program during Term 2 and Term 3. This project will involve a series of interactive real-time sessions with a South Korean school. Coordinated by the University of New England, Armidale, the project aims to increase global citizenship and engage students in STEM-based opportunities for learning across History. By integrating the video links into HSIE curriculum teaching, students will have opportunities to teach what they learned during History/ Languages lessons to Korean students and receive questions from their Korean peers. Students will learn about South Korean perspectives on History and Languages topics studied, and have opportunities to ask questions to their Korean peers. Students will be using the Connected Classroom for real time discussion with South Korean students. The Learning Outcomes of this project include enhanced cultural understanding of Asia, improved communication skills, and effective teaching of History & Languages curriculum topics using technology. The Asia ConneXions program is supported by the NSW Department of Education.

Below are some examples of how Year 7 have been utilising STEM technology in their learning



Virtual Tour of Ancient Egypt



Plitvice Lakes – by Lara Turic



Mont Saint Michel – By Daniella Samovski

by Mr Killeen (HT Science)



We have attended fewer shows this year but have had our share of success. At Camden Show 20 students exhibited our goats and for many of these students it was their first ever show. The judge preferred Delilah over Dora for the School's Champion. Many of the students competed in the Young Judges Competition for which Isabella Campanelli and Trey Allan qualified for the State Finals. We did not exhibit our goats at the Sydney Royal, but our honey proved successful winning 1st place in its class for the third year in a row. Hopefully next year we can win the elusive School's Champion Honey.



For several months before the show we had two teams of students working hard to prepare our layers and meat birds for the show. Disaster struck just days before the show with a fox taking all the show layer chickens. The students overcame this setback and submitted excellent written projects. The meat bird project was placed 4th and the layer project was placed 7th. These are very impressive results given that over 70 schools compete in each competition. Congratulations to Isabella Rawlins, Jennifer King and Chloe Partic-Gray from Yr 11 and Kayla Bitetto, Gabrielle Chea and Isabella Campanelli from Year 10.

Trey and Isabella (below) did an excellent job competing in the Young Judges State Final in front of an audience and a tough South African overjudge.



Many people watching thought they deserved a placing but unfortunately this was not to be. Maybe next year is their year.

This year we exhibited for the first time at the Hawkesbury Show which has a diverse range of events schools can enter. We competed in the Duckling Challenge for which our birds won 2nd place and another of our ducks came 2nd in School's Waterfowl class. Congratulations to Alaiyah Williams, Chantal Szabo, Grace Smith and Nancy Ali who cared for the ducks. We also called on the artistic talents of our agriculture students to enter the Painted Chook Competition. Large timber chooks (below) were skilfully painted by Kayla Bitetto, Gabrielle Chea, Isabella Campanelli, Victoria Eyke, Tania McNulty and Sophia Simic.



## A feast fit for a Viking in the Special Education Unit

by Ms Petrovska



Posing in front of our Viking ship in tunics and helmets (we know they didn't have horns, but we think that they're much cooler this way!)

Last term, students in the Special Education Unit participated in a cross-curricular exploration of the Vikings. The program spanned multiple subjects including History, Food Technology and MADD, with an additional focus on literacy and numeracy outcomes across all of these key learning areas. The comprehensive investigation of Viking society encouraged students to explore the unique characteristics of the civilisation while drawing comparisons to the current day. Through supportive practices including graphic organisers, task analysis, visual modelling and peer tutoring, the program also enabled a more targeted development of specific skills in each subject area. The learning experience culminated in the Viking Feast, an entire day dedicated to indulging and raiding!



Meet the Vikings was a hit performance showcasing the hierarchy in Viking society. Notice our 'in real life' chief was the understudy who had to step up on the day!



Our Viking Banquet. Throughout the term we developed the recipes and skills to make Viking flat bread, butter, stew and dried fruit oat cakes. Yep, they were all as delicious as they look!



Due to the Scandinavian winters and long-distance raids, Vikings relied on fermentation techniques to preserve their food. So, through collaboration, we developed our own 'Pickle-like-a-Viking' recipe.

# CAMBODIA TRIP

by Emily Kerbage (Year 12)

**This 8-day-trip was truly life-changing, and certainly the highlight of my high school experience.**

Wow! What an experience Cambodia was. On the 19th of April, Ms Chehade, Ms Melville and eleven of us Year 12 students departed from Sydney Airport, to arrive in Cambodia 10 hours later. The purpose of the trip was to not only volunteer in building part of a primary school, but also, to immerse ourselves into a country rich in culture and history. This 8-day-trip was truly life-changing, and certainly the highlight of my high school experience.



The first leg of the trip started in Phnom Penh, the capital of Cambodia. We were immediately awoken to the cultural difference when compared to Australia. Phnom Penh had several tourist attractions that provided us with a great insight into Cambodia's troubling history. The Tuol Sleng Genocide Museum was quite confronting, but was extremely eye-opening and was a highlight for us in Phnom Penh. Visiting the Royal Palace of Cambodia, the Killing Fields and the National Museum of Cambodia enriched our minds to the deep suffering that Cambodia experienced and was trying to recover from. The millions of souls that perished during the four-month genocide continue to play a monumental role in the shaping of this impoverished nation, as we came to learn during our brief trip here.

The second part of the trip led us to Siem Reap. It was like nothing I'd ever seen before, with the beautifully lit streets and the locals who talked to us in such a friendly manner. We were treated so kindly for the duration of our whole trip, and never felt alienated from this very different cultural experience. Our time in Siem Reap was so exciting because we had the opportunity to visit Angkor Wat, the largest religious monument in the world and one of the seven ancient wonders! The time we spent there will truly be unforgettable as it allowed me to open my eyes and mind to diverse cultural traditions and lifestyles.

However, as our trip continued, we came to understand that for all of the beautiful sights and tourist attractions, there was also a country that was crying out for help. Cambodia is the third-most corrupt nation in the world, and it fosters several million poor people out of the mere population of 15 million. For myself, the time we spent volunteering will remain the most valuable and memorable. On the fourth day, we travelled to Trek Community Centre, a primary school where kids weren't afforded the luxuries we take for granted. We were able to help build the community quite literally, as we made bricks for the centre using plastic and cement. The faces of the children who we met and helped for a short period of time, will forever remind me to not take life's privileges for granted and to always remain open-minded to the struggle of others.



***In truth, there was so much more that we experienced and learnt important life lessons from, but we'd be here all day if I were to write it all. Looking back on the trip a few weeks later, I'm struck by the beautiful people we met and the precious memories I've made. Even though the trip was only eight days, I saw the potential power that individuals can have if they choose and try to help those who need it. Cambodia is a nation which is steadily improving in terms of poverty and unemployment rates, and the little we can do to help can make such a significant difference to the lives of so many.***

សាក្សី (Bye!)



# Year 12 Modern History & Studies of Religion Workshops

by Alvin Gosai (Year 12)



**The Modern History students were given the memorable opportunity to speak to a Jewish Holocaust survivor, teaching us the importance of learning from history.**

On the 10th of April this year, Year 12 students of Studies of Religion and Modern History, attended the Sydney Jewish Museum in Darlinghurst under the direction of Ms Jakovljevic and Ms Curić. Students participated in various lectures and initiatives relevant to the core studies of each HSC course. As such, when arriving at the location, we completed a guided tour of the various aspects of the Museum, combining information from both World Wars, and elements of Jewish customs, sacred texts and historical events to deepen our understanding of HSC content and consolidating the abundance of knowledge we have gained throughout the year. Students were given the opportunity to learn about all aspects of Jewish life and historical experiences thus, greatly deepening our understanding.

The Modern History students were given the memorable opportunity to speak to a Jewish Holocaust survivor, teaching us the importance of learning from history and allowing us to gain a secondary and more personal understanding of the outcomes of the Second World War. It offered students

a valuable educational experience and an insight into the life of survivors, exposing the experiences minority groups faced as they were discriminated against by the Nazi Party. It re-affirmed and furthered our understanding from the Power and Authority Core HSC area of study, with the museum having a wealth of resources and artefacts targeting the entirety of the Modern History syllabus.

The Studies of Religion excursion focused on the Judaic religion in respect to the marriage ceremony, being one of the three focus religions studied in the course. Ms Sandy Hollis, a HSC head marker of Studies of Religion took us through a lecture exploring the appropriate structure of Jewish Marriage, focusing on the life cycle of Jewish men, managing to consolidate our in-class knowledge in a more practical and hands-on environment. The lecturer also gave us the opportunity to ask questions relevant to the HSC and seek clarification on specific areas, thus deepening our knowledge to a greater extent and consolidating our information.

# Secondary Student Leadership Program

by Emily Kerbage (Year 12)

On the 9th of May, student leaders Emily Kerbage and Luke Halls of year 12 attended the secondary student Leadership program at the NSW Parliament House and Government House. The students were greeted by many federal parliamentarians including the local member for prospect, Hugh McDermott. Across the course of the day, the students discussed the importance of many issues facing the youth of today including, climate change and education, and questions were put forward by the students to the NSW minister for Education, Sarah Mitchell and NSW Agriculture minister, Adam Marshall. Additionally, the students were given an insight into the workings of parliament, as they watched MPs discuss reform to influenza vaccines.

Later in the day, the students walked down to Government House, where they were given a tour of the house, before they were formally addressed by Her Excellency, the Honourable Margaret Beazley AO QC, 39th Governor of New South Wales. Our students were lucky enough to speak with her excellency about the future of Australia and how she became the NSW governor over afternoon refreshments. Overall, the day was very special and was a fabulous experience for our student leaders.



Emily and Luke with the Member for Prospect, Hugh McDermott



NSW Government House



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